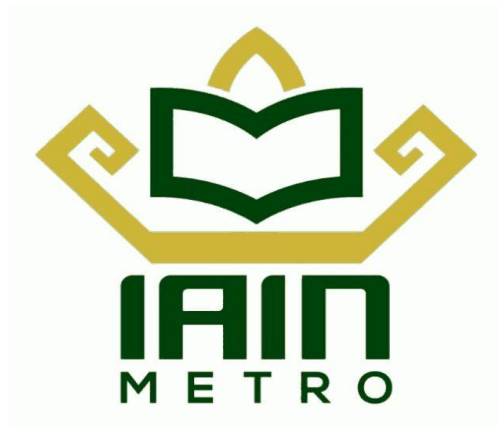


**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING GUIDING QUESTION  
TECHNIQUE ON THE STUDENTS WRITING ABILITY ON  
RECOUNT TEXT AT MTsN 1 EAST LAMPUNG**

**By :**

**ANISA MEILANI LUBIS**  
**Student Number : 1801070008**



**Tarbiyah and Teacher Training Faculty**  
**English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1444 H / 2023 M**

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**THE INFLUENCE OF USING GUIDING QUESTION TECHNIQUE  
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AT MTsN 1 EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

By:

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Sponsor: Dr Widhiya Ninsiana, M.Hum

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**APPROVAL PAGE**

Title : THE INFLUENCE OF USING GUIDING QUESTION  
TECHNIQUE TOWARD STUDENTS WRITING ABILITY  
ON RECOUNT TEXT AT MTSN 1 EAST LAMPUNG

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Student Number : 1801070008

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**APPROVED BY:**

To be examined in Munasqosyah in Tarbiyah Faculty and Teacher Training  
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**NOTIFICATION LETTER**

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Appendix :  
Matter : **In order to hold the munaqosyah  
of Anisa Meilani Lubis**

To :  
The Honorable of the Head of Faculty of  
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State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

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

Name : Anisa Meilani Lubis  
Student Number : 1801070008  
Department : English Education  
Faculty : Tarbiyah and Teaching Training  
Title : THE INFLUENCE OF USING GUIDING QUESTION  
TECHNIQUE TOWARD STUDENTS WRITING ABILITY  
ON RECOUNT TEXT AT MTSN 1 EAST LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Facultyin order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikumWr.Wb*

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Nomor :  
Lampiran : -  
Perihal : **Persetujuan Munaqosyah**

Kepada Yth.  
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Institut Agama Islam Negeri (IAIN)  
di-Tempat

*Assalamu'alaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Program Studi : Tadris Bahasa Inggris (TBI)  
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Judul Skripsi : THE INFLUENCE OF USING GUIDING QUESTION  
TECHNIQUE TOWARD STUDENTS WRITING ABILITY ON  
RECOUNT TEXT AT MTSN 1 EAST LAMPUNG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Mengetahui,  
Ketua Program Studi TBI

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**RATIFICATION PAGE**

No. B-3944/ln. 29.1/D/PP-00.7/07/2023

An Undergraduate thesis entitled: THE INFLUENCE OF USING GUIDING QUESTION TECHNIQUE ON THE STUDENTS WRITING ABILITY ON RECOUNT TEXT AT MTsN 1 EAST LAMPUNG

Written by Anisa Meilani Lubis, Student Number 1801070008, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, June 23<sup>rd</sup>, 2023 at 03:00 – 05:00 p.m

**BOARD OF EXAMINERS:**

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Examiner I	: Dr. Umi Yawisah, M.Hum.	(.....)
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The Dean of Tarbiyah and Teacher Training Faculty



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**THE INFLUENCE OF USING GUIDING QUESTION TECHNIQUE  
ON THE STUDENTS WRITING ABILITY ON RECOUNT TEXT  
AT MTsN 1 EAST LAMPUNG**

**ABSTRACT**

**By:  
ANISA MEILANI LUBIS**

The main aim of this research was to know whether Guiding Question Technique influences the students writing ability on recount text at MTsN 1 East Lampung. This research was conducted on the basis of problems in the low recount text writing ability of students' that researcher found in the pre-survey process. It was hoped that through this research the students writing ability on recount text is better.

The method of this research was a quantitative research in the form of a quasi-experimental design, carried out at MTsN 1 East Lampung. The population of this research was the eighth graders students. The sample of this research was 30 students at the eighth grade of MTsN 1 East Lampung. In collecting data, the researcher used test (pre-test and post-test), documentation, and observation.

The results show that the result of sig. 2-tailed is .047. It is clear that if probability or  $\text{Sig.} > \alpha (0.05)$ , the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In other words,  $H_a$  is accepted and  $H_o$  is rejected. It is investigated that t-observe is 2.029. Meanwhile, the t-value in the f-table for the 5% significant level for df 58 is 1.671. While the significant level of 1% df 58 is 1. This shows that the t-observe is higher than the t-value in the f-table. Therefore, it is concluded that there is a positive and significant influence of Guiding Question Technique on the students writing ability on recount text at the eighth grade of MTsN 1 East Lampung.

***Keywords:*** *Guiding Question Technique, Writing Ability, Quantitative Research.*

# **PENGARUH PENGGUNAAN TEKNIK GUIDING QUESTION TERHADAP KEMAMPUAN SISWA MENULIS TEKS RECOUNT DI MTsN 1 LAMPUNG TIMUR**

## **ABSTRAK**

**By:**

**ANISA MEILANI LUBIS**

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah Guiding Question Technique mempengaruhi kemampuan siswa menulis teks recount di MTsN 1 Lampung Timur. Penelitian ini dilakukan atas dasar permasalahan rendahnya kemampuan siswa menulis teks recount yang peneliti temukan pada proses pre-survei. Diharapkan melalui penelitian kemampuan menulis recount teks siswa menjadi lebih baik.

Penelitian ini adalah penelitian kuantitatif berupa desain quasi-experimental yang dilakukan di MTsN 1 Lampung Timur. Populasi penelitian ini adalah siswa kelas delapan, sampel penelitian ini berjumlah 30 siswa kelas delapan MTsN 1 Lampung timur. Dalam mengumpulkan data, peneliti menggunakan tes (pra-tes, dan tes pos), dokumentasi dan pengamatan.

Hasil penelitian menunjukkan bahwa hasil Sig. 2 tailed adalah .047. Jelas bahwa jika probabilitas atau  $\text{Sig.} > \alpha (0.05)$ , hipotesis alternative ( $H_a$ ) diterima. Ini berarti bahwa ada pengaruh positif dan signifikan variabel X pada variabel Y. Dengan kata lain,  $H_a$  diterima dan  $H_o$  ditolak. Diteliti bahwa t-observasi adalah 2.029. Sedangkan nilai-t pada f-tabel pada pada signifikan 5% untuk  $df$  58 adalah 1.671. Sedangkan taraf signifikan 1%  $df$  58 adalah 1. Hal ini menunjukkan bahwa ada pengaruh positif dan signifikan dari Teknik Guiding Question pada kemampuan siswa menulis teks recount di kelas delapan MTsN 1 Lampung Timur.

**Kata Kunci:** *Teknik Guiding Question, Kemampuan Menulis, Penelitian Kuantitatif*



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Anisa Meilani Lubis  
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States that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, June 2023

The Researcher



**Anisa Meilani Lubis**

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Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, Juni 2023

Penulis



**Anisa Meilani Lubis**

NPM : 1801070008

## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ ٦

Artinya: “Sesungguhnya sesudah kesulitan itu ada kemudahan”.

(Q.S. AL – Insyirah: Ayat 6)

## **DEDICATION PAGE**

The success of this study is dedicated to:

1. My Parents, My Beloved Father Haerudin Lubis and My Beloved Mother Dwi Ratnawati who gave love, love and self-sacrifice, as well as moral and non-material encouragement, sincere prayers that never stop, and everything that the authors cannot answer that they served source of inspiration for the author in completing this study.
2. My grandmother, who gave me the spirit to achieve my goals, as well as my extended family, who are always praying and looking forward to my success.
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4. My of Batch 2018 Department of English Education.
5. My Almamater State Institute of Islamic Studies (IAIN) Metro.

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The deep gratitude to Allah SWT, who always gives the researcher blessing to complete the thesis entitled “THE INFLUENCE OF USING GUIDING QUESTION TECHNIQUE ON THE STUDENTS WRITING ABILITY ON RECOUNT TEXT AT MTsN 1 EAST LAMPUNG.” Shalawat and salam to our prophet Muhammad SAW, the ruler of Muslims in the world, who led us from darkness to light. This time, the researcher would like to express her deep gratitude, especially to:

1. Prof. Dr. Hj Siti Nurjanah, M.Ag, PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Dr. Widhiya Ninsiana, M.Hum, as the advisor provided valuable knowledge and support in finishing undergraduate-thesis.

The researcher apologizes for all the mistakes she made in writing and completing this thesis. All criticisms and suggestions are expected to improve the quality of this study. We hope that this thesis can be useful to researchers in particular, to our college and to every reader in general.

Metro, June 2023  
The researcher,



**Anisa Meilani Lubis**  
ST.ID. 1801070008

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>NOTIFICATION LETTER .....</b>	<b>iv</b>
<b>RATIFICATION PAGE.....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>ABSTRAK .....</b>	<b>viii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>viii</b>
<b>ORISINALITAS PENELITIAN.....</b>	<b>x</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE.....</b>	<b>xii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS.....</b>	<b>xiv</b>
<b>LIST OF TABLES .....</b>	<b>xvii</b>
<b>LIST OF FIGURES .....</b>	<b>xviii</b>
<b>LIST OF APPENDICES .....</b>	<b>xix</b>

### CHAPTER I INTRODUCTION

A. Background of the Study.....	1
B. Identification of Problem .....	4
C. Problem Limitation .....	4
D. Problem Formulation .....	4
E. Objective and Benefits of the Study.....	5
F. Prior Research .....	6

### CHAPTER II LITERATURE REVIEW

A. The Concept of Recount Text Writing Ability .....	9
1. The Concept of Writing .....	9
2. The Concept of Recount Text .....	15
B. The Concept of Guiding Question Technique .....	17

1. The Definition of Guiding Question Technique .....	17
2. Characteristics of Guiding Questions.....	18
3. The Ways to write Good Guiding Questions .....	18
4. The Benefits of Guiding Question Technique .....	19
5. The Teaching Steps of Guiding Question Technique .....	20
C. Theoretical Framework and Paradigm .....	21
1. Theoretical Framework .....	21
2. Paradigm .....	22
D. Hypothesis.....	23
1. Hypothesis Formulation .....	23
2. Statistical Hypothesis .....	23

### **CHAPTER III RESEARCH METHOD**

A. Research Design.....	24
B. Operational Definition of Variable .....	26
1. Independent Variable .....	26
2. Dependent Variable .....	27
C. Population, Sample and Sampling Technique .....	27
1. Population .....	27
2. Sample.....	27
3. Sampling Technique.....	28
D. Data Collection Technique.....	28
1. Test.....	28
2. Documentation .....	29
3. Observation .....	29
E. Research Instrument.....	30
1. Writing Ability Test .....	30
2. Observation Sheet .....	30
3. Documentation Sheet .....	30
F. Data Analysis Technique .....	31
1. Normality test.....	31

2. Homogeneity test.....	32
3. Hypothesis test .....	32

## **CHAPTER IV RESULT AND DISCUSSION**

A. Research Result.....	35
1. Profile at MTsN 1 East Lampung .....	35
a. The Historical Background .....	35
b. The Condition of the Teacher and Official Employees .....	36
c. The students Quantity .....	38
d. The Condition of Infrastructure Facilities.....	39
2. The Description of Research Result.....	40
a. Pre-Test Result .....	40
b. Treatment by Using Guiding Question Technique .....	44
c. Post-Test Result .....	44
B. Discussion .....	53

## **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	55
B. Suggestion .....	56

## **BIBLIOGRAPHY**

## **APPENDICES**

## **CURRICULUM VITAE**



## LIST OF TABLES

Table 1.1 The Score of the Students' Writing Ability in the eighth grade .....	3
Table 2.1 The Scoring of Writing .....	12
Table 3.1 Research Design Non Equivalent Control Group .....	25
Table 4.1 The Condition of Teacher and Official Employees .....	37
Table 4.2 The Students Quantity .....	38
Table 4.3 The Condition of Infrastructure Facilities .....	39
Table 4.4 The Pre-Test Result of Experimental Class of the Students Writing Ability .....	40
Table 4.5 The Pre-Test Result of Experimental Class .....	41
Table 4.6 The Pre-Test Result of Control Class of the Students Writing Ability .....	42
Table 4.7 The Pre-Test Result of Control Class .....	43
Table 4.8 The Post-Test Result of Experimental Class the Students Writing Ability .....	45
Table 4.9 The Post-Test Result of Experimental Class .....	47
Table 4.10 The Post-Test of Control Class of the Students Writing Ability ...	48
Table 4.11 The Normality Test Result .....	49
Table 4.12 The Homogeneity the Result .....	50
Table 4.13 The SPSS Computation Result about the influence Of Using Guiding Question Technique toward Students Writing Ability .....	51
Table 4.14 Critical Value of t-table .....	51

## LIST OF FIGURES

Figure 1 The Influence of Using Guiding Question Technique toward Students Writing Ability on Recount Text .....	22
Figure 2 The Pre-Test Result of Experimental Class .....	42
Figure 3 The Pre-Test Result of Control Class .....	44
Figure 4 The Post-Test Result of Experimental Class .....	47
Figure 5 The Post-Test Result of Control Class .....	49

## LIST OF APPENDICES

Appendices 1 Blue Print of Writing Test.....	60
Appendices 2 Syllabus .....	61
Appendices 3 Lesson Plan .....	72
Appendices 4 Permit of Pre-Survey .....	78
Appendices 5 Response Letter of Pre-Survey.....	79
Appendices 6 Thesis Guidance Letter.....	80
Appendices 7 Permit of Research .....	90
Appendices 8 Response Letter of Research .....	91
Appendices 9 Letter of Assignment .....	92
Appendices 10 Pre-Test Question.....	93
Appendices 11 The Answers of Pre-Test in experimental class .....	94
Appendices 12 The Answers of Pre-Test in control class.....	95
Appendices 13 The Students Writing Activity Result in Treatment .....	96
Appendices 15 The Answers of Post-Test in experimental class .....	97
Appendices 16 The Answers of Post-Test in control class .....	98
Appendices 17 Writing Rubric.....	
Appendices 18 T – Table .....	113
Appendices 19 Library Free Letter .....	115
Appendices 21 Plagiarism.....	116
Appendices 20 Documentation .....	117
Appendices 22 Curriculum Vitae .....	123

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Writing is a process of making notes, information or stories using language as a medium for writing. It is also interpreted as a process of delivering messages, attitudes, and opinion, in a piece of writing. It provides ideas and creativity from the researcher mind. This writing activity not only benefits the reader but also the researcher. Writing can hone skill from the ideas in the researcher mind to develop imagination and creativity.

Moreover, writing has perfect benefits through complex process. Therefore, through writing provides complete information and understanding. By writing students can relate old knowledge to new knowledge. Even if the knowledge gained is only a little, it can be useful for writing. If writing activity continues to be done repeatedly to make students smarter in understanding something

In addition, in order to have a good writing ability, it is necessary to apply appropriate teaching techniques. The appropriate teaching technique contains teaching steps that achieve the purpose of writing. Therefore, it is important to choose the right teaching technique so that students' are motivated and have a high interest in the writing learning process. Therefore, every teacher must creatively apply innovative teaching techniques in the process of learning to write or technique.

One of the teaching technique of writing is guiding question is the fundamental query that directs the search for understanding.<sup>1</sup> Guiding question is a basic question to seek understanding that is open, focused, and concise on certain topic. In order to stimulate questions to be able to provide answers or responses, guiding questions also explain what is achieved from the content to be studied and when answering guiding questions must require cognitive work by developing descriptions and evaluations. Guiding question is used to assist social study teacher with how to remain focused on the purpose of their field while also teaching mandated curriculum.<sup>2</sup>To help teacher *stay* focused on field goals and also teach the mandated curriculum using guiding questions. Therefore, this guide question makes students think and find an idea to answer or respond to the guiding questions. Then students focus on the ideas in writing.

Guiding questions a beneficial technique as fact the development of writing ability.<sup>3</sup> It is a useful technique by the use some question in the process of generating ideas in writing process. This technique is also very useful to help students find the information in learning writing. Moreover, the researcher has conducted a pre-survey on the August, 24<sup>th</sup>in 2022 at the eighth grade of MTsN 1 East Lampung. The following table illustrates the data:

---

<sup>1</sup>Traver, Rob "What Is a Good Guiding question," *Educational Leadership* 55, no.6 (1998): 1.

<sup>2</sup>James Shiveley, "Teaching for Democrate Citizenship Arriving at a Guiding question for Pedagogical Practise", *Winter* 9, no.3 (2014): 81.

<sup>3</sup>Jase moussa-Inaty, "Reflecting Writing through the Use of Guiding questions," *International Journal of Teaching and Learning in Higher Education* 27, no.1, (2015): 111-112.

**Table 1.1**  
**The Score of the Students' Writing ability in the eighth grade**

No	Grade	Frequency	Percentage	Criteria
1.	$\geq 75$	5 students	17 %	Complete
2.	$< 75$	25students	83 %	Incomplete
Total		30 students	100 %	-

*Source: The achieve of students writing assignment given by the English teacher*

Based on the table above, the passing grade of the eighth grade in English subject is 75. It can be seen that just 5 students (17%) is complete the passing grade in writing ability. But, 25 students do not achieve the passing grade (83%). It means that students have difficulties in writing English skill.

Based on the interview with English teacher, it is known that students' writing ability is low. It is due to the limited English vocabulary of students. The students' difficulty in expressing ideas in written form. In addition, students' problems in writing words into sentences by using appropriate grammar. In addition, the students' difficulty in developing written content. It is because the students have lack ideas in writing process. Another difficulty in the writing process is the inability of applying writing mechanic such as the ability to use punctuation and capital letters.

In connection with the overall description above, the researcher underlines student's problems in writing ability. The researcher intends to follow up on these problems by doing treatment or teaching by using a teaching technique. In this case the researcher intends to use teaching Guiding questions Technique to influence students' writing ability.

In line with phenomena above, the researcher conducted a quantitative research by compiling an undergraduate thesis with the title “The Influence of Using Guiding Questions Technique toward Students’ Writing Ability on Recount Text at MTsN 1 East Lampung”. By conducting this research, it is hoped that students’ writing ability are better with the implementation of teaching strategies guiding questions.

### **B. Identification of the Problems**

Based on the problems got from the results of the pre-survey, the results of the identification of problems include:

1. Students have low writing ability.
2. Students have limited English vocabulary.
3. Students have problems in arranging words into sentences.
4. Students have difficulties to develop written content.
5. Students have difficulties to apply mechanical concepts namely the use of punctuation and capital letters.

### **C. Problem Limitation**

Based on the problem identification above, the researcher limits the problems by focusing on the students have low in their writing ability. The researcher conducted the quantitative research.

### **D. Problem Formulation**

The problem formulation of this research is constructed as: “Is there any positive and significant influence of guiding question technique on the

students' writing ability on recount text at the eighth grade of MTsN 1 East Lampung?

## **E. Objectives and Benefits of the Study**

### **1. Objective of the Study**

The objective of this research is order to know whether there is positive and significant influence of using guiding question technique on the student's writing ability at the eighth grade of MTsN 1 East Lampung

### **2. Benefits of the Study**

This research is expected to provide benefits not only for the researcher but also for students, teachers and other researcher.

#### **a. For the Students**

This research is expected to be useful for students to help them realize the writing ability. In addition, through this research it is hoped the students can be involved in English learning process particularly in learning writing by using detailed guidance in learning process.

#### **b. For the Teacher**

This research is expected to provide benefits to teachers by providing information related to the condition of students' abilities in writing ability. In addition, this research is expected to provide information to teachers, especially English teachers are related to one of the teaching techniques that can be used as an alternative in teaching writing ability namely teaching techniques or strategies



Guiding questions. Through this information, the teacher is expected to be able to motivate students more in the process of learning writing ability so the writing ability is better.

c. For the Other Researchers

This research is expected to be one of benefit to other researcher by providing information that does not only deal with theories guiding questions in writing ability recount text. but also provides information about real implementation techniques on how to conduct research on them. In this case, it is hoped that other researcher can follow up on the results of this study in the future so that they can provide deeper benefits to students.

## **F. Prior Research**

This research was conducted by considering several previous studies researchs. The first relevant research was conducted by Cindy Anggraini<sup>1</sup>, Hasan Basri<sup>2</sup> with the research title “The Effectiveness of Guiding questions in Improving Writing ability”. The research was conducted at SMP Negeri 1 Ulubangka in 2020.<sup>4</sup> The researcher examined classes VIII A and VIII B using the Quantitative research method. The purpose of the research was to the objective of this research is to prove that the use of Guiding questions Technique is effective to improve the skill of the eighth grade students of SMP Negeri 1 Ulubangka in writing recount text. While the results of his research

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<sup>4</sup>Cindy Anggraini, and Hasan Basri, “The Effectiveness of Guiding questions in improving Writing ability” *Advances in Social Science Education and Humanities Reseach* 18, no. 1 (2020).

show that the use of Guiding questions Technique is effective to improve the skill of the eighth grade students of SMP Negeri 1 Ulubangka in writing recount text.

The second relevant research was conducted by Prianka Koraag, Nihta V. F. Liando, and Mister Gideon with the title research “The Effectiveness of Guiding questions Technique to Improve Students’ Writing Recount Text.”<sup>5</sup> The research was conducted SMP Negeri 4 Tombariri in 2019. The researcher examined the Third Grade students of SMP Negeri 4 Tombariri using the Quantitative research method. The purpose of this research is to resolve students’ difficulties in writing recount text by utilizing guiding question technique. Meanwhile, the research results show that by seeing the results used guiding question technique to improve writing ability of Grade IX students of SMPN 4 Tombariri. Guiding question technique is suitable technique for develop students’ writing ability because it can make the students to be more motivated, easier, effective, creative, and enjoy to express their ideas and feelings.

The third relevant research conducted by Siwanjaya<sup>2)</sup>, Ali Saukah<sup>2)</sup>, Fransisca Maria Ivone<sup>3)</sup> with the research title “Implementing Guiding questions Combined with Animation Film Improve Ninth Graders’ Narrative Writing ability”.<sup>6</sup> The research was conducted at SMPN 1 Terbanggi Besar in 2017. The researcher examined 34 students of class IX E using research

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<sup>5</sup>Prianka Koraag, Nihta V. F. Liando and Mister Gideon Maru, “The Effectiveness of Guiding questions Technique to Improve Students’ Writing Recount Text.” *ATLANTIS PRESS* 383, (2019): 954.

<sup>6</sup>Siwanjaya, Ali Saukah, and Franciska Maria Ivone, “Implementing Guiding questions Combined with Animation Film to Improve Ninth Graders’ Narrative Writing ability.” *Jurnal Pendidikan Humaniora* 5, no 1, (2017): 33.

method Classroom Action Research. The purpose of this research is to improve students' narrative writing ability at SMPN 1 Terbanggi Besar, Central Lampung, Indonesia. While the results showed the strategy could improve the ninth graders' writing narrative ability.

This research has similarities with some of these relevant studies. The similarity is in the research topics, namely those related to the use of guiding question techniques in teaching writing. Another similarity is in the research method using quantitative research methods. While this study also has several differences with previous research, namely with one of the objectives of one of the different goals is with the latest relevant research to improve writing ability because the research uses CAR (Classroom Action Research). The researcher also gives novelty to this research, the novelty of this study is the researcher' efforts to apply the guiding question technique accompanied by media sequence pictures related to the recount text. By using sequence pictures media, it is hoped that students are assisted in the process of generating writing ideas because they can be inspired by sequence pictures that are related to the topic of recount text.

## **CHAPTER II**

### **LITERATURE REVIEW**

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

##### **1. The concept of Writing**

###### **a. Definition of Writing**

Writing is a process of exploration that offers benefits to students and content area teachers alike.<sup>1</sup> Students write to make their ideas clear and comprehensible they experience the fun of discovery, and so do their teachers. Composing may be a handle of investigation that provides benefits to understudies and substance range instructors alike as understudies type in to create their thought clear and comprehensible they involvement the fun of disclosure and so do their instructors. Writing is a language activity that uses writing as its medium. Writing is a part of developing ideas, modifying our continuing thinking, and checking our perceptions.

Writing is a very effective way for students to communicate it reveals their knowledge skills and attitudes.<sup>2</sup> 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

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<sup>1</sup>Vicki Urquhart and Monette McIver, *Teaching Writing in the Content Areas*, (Virginia: ASCD, 2005), 3.

<sup>2</sup>Sue Douglas, *Reading and Writing Standards for years 1-8*, (Wellington: Learning Media Limited 2009).

communication and thinking. Then, we can state that there are combinations of teaching and unique activity in writing.

Writing is regarded as an extension of grammar a means of reinforcing language patterns through habit formation and testing learners' ability to produce well formed sentences.<sup>3</sup> Writing is not easy subject, because it is not only transcribing language in written symbols but also thinking process. Writing is thought made palpable part of social dialectic that enables is to check our perceptions develop our ideas, modify and continue our thinking.

The ability to write something in a productive way is an indicator of success during the learning process.<sup>4</sup> Ability is strength to control and do a job that is done by an individual. Moreover, writing ability is capacity of someone to produce written message from words, into sentences, into text, into coherence whole where the reader can understand the meaning.

#### **b. Procedure of Writing**

Writing is not an easy thing, so when someone wants to write, they must know the steps in the writing process as follows:

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<sup>3</sup> Jack C. Richards, *Second Language Writing*, (Cambridge: Cambridge University Press, 2004), 3.

<sup>4</sup> Muhammad Javed, Wu Xio Juan, and Salma Nazli "A Study of Students' Assessment Skills of the English Language," *International Journal of Instruction* 6 no.2, July 2013, 131.

### 1) Prewriting

This is the space where all writing begins. At this stage, researchers generate ideas, brainstorm topics, web ideas together, or talk and think about ideas.

### 2) Drafting

At the drafting stage of the writing process, students begin to put their ideas on paper. Students need to keep in mind the genre or format, audience, and purpose.

### 3) Revising / Editing

This phase of writing consist of two parts: revising looks at the organization and the structure of the writing while editing looks at the mechanics of the writing.

### 4) Publishing

Allows students to write for an authentic audience and celebrate their hard work. It occurs after the other steps are completed and students are ready to produce the final copy, which can be handwritten or typed on a computer.

### 5) Reflection<sup>5</sup>

Is a key element in the writing process. It encourages the researcher to think about his or her writing, look at the writing from a different point of view, and see progress in the writing effort.

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<sup>5</sup>Sarah Katchner Clark, *Writing Startegies for Science Second Edition* (California: SHELL EDUCATION, 2014), 16-18.

### c. Writing Assessment

To measure writing ability the following rubric is needed:<sup>6</sup>

**Table 2.1**  
**The Scoring of Writing**

<b>Content</b> 30-27 EXCELLENT TO VERY GOOD: knowledgeable – substantive – etc. 26-22 GOOD TO AVERAGE : some knowledge of subject – little substance – etc. 21-17 FAIR TO POOR: limited knowledge of subject – little substance – etc. 16-13 VERY POOR: does not show knowledge of subject – non-substantive – etc.
<b>Organization</b> 20-18 EXCELLENT TO VERY GOOD: fluent expression – Ideas clearly stated – etc. 17-14 GOOD TO AVERAGE: somewhat choppy – loosely organized but main Ideas stand out – Etc. 13-10 FAIR TO POOR: non – fluent – Ideas confused or disconnected – etc. 9-7 VERY POOR: essentially translation – little knowledge of English vocabulary.
<b>Vocabulary</b> 20-18 EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice. And usage – etc. 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 word/idiom form, choice, usage – etc 9-7 FAIR TO POOR: essentially translation – little knowledge of English vocabulary.
<b>Language use</b> 25-22 EXCELLENT TO VERY GOOD: effective complex constructions – etc. 21-19 GOOD TO AVERAGE: effective but simple constructions – etc. 17-11 FAIR TO POOR: major problems in simple/complex constructions – etc. 10-5 VERY POOR: virtually no mastery of sentences constructions rules – etc.
<b>Mechanics</b> 5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – etc. 4 GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc. 3 FAIR TO POOR: frequent errors of spelling punctuation, capitalization – etc.

<sup>6</sup>J.B. Heaton *Writing English Language Tests* (New York: Longman, 1988), 146.

2 VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization – etc

#### d. Teaching Writing

Teaching writing has benefits both for teacher and students serving as communication vehicle, assessment tool, and intellectual exercise, admittedly, this were part of her rationale for developing this guidebook.<sup>7</sup> Educational composing is special in this way. It benefits both instructor and understudies, serving as communication vehicle, evaluation apparatus, and mental work out, as matter of fact. This was portion of rationale for creating this manual.

##### 1). Incorporate practice of “good” researchers<sup>8</sup>.

The first guideline is sweeping. But as you contemplate devising a technique that has a writing goal in it, consider the various things that efficient researchers do, and see if your technique includes some of these practices. For example: good researchers.

##### 2). Balance process and product.

Because writing is a composing process and usually requires multiple drafts before an effective product is created, make sure that students are carefully led through appropriate stages in the process of composing.

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<sup>7</sup> Vicki Urquhart and Monette McIver, *Teaching Writing in the Content Areas* (Virginia: ASCD, 2005), 2.

<sup>8</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edition*, (San Francisco State University: Longman, 2001), 346-348.



3). Account for cultural/literary backgrounds.

Make sure that your techniques do not assume that your students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that you are trying to teach, try to help students to understand what it is, exactly, that they are very are accustomed to and then, by degrees, bring them to the use of acceptable English rhetoric.

4). Connect reading and writing.

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

5). Provide as much authentic writing as possible.

Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning.

6). Frame your techniques in terms of prewriting, drafting, and revising stages.

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways.

## **2. The Concept of Recount Text**

### **a. Definition of Recount Text**

A recount text describes an event that has occurred in the past, so is always written in the past tense.<sup>9</sup> Even though a text follows a basic structure, the relationship between the text and the reader, the subject matter and whether the text is spoken or written affects the language that is used. Recount text is a text which retells event or experiences in the past.

### **b. Generic Structures of Recount Text**

#### **1) Orientation**

The orientation supplies the background information needed to fully understand the retelling. It establishes the time, setting and who or what is participating. The audience needs to know when the events occurred, who was involved, what happened, where the activity or event took place and sometimes what the reason was for the event.

#### **2) Sequence of events**

In this part of the recount it is important that students are given adequate scaffolds to assist with the structure of their

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<sup>9</sup>Eric Hook, *Targeting Text: Recount, Procedure, Exposition, Upper Level* (Glebe: Blake Education, 1999), 4.

writing. Students should focus on detailing who, what, where, and when. During the drafting or planning students should list all the events and number them in a time sequence, and add personal comments or evaluative remarks, for example ‘We were afraid’: ‘I was thrilled’.

### 3) Re-orientation<sup>10</sup>

This often rounds off the series of events. At this stage when students are experimenting with different structures of recounts, the re-orientation can be used as an introductory paragraph. It generally refers to some of the information in the orientation paragraph.

### 3. Example of Recount Text

Maraca please go and feed your rabbit!” Mum called from the hallway. “Okay” I said back and got a bucket to put some grass in for Aorha (my rabbit). So there I was getting grass for Aroha and as I was about to leave I saw a ram. It was approaching me. I saw it stare at me a scary look like it was going to hurt me. I dropped the bucket and ran. I glanced back and it was chasing me. I was so close to the fence so I started climbing it. The ram caught my pants when I was almost over. I screamed as it pulled me to the ground. But, it finally let go so I jumped up, grabbed the bucket, chucked it over the fence then I climbed over the fence before the ram could get me. I lay on the grass relieved that I was safe. I looked in

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<sup>10</sup> Eric Hook, *Targeting Text: Recount, Procedure, Exposition, Upper Level* (Glebe: Blake Education, 1999), 5-6.

the bucket nothing. “Oh well” I said she’ll just have to put up with no grass tonight”. As I walked back home I glanced back. I saw the ram. It was staring at me. I quickly turned away. I was safe.

## **B. The Concept of Guiding Question Technique**

### **1. The definition of Guiding Question Technique**

Guiding question is driving question explicates what is accomplished and embeds the content to be studied.<sup>11</sup> Guiding question is an activity in which the students are Guiding to express their ideas into the written form by giving them some questions related to the topics which is going to be written by the students. In order to minimize the mistakes made by students and to help them organize their ideas coherently as long as they follow the questions given by the teacher.

Guiding question is the fundamental query that directs the search for understanding. Guiding question is strategy that can be used to teach recount text. Through guiding questions, the students are helped to avoid serious errors as long they follow the direction and answer the questions given in before writing. By using guiding questions, the students are also helped to focus the idea that they want to write and to link sentences into coherent ideas in the target language.

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<sup>11</sup> Michael M. Grant, “Meridian: A Middle School Computer Technologies Journal” 6, (2002), 5.

## 2. Characteristics of Guiding Questions

- a. Guiding questions are opening ended, yet focus inquiry on specific topic.
- b. Guiding questions are *non-Judgmental*, but answering them requires high-level cognitive work, such as the development of a rich description, model, evolution, or judgment.
- c. Guiding questions contain *emotive force* and *intellectual bite*. Guiding questions can also invigorate the study of localized issues traditional disciplines.
- d. Guiding questions are *succinct*. Guiding questions, but refining the question to be opened ended, non-judgmental, and important generally economizes it.<sup>12</sup>

## 3. The Ways to Write Good Guiding questions

Examine the topic, theme, or concept of the curriculum.<sup>13</sup> For some of the preceding guiding questions, Begin to write questions that you believe cause the students to think the about the topic, but not dictate the direction or outcome of their thinking. Remember that in the case of an interdisciplinary curriculum, the guiding question must be accessible to all disciplines and learners.

Guiding question is to consider the six queries that newspaper articles answer *who*, *what*, *when*, *where*, *how* and *why*. And additional

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<sup>12</sup> Traver, Rob "What Is a Good Guiding question," *Educational Leadership*, 55 no.6 (1998): 2-3.

<sup>13</sup> Traver Rob "What Is a Good Guiding question," *Educational Leadership*, 55 no.6 (1998): 4-5.

device is to put the word “good” in front of the theme or object. For example, “Who is a leader?” becomes “What is a good music?” this is an easy way to create the call for judgment that is the hallmark of an effective guiding question.

Guiding questions write several questions without paying too much attention to how perfectly they fulfill the criteria of being nonjudgmental, open ended, intrinsically interesting, and succinct. It is difficult to write more than two or three guiding questions for a curriculum because good guiding questions subsume other questions.

#### **4. The Benefits of Guiding Question Technique**

Guiding question issued to assist the students how to remain focused on the purpose of their field while also teaching mandated curriculum.<sup>14</sup> Guiding question also has other benefits, apart from helping teachers stay focused in their teaching the guiding question is intended to stimulate students so that students provide responses or answers through guiding questions.

Guiding question is a beneficial technique that can be a fact the development of writing ability.<sup>15</sup> Moreover, students’ critical thinking must be stimulated, so that students can find and work on ideas and an idea through writing. Guiding questions technique can function effectively to show students about things that should be written in writing.

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<sup>14</sup> James Shiveley, “Teaching for Democratic Citizenship Arriving at a Guiding question for Pedagogical Practise,” *Winter* 9, no.3 (2014):81.

<sup>15</sup> Jase moussa-Inaty, “Reflecting Writing through the Use of Guiding questions,” *International Journal of Teaching and Learning in Higher Edeucation* 27, no.1, (2015): 111-112.

## 5. The Teaching Steps of Guiding Question Technique

### a. Organizing an Early draft:

*Tell me why you do decide to put your ideas in this order. What other ways could you organize this writing? How might it read differently if you changed the order? How have you organized your main and supporting ideas?*

### b. Clearly Communicating Ideas:

*How are you paying attention to your audience throughout your writing?*

*What is the central idea of your second paragraph? Where could you add a couple more sentences to make sure your readers clearly understand your point?*

### c. Selecting Strong Word Choices:

*Which word choices, are you most proud of? Are there any word(s) that you feel like you're repeating? Which passive or dull verbs could we replace with stronger action verbs? Are there sentences where you could use concrete language in place of an abstract idea?*

### d. Writing Precisely and Concisely:

*Which words could be removed without changing your meaning? How can we communicate the most meaning in the fewest words?*

e. Hooking Readers in an Introduction:

*How can we make connections between your paper's purpose and your reader's life? Is there a story or anecdote that illustrates your point? What type of introductions make you want to read more?*

f. Providing a Satisfying Conclusion:

*What do you hope your readers do or feel after finishing piece? How can we emphasize your purpose in this final section? What ideas might give you readers a sense of closure?*

g. Engaging Readers in a Narrative Story:

*Where could you slow down the story to build suspense? Is there a place we could add dialogue to communicate more emotion?<sup>16</sup>*

## C. Theoretical Framework and Paradigm

### 1. Theoretical Framework

This research uses quantitative research. The purpose of this research is to get Information the influence between independent variable and dependent variable. There are two variables of this research; they are Guiding Question Technique and Toward Student's Recount Text Writing Ability. The independent variable is The Guiding questions Technique and the dependent variable is Toward Students' Recount Text Writing Ability. The theoretical framework of this research is "if guiding questions technique is applied perfectly in the process of English teaching learning,

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<sup>16</sup> DR. SARA HOEVE, *Teaching Writing Growth Mindset* (Bakerley: ULYSESPRESS,2022), 65-66.

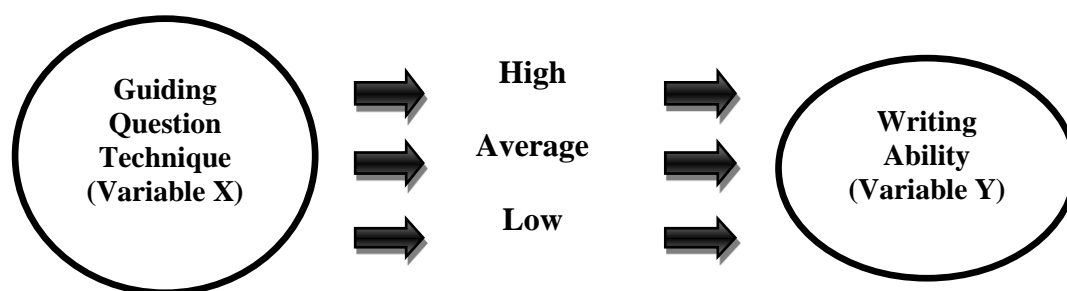


so the toward students' recount text writing ability is good. Whereas, if guiding questions technique is not applied perfect towards process of the teaching and learning, so the students' recount text writing ability is bad.

## 2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as follows:

**Figure 1**  
**The Influence of Using Guiding Questions Technique toward Students' Writing ability on Recount Text Hypothesis**



Based on the figure above, guiding question technique gives the influence for the toward students' writing ability on recount text. The researcher assumes that there is positive and significant influence of the guiding question technique toward students' writing ability on recount text.

## D. Hypothesis

Based on theoretical framework and paradigm, there are two kinds of hypothesis of this research as follows:

### 1. Hypothesis Formulation

(Ha): There is a Positive and significant influence of Guiding questions Technique on the Students' Recount Text Writing Ability at the eighth grade At MTsN 1 EAST LAMPUNG.

(Ho): There is no positive and significant influence of Guiding questions Technique on the Students' Recount Text Writing Ability at the eighth grade At MTsN 1 EAST LAMPUNG.

### 2. Statistical Hypothesis

in determining the level of statistical significance, the researcher determine the Statistical significance, the researcher determine the Statistical Hypothesis as follows:

If  $F_o > F_{table}$ , then (Ho) is rejected, (Ha) is accepted.

If  $F_o < F_{table}$ , then (Ho) is accepted, (Ha) is rejected.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

A research design is plan, structure and strategy of investigation to conceive as to obtain answer to research questions or problems. It is entire implementation procedure research which includes data collection and data processing has been determined.<sup>1</sup> The variables of this research are the influence of guiding question technique (X) on the students' writing ability (Y) with quantitative approach. To find out the extent to which the guiding question technique influences students' writing ability, this research was conducted by using the type Non-equivalent Control Group Design. One of non-equivalent group design is the most widespread experimental designs in educational research that involves an experimental group and control group both given a pre-test and post-test.<sup>2</sup> This design uses two groups, that is control and experimental groups. The experimental group was given a pre-test, and then given treatment with the guiding question technique and after that given a post-test. Likewise, the control group would be given the pre-test and post-test. The difference in this control group is no given treatment using guiding question technique. In this design neither the experimental group nor the control group randomly selected.

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<sup>1</sup>Ranjit Kumar, *Research Methodology: A Step-by-Step Guide for Beginners*, 3th ed. (London: SAGE Publications. inc., 2011). 94.

<sup>2</sup>Donald T. Campbell & Juliam C. Stanley, *Experimental and Quasi-Experiment Al Designs for Research* (Boston: by Houghton Mifflin Company, 1963). 47.

**Table 3.1**  
**Research Design Non-Equivalent Control Group Design**

Class	Pre-test	Treatment	Post-Test
A (Experiment)	O <sub>1</sub>	X	O <sub>2</sub>
B (Control)	O <sub>1</sub>	-	O <sub>2</sub>

*Source from John W. Creswell in Research Design: Qualitative, Quantitative and Mixed Methods Approaches)*

Description:<sup>3</sup>

A = Experimental group that gets treatment

B = Control group without treatment

O<sub>1</sub> = Pre-test before treatment is given to the experimental group

X = Giving treatment with guiding question technique

O<sub>2</sub> = Post-test after given treatment in experimental group and without treatment in control group.

Based on the type of research above, in this study the researcher seeks to describe the influence of using guiding question technique on students' writing ability based on the indicators of each variable, then collect data that is quantitative and then analyzed using analysis statistics. In addition, the researcher conducted this research at the eighth graders at MTsN 1 East Lampung.

The research was conducted using quantitative research. In quantitative research, researcher identifies a research problem based on trends in the field or on the need to explain why something occurs, the researcher conducted the research at the eighth graders of MTsN 1 East Lampung in the Academic Year of 2022/2023.

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<sup>3</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (London: SAGE Publications. inc., 2014). 150

## **B. Operational definition of variable**

### **1. Independent variable**

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment. Independent variable of this research is guiding question technique which is defined as a technique that develops students' awareness of themselves, their feeling and values, and the feeling and values of their fellow students. As for the indicators of the independent variables, they are listed as follows:<sup>4</sup>

- a. The students are able to prepare the initial draft by answering the questions.
- b. The students are able to develop writing ideas guiding by the questions.
- c. The students are able to choose the choice of keywords that are written in writing Guiding by the questions.
- d. The students are able to write texts briefly and clearly guiding by the questions.
- e. The students are able to write English text with the right arrangement.

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<sup>4</sup> DR. SARA HOEVE, *Teaching Writing Growth Mindset* (Bakerlay: ULYSESPRESS, 2022), 65-66.

## 2. Dependent variable

Dependent variable is a variable that depends on the independent variable. It is the outcomes or results of influence of the independent variable. Dependent variable of this research is writing ability. Moreover, based on the explanation above, in this research the researcher used Guiding question technique to conduct a treatment for the students the eighth grade of MTsN 1 East Lampung in the Academic Year 2022/2023. In addition, the researcher collected the data by using a composing test. The indicators of the following specific dependent variable are:<sup>5</sup>

- a. The students are able to write in English Recount text.
- b. The students are able to write texts in English Recount text by using the content, organization, vocabulary, language use and mechanics.

## C. Population, Sample and Sampling Technique

### 1. Population

The population of this study is all of the eighth grade students at MTsN 1 East Lampung. The numbers of student eight grades are 270 students.<sup>6</sup>

### 2. Sample

The research sample consists of two classes. This includes the experimental class and the control class. The experimental class is I class .and the control class is H class.

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<sup>5</sup>J.B. Heaton *Writing English Language Tests* (New York: Longman, 1988), 146.

<sup>6</sup> Alan S. Kaufman and Naden L. Kaufman, *Essential of Rseearch Design and Methdology*.(Canada 2005) 8.

### 3. Sampling Technique

Random sampling is a finite population refers to that method of sample selection which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample.<sup>7</sup> The researcher determined the sample of research including of two classes.

### D. Data Collection Technique

In the data collecting procedure, there are three steps that have to follow in this research:

#### 1. Test

Test is usually performed by using that element of the survey and determining how it works. There were two tests that were used in this research as follows:

##### a. Pre-Test

Pre-test was administrated before giving a treatment to measure students' writing ability. The pre-test was in the form of writing test by asking the students to write the recount text.

##### b. Post-Test

After giving the treatment, the researcher administrated the post test to find out the result of the treatment whether the use of guiding questions technique is effective or not to teach students' writing

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<sup>7</sup> C.R. Khotari, *Research Methodolody and Techniques Second Revised Edition* (Jaipur: New Age Publisher 2004),60.

ability. The post-test was in the form of writing ability test is to write of recount text.

## **2. Documentation**

Documentation is one of many processes accompanying audit work. And its main objective is to lay out in writing all activities and facts relating to an audit.<sup>8</sup> The instrument which is used for documentation method is books, magazine, note, and data from internet, journal and others. The researcher used documentation method to get some information about:

1. The history of MTsN 1 East Lampung.
2. The condition teachers and officials employees in MTsN 1 East Lampung.
3. The quantity of the students of MTsN 1 East Lampung.
4. Organization structure of MTsN 1 East Lampung.
5. The regulation of MTsN 1 East Lampung.

## **3. Observation**

An important component in any scientific investigation is observation. In the context of science, observation means more than just observing the world around us to get ideas for research. This strategy is hoped that to get information about the process of English learning activity by the use of Guiding questions Technique.

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<sup>8</sup> Henning Kagermann, William Kinney, Kharlhein Kuiting, Clause-Peter Weber, *Internal Audit Handbook*, (Germany 2008) 432.



## **E. Research Instrument**

### **1. Writing test**

To identify the students' writing ability of the eighth grade of MTsN 1 East Lampung, the researcher applied writing ability test. The test measures the ability of the students about the writing of recount text. The test consists of pre-test and post-test, of this research is in the form of writing test.

### **2. Observation Sheet**

Observation sheet is used to observe all of the aspects that can improve and support the students' writing ability in the process of learning such as the facilities in that school. It is also used to observe the condition that happened during the teaching learning process that was filled by the English teacher as the observer to give evaluation to the researcher and all of the students' activity during the teaching learning process.

### **3. Documentation**

It refers to the active data that helps the researcher to collect the needed data. The researcher utilizes the document related to the object research such as:

1. The historical of MTsN 1 East Lampung
2. The condition of the teacher and Official Employess
3. The students quantity
4. The condition of infrastructure facilities

## F. Data Analysis Technique

Data analysis is an ongoing process during research.<sup>9</sup> It can help the researcher interpret data for the purpose of providing meaningful insights about the problem being examined. Based on the data obtained, the researcher analyzes the test score of the experimental class and control class by calculating the formula t-test. Before using t-test, it is necessary to find out the normality and homogeneity values of the data. The normality is needed to know whether the data has been normally distributed. After the normality test, the homogeneity test is needed to know the data are homogeneous or not.

### 1. Normality Test

The Kolmogorov-Smirnov and Shapiro-Wilk test do just this they compare the scores in the sample to a normally distributed set of score with the same mean and standard deviation.<sup>10</sup> Normality is calculating the probability that the sample is drawn from the normal population. The hypotheses for the normality test as following:

Ho: The data was called with a non-normal distribution if the value of sig

<0.005

Ha: the data was not called with a normal distribution if sig is positive > 0.005

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<sup>9</sup>Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 261.

<sup>10</sup> Andy Field, *Discovering Statistics Using SPSS Third Edition* (London: Sage Publications, 2009), hal 144.

## 2. Homogeneity Test

After the normality test, the researcher continued the test by testing the data with the homogeneity test. The researcher carried out the homogeneity test using SPSS use the Levene test. According to Andy Field Levene test tests the null hypothesis that the variances in different groups are equal.<sup>11</sup>

The homogeneity testing is the test performed has variants the determine two or more the data samples comes from the population has variants the same (homogeneity). The hypotheses for the homogeneity test as following:

Ho: the variants of the data is not homogeneity if sig value  $< 0.005$

Ha: the variants of the data is homogeneity if sig value  $< 0.005$

## 3. Hypothesis Test

After the researcher knew that the data was normal and homogeneous, the data were analyzed by using independent sample t-test. The levels of significant at Sig. (2-tailed)  $< 0.05$ , can confidence in the hypotheses that the variances are significant, If the Sig. (2-tailed) the variances are not significant.<sup>12</sup>

The researcher used independent sample t-test to analysis the data between control classes an experimental class. Independent sample t-test was used to determine whether there was a difference in the mean of two

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<sup>11</sup> Andy Field, *Discovering Statistics using SPSS Third Edition* (London: SAGE 2009),150.

<sup>12</sup> Andy Field, *Discovering Statistics using SPSS Third Edition* (London: SAGE 2009),340.

unpaired samples. Independent sample t-test is used to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS.

T – Test used to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS:<sup>13</sup>

1. Opening SPSS 13.0 applications for windows
2. Loading the excel file with all the data
3. Opening Show and View
4. Copying the grades of pre – test and post – test in the data view
5. Opening variable view by changing V AR. 1 to be pre – test and V AR. 2 to be post – test
6. Editing label V AR. 1 to be pre – test and V AR. 2 to be post – test
7. Selecting analyze, compare means, paired sample T – Test
8. Moving pre – test and post – test to the right
9. Selecting OK.

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<sup>13</sup> Alan Bryman & Duncan Cramer, *Quantitative Data Analysis With SPSS 12 and 13* (New York: Routledge, 2005).

Independent Sample T – Test Guidelines:

- a. If the probability or Sig,  $< \alpha$  (0.05), then the null hypothesis ( $H_0$ ) is rejected.
- b. If the probability or Sig,  $> \alpha$  (0.05), then the alternative hypothesis ( $H_a$ ) is accepted.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Profile at MTsN 1 East Lampung**

###### **a. The Historical Background**

MTsN 1 East Lampung is located in 38 Banjarrejo Batanghari East Lampung. It was established on July 24, 1974 by Department of Religion with the Foundation Certificate Number: 23628/1974 and the Decree of Foundation Number: 519 / II-015 / LP-76/1977. At its stand on 1974 until 1997, MTsN 1 East Lampung named MTsN 1 East Lampung and the date of August 17<sup>th</sup>, 2014 MTsN 1 East Lampung changed its name to MTsN 1 East Lampung.<sup>1</sup> MTsN 1 East Lampung has a Vision and Mission:

###### **1) Vision:**

Making MTsN 1 East Lampung as the Institute that is able to prepare Intermediate professional and entrepreneurial the candidate based imtaq Science and Environment insightful.

###### **2) Mission:**

- a. Familiarizing school community pious and noble.
- b. Improving the students' mastery of technology and information.
- c. Improving the academic and non-academic achievement.

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<sup>1</sup> Source: The Profile got from English The researcher at MTs N 1 East Lampung.

- d. Preparing the students to become independent and productive human.
- e. Utilizing and managing waste/environmental waste into useful.
- f. Creating a school that ASRI (Safe, Cool, Leafy, and the Beautiful).
- g. Conserving, protecting and managing the environment.

**b. The Condition of the Teachers and Official Employees**

1. The state of Teachers and Employees

a. Headmaster

The head of MTsN 1 East Lampung is Mr. UDIN, S.Ag., M.Pd who has served from 2020-present.

b. Teachers and Employees

MTsN 1 East Lampung has 63 teachers and employees. An overview of presence of teachers with various distributions can be seen as follows.<sup>2</sup>

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<sup>2</sup>Source: *The Condition of Teachers and official Employers got from English The researcher at MTs N 1 East Lampung.*

**Table 4.1**  
**The Conditions of Teachers and Official Employees**

No	Name	Position
1.	Udin, S.Ag.,M. Pd.I	Principals
2.	Yuli Setyono , S.Pd	Assistant Principal of Curriculum
3.	Abdul Hanan, S.Pd.I	Assistant principal of school finance and operations
4.	Abdul Rahman, PS.S.Ag	Assistant Principal of the students affairs
5.	Suyono, SE, M.AB	Principals of Administration
6..	Warisman, M.Pd.I	Treasurer
7.	Bisri Arifin, S.Pd	Teacher
8.	Yunita Eka Putri, S.Pd	Teacher
9.	Endang Puji Lestari, S.Pd	Teacher
10.	Prini Mardiyanti, S.Pd	Teacher
11.	Yusti Apriani, S.Pd	Teacher
12.	Putri Dwi Pravitasari, S.Pd	Teacher
13.	Baktiono, S.Sn	Teacher
14.	H. Aswand, S.Ag.,M.Pd.I	Teacher
15.	Ma'sum, S.Ag.M.Pd.I	Teacher
16.	Hj. Eni Yunanti Utami, M.Pd	Teacher
17.	Dra. Hj. Rulia	Teacher
18.	Dra. Hj. Siti Tsaniyah	Teacher
19.	Drs. Akhmad Zazuli	Teacher
20.	Dra. Hj. Eka Marlita	Teacher
21.	Dra. Hj. Wiwik Darwati	Teacher
22.	Dra. Sri Hermawati	Teacher
23.	Hj. Nasyiatun Budiati, S.Ag. M.Pd.I	Teacher
24.	Hj. Rosita, S.Ag	Teacher
25.	Sukesih, S.Pd	Teacher
26.	Rubangi, S.Pd	Teacher
27.	Maghdalena, S.Pd	Teacher
28.	Dra. Marliza	Teacher
29.	Muhammad Nurdin, S.Pd	Teacher
30.	Hartati, S.Pd	Teacher
31.	Siti Nuhayati, S.Pd. M.Pd.I	Teacher
32.	Maryono, S.Pd.,M.Kes	Teacher
33.	Novi Diana Mandawasa, S.Ag	Teacher
34.	Jumangin, S.Pd.I. M.Pd.I	Teacher
35.	Bara Sabarati, S.Ps.I. M.Pd.I	Teacher
36.	Musyri'ah, S.Pd.I. M.Pd.I	Teacher



No	Name	Position
37.	Atik Setyawat, S.Pd	Teacher
38.	Latifah Yan, S.Ag	Teacher
39.	H. Edi Purwanto, S.Ag	Teacher
40.	Drs. Ahmad Fauzi	Teacher
41.	Prayitno, S.Pd	Teacher
42.	Agus Purnomo, S.Si	Teacher
43.	Sri Susilowati, S.Pd	Teacher
44.	Esti Palupi, S.Pd	Teacher
45.	Iffah Nur Atikah, S.Pd	Teacher
46.	Eka Ariyanti, S.AN	Teacher
47.	Ria Resti Novalia, S.AN	Teacher
48.	Tyas Rosawinda Khairunnisa, S.Si	Teacher
49.	Aifatur Rohmah, S.Pd	Teacher
50.	Budi Jamaludin Fa'ri, ST	Teacher
51.	Indra Septiawan, S.Pd	Teacher
52.	Nur Lailatul Qomariyah, S.Pd	Teacher
53.	Ajeng Resmitasari, S.Si	Teacher
54.	Resti Yulista, S.Pd	Teacher
55.	Dara Ayu Permata Sari, S.Sn	Teacher
56.	Evan Aprialdi, S.Pd	Teacher
57.	Sonia Artha Naully Siregar, S.Pd	Teacher
58.	Yunita Eka Putri, S.Pd	Teacher
59.	Diana sari, S.Pd	Teacher
60.	Farida, S.Pd.I	Teacher
61.	Fahmi Ratna Dewi, S.Pd	Teacher

### c. The Students Quantity

The quantity of students at MTsN 1East Lampung is illustrated on the table below:

**Table 4.2**  
**The Students Quantity**

No	Grade	The students
1.	VII	288
2.	VIII	282
3.	IX	316
	Total The students	886

#### d. The Condition of Infrastructure Facilities

In terms of the physical building, MTsN 1 East Lampung has the following facilities and infrastructure:<sup>3</sup>

**Table 4.3**  
**The Condition of Infrastructure Facilities**

No	Infrastructure and facilities	Amount
1.	Classroom	17
2.	Teacher room	2
3.	Principal room	1
4.	Principal of school room	1
5.	Guidance and counseling room	1
6.	Staff room	1
7.	Library	1
8.	Computer room	1
9.	Restroom teacher	1
10.	Restroom students	1
11.	Store room	1
12.	Open yard	1
13.	Mosque	1
14.	Kitchen	1
15.	School cooperative	1
16.	Canteen	2
17.	Medical room	1

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<sup>3</sup>Source: Condition of Infrastructure Facilities at MTs N 1 East Lampung.

## 2. The Description of Research Result

The research was conducted to achieve the research objectives, namely to find out whether there is any positive and significant influence of guiding question technique toward students' writing ability on recount text at the eighth grade MTsN 1 East Lampung. The result of this research includes a description of the students' pre-test scores, treatment and post-test. The explanation of each research is as follows:

### a. Pre-Test Result

The researcher conducted a pre-test on March 1<sup>st</sup>, 2023 by giving writing ability test to the eighth graders at MTsN 1 East Lampung.<sup>4</sup> This type of writing ability test was conducted by the asking students to compose a recount text and choose the one topic such as in the swimming pool or going to the beach.

In the pre-test process, the students worked seriously and each student partially writes recount text in form of English. The pre-test results are illustrated in the following table:

**Table 4.4**  
**The Pre-Test Result of Experimental Class of the Students' Writing Ability**

No	Name	Grade
1	AAD	76
2	ZNLH	66
3	AWM	52
4	AAP	60
5	IKW	65
6	VW	70
7	TTY	75

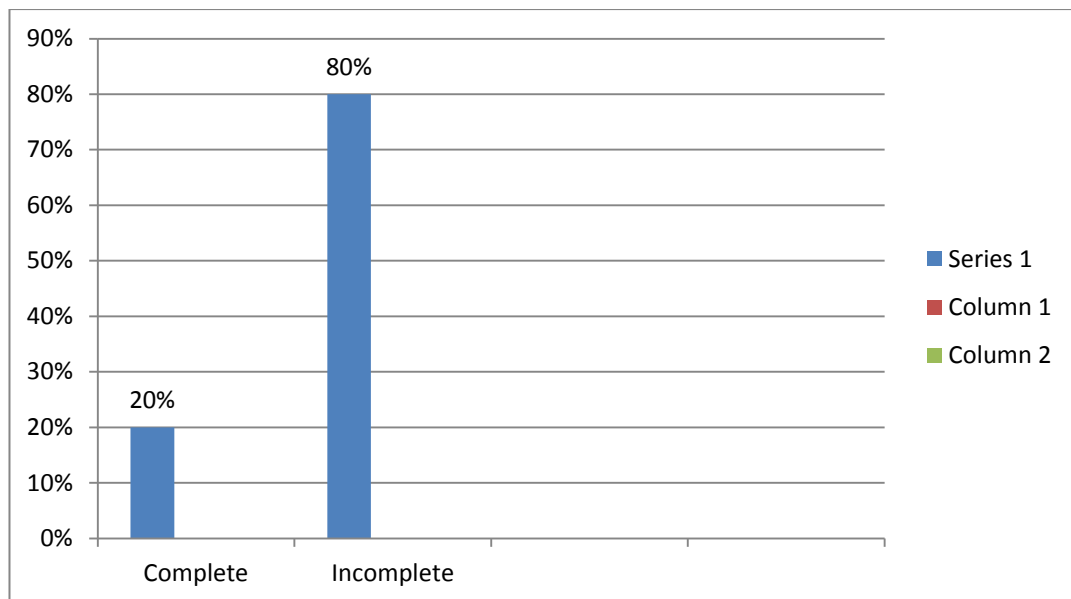
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<sup>4</sup> Source: MTsN 1 East Lampung Pre-Test Data.

No	Name	Grade
8	AAA	80
9	ZRH	62
10	ARA	69
11	AKW	50
12	HI	45
13	AA	41
14	SKZ	51
15	MAP	56
16	AERA	70
17	MZF	71
18	MFA	76
19	FMH	80
20	MRH	78
21	TA	64
22	AKW	68
23	YBS	73
24	SKZ	52
25	VN	42
26	YAW	58
27	VS	63
28	NST	54
29	LBS	59
30	RGR	47
Total		1.873
	Average of the students' grade	63

**Table 4.5**  
**The Pre-Test Result of Experimental Class**

No	Grade	Frequency	Percentage	Criteria
1.	<75	24 students	80 %	incomplete
2.	≥75	6 students	20 %	Complete
Total		30 students		

**Figure 2. The Pre-Test Result of Experimental Class**

**Table 4.6**  
**The Pre-Test Result of Control Class of the Students' Writing Ability**

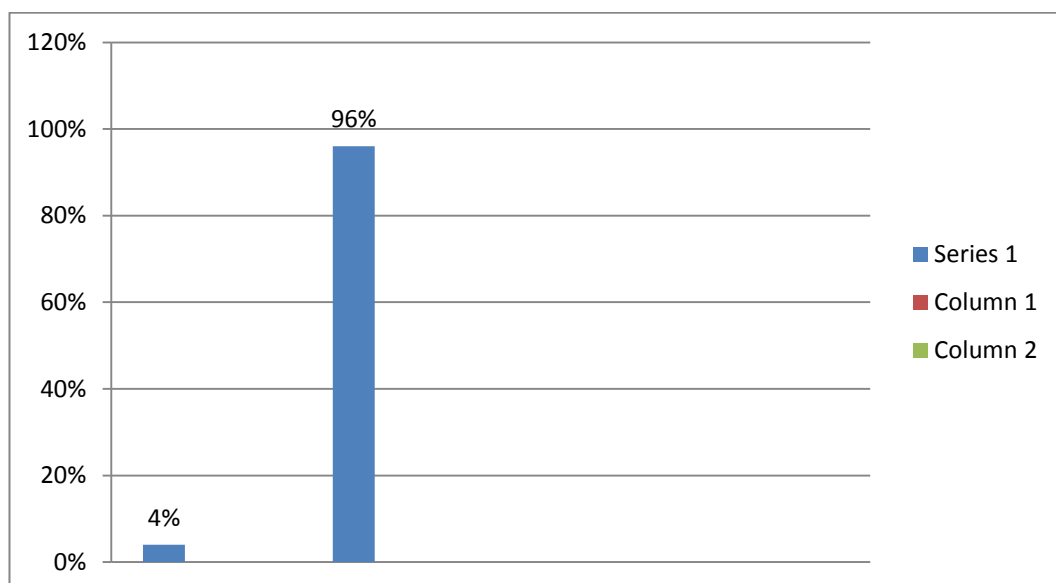
No	Name	Grade
1.	JMS	70
2.	MIL	50
3.	IYS	53
4.	ZYS	52
5.	SS	61
6.	MIA	40
7.	AIR	45
8.	KF	75
9.	ZA	62
10.	DSK	67
11.	AB	53
12.	LAP	47
13.	LA	51
14.	ZKY	63
15.	IAW	66
16.	LAW	74
17.	GAA	52
18.	SA	70
19.	KM	44
20.	AHK	61
21.	DZ	64
22.	ARK	47

No	Name	Grade
23.	CAN	53
24.	MIAR	65
25.	ZIA	55
26.	AZPA	43
27.	DM	49
28.	AZ	50
29.	FYB	58
30.	FEL	65
Total		1.705
Average of the students' grade		60

**Table 4.7**  
**The Pre-Test Result of Control Class**

No	Grade	Frequency	Percentage	Criteria
1.	<75	29 students	96%	incomplete
2.	$\geq 75$	1 student	4%	Complete
Total		30 students		

**Figure 3. The Pre-Test Result of Control Class**



b. Treatment by Using Guiding Question Technique

In this research, the researcher conducted treatment by applying Using Guiding Question Technique in the research process. In conducting the treatment, the researcher did treatments in the three meetings. The First treatment of this research was carried out on March 1<sup>st</sup>, 2023 which was carried out directly by the researcher. In the first treatment, the researcher directed the students to write a recount text in English Using Guiding Question Technique related to the topic of *the experience of friendship in junior high school*. In the second treatment, the researcher conducted the teaching process on March 3<sup>rd</sup>, 2023 by asking the students to write a recount text with the topic of *the interesting holiday experience in odd semester*. Meanwhile, in the third treatment the researcher conducted by teaching process on March 8<sup>th</sup>, 2023 by asking the students to write a recount text with the topic *the experience interesting game in childhood*.

c. Post-Test Result

The Researcher was conducted a Post-Test on March 8<sup>th</sup>, 2023 by giving a writing <sup>test</sup> to the eighth graders of class I as experimental class and the eighth graders of class H as control class at MTsN 1 East Lampung. The type of writing test is the students are asked to compose a recount text in English with the topic of *my experience in Ramadhan Month* or *my experience in Idul Fitri*. The researcher

asked the students to compose a recount text and choose the one topic. Post-test results are illustrated in the following table:

**Table 4.8**  
**The Post-Test Result of Experimental Class the Students' Writing Ability**

No	Name	Grade
1	AAD	81
2	ZNLH	71
3	AWM	57
4	AAP	65
5	IKW	70
6	VW	75
7	TTY	80
8	AAA	85
9	ZRH	67
10	ARA	74
11	AKW	55
12	HI	50
13	AA	46
14	SKZ	56
15	MAP	60
16	AERA	75
17	MZF	76
18	MFA	82
19	FMH	85
20	MRH	83
21	TA	69
22	AKW	73
23	YBS	78
24	SKZ	57

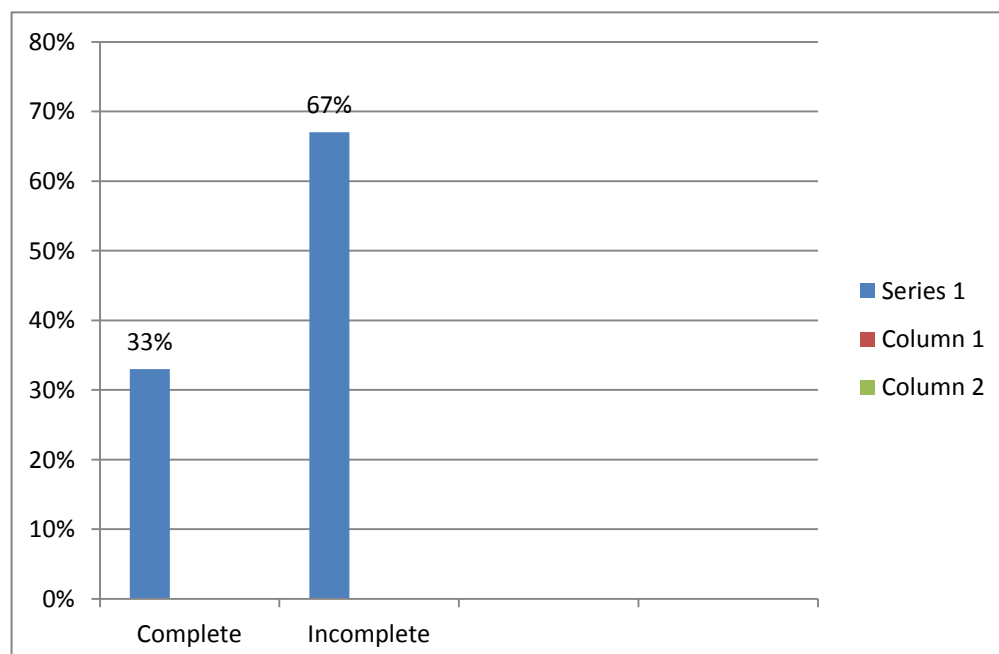


No	Name	Grade
25	VN	47
26	YAW	63
27	VS	68
28	NST	59
29	LBS	64
30	RGR	52
Total		2.023
Average of The students' grade		68

**Table 4.8**  
**The Post-Test Result of Experimental Class**

No	Grade	Frequency	Percentage	Criteria
1.	<75	20 the students	67%	incomplete
2.	$\geq 75$	10 the students	33%	Complete
Total		30 the students		

**Figure 4. The Post-Test Result of Experimental Class**



**Table. 4.9**  
**The Post-Test Result of Control Class of the Students' Writing Ability**

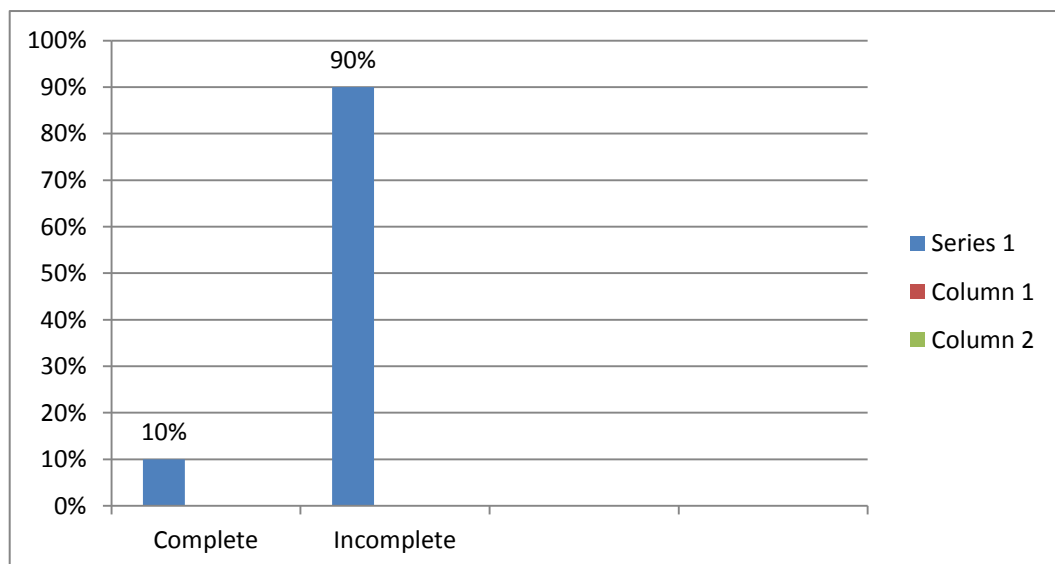
No	Name	Grade
1.	JMS	73
2.	MIL	54
3.	IYS	58
4.	ZYS	57
5.	SS	65
6.	MIA	45
7.	AIR	50
8.	KF	80
9.	ZA	67
10.	DSK	72
11.	AB	58
12.	LAP	54
13.	LA	57
14.	ZKY	69
15.	IAW	71
16.	LAW	79
17.	GAA	57
18.	SA	76
19.	KM	49
20.	AHK	66
21.	DZ	69
22.	ARK	52
23.	CNA	58
24.	MIAR	70
25.	ZIA	60
26.	AZPA	48
27.	DM	54

No	Name	Grade
28.	AZ	55
29.	FYB	63
30.	FEL	70
Total		1.856
Average of The students' grade		62

**Table 4.10**  
**The Post-Test Result of Control Class**

No	Grade	Frequency	Percentage	Criteria
1.	<75	27 students	90%	incomplete
2.	$\geq 75$	3 students	10%	Complete
Total		30 students		

**Figure 5. The Post-Test Result of Control Class**



Based on the result of post-test above, it was investigated that the average grade in experimental class is 68 and the average grade in control class is 62.<sup>5</sup> It shows the students' writing ability after the treatment. After getting the complete data, the researcher investigated the influence of using guiding question technique towards students' writing ability on recount text by using SPSS.

Before processing data use independent sample t-test, the researcher first tested normality and homogeneity students' score. The normality test result is illustrated in the following table:

**Table 4.11**  
**The Normality Test Result**

Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
experimentClass	.084	30	.200*	.960	30	.312
controlClass	.157	30	.057	.963	30	.372

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the table regarding the test of normality it is known that the value of Sig. obtained is (.200). it means that the value of Sig. must be  $> 0.05$ , that is because according to Andy Field data is called normal data classified as normally distributed if the value of Sig.  $> 0.05$ . Therefore it can be concluded that the data from this study were normally distributed.

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<sup>5</sup>Source: MTs N 1 East Lampung Post-test Data.

After the normality test, the researcher continued the test by testing the data with the homogeneity test. The researcher carried out the homogeneity test using SPSS use the Levene test to tests the hypothesis that the variances in different groups are equal.

**Table 4.12**  
**The Homogeneity the Result**

Test of Homogeneity of Variances			
score			
Levene Statistic	df1	df2	Sig.
1.149	1	58	.288

Based on the homogeneity research data, it is known that the value of Sig. research is (.288). That means the value of Sig. research results  $> 0.05$ . According to Andy Field if the value of Sig.  $> 0.05$  then the research data is homogeneous. Therefore, it can be conducted that the data from this study are homogeneous. The researcher found that the research data were normally distributed and homogeneous, so the researcher continued to process the data parametric test, namely by applying the independent sample t test. Independent sample t test is this test is used when there are two experimental conditions and different participants were assigned to each condition (this is sometimes called the independent-measure or independent- sample t test).

If Sig. 2-tailed is less than 0.05, so the hypothesis is that there is a positive and significant effect from the use of applying variable X to variable Y. the following is the SPSS result of independent sample t test.

**Table 4.13**  
**The SPSS Computation Result about the influence**  
**Of Using Guiding Question Technique toward Students Writing Ability**  
**On Recount Text**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	1.149	.288	2.029	58	.047	5.567	2.744	.075	11.059
	Equal variances not assumed			2.029	55.987	.047	5.567	2.744	.071	11.063

Based on this information it is known that the Sig. 2 tailed is .047.

It means that the Sig. 2 tailed resulting in 0.05, it is proven that there is a positive and significant influence of the guiding question technique on writing ability.

**Table 4.14**  
**Critical Value of t-table**

Level of significant	5%	1%
<i>Df</i>	1.671	2.390

1. The critical value of t-test (t-table) for the 5% level is 1.671
2. The critical value of t-test (t-table) for the 1% level is 2.390

From all the data analysis above, it can be found that:

- a. “t-observed” = 2.029
- b. “t-table” level of significant 5% = 1.671
- c. “t-table” level of significant 1% = 2.390

It means that “t-observed” is higher than “t-table” or it can be written as  $1.671 < 2.029 < 2.390$ . Based on the value above, there was any positive and significant influence of Using Guiding Question Technique toward students writing ability on recount text at MTsN 1 East Lampung it can be seen from the result of the student’s pre -test and post-test.

1. If  $t_{\text{observed}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
2. If  $t_{\text{observed}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The researcher has formulated the alternative Hypothesis ( $H_a$ ) such as: “There is a positive and significant influence of Using Guiding Question technique toward students’ ability on recount text at MTsN 1 EAST LAMPUNG”. Finally, the data confirmed that “t-observed” = 2.029 was higher than “t-table” level of significant 5% = 1.671 and “f table” level of significant 1% = 1.671. Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there was a positive and significant the influence of Using Guiding Question technique toward students’ writing ability on recount text at MTsN 1 EAST LAMPUNG.

## B. Discussion

The results of this research were obtained by calculating the result of the pre-test and post-test using SPSS through the independent sample t-test. Based on the SPSS calculation, it was known that *sig. 2-tailed* value is 0.00. It shows that the *sig. 2-tailed* value is lower than 0.05. Therefore Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected so that it can be discussed that this research shows that Guiding question technique has a positive and significant influence on the students' writing ability. Furthermore, it was stated in the SPSS table that the t-observe is 2.029. Meanwhile, t-value in t-table for the 5% significant level for *df* 58 is 1.671. While the significant level of 1% *df* 58 is 2.390. This shows that the t-observe is higher than the t-value in the t-table. Therefore, the statistical hypothesis shows that Guiding Question Technique can have a positive and significant influence toward students' writing ability because the t-observe value is higher than the t-value contained in the t-table. Therefore, it can be concluded that this research shows that Guiding Question Technique has a positive and significant influence toward students' writing ability.

The results of this research are relevant to the result of research by Traver Rob that Guiding Question Technique is the fundamental query that directs the *search* for understanding.<sup>6</sup> The result of the research she conducted showed that Guiding Question Technique is the fundamental query that directs the search for understanding on the value of *sig. 2-tailed* is 0.005. This

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<sup>6</sup>Traver, Rob "What Is a Good Guiding question," *Educational Leadership* 55, no.6 (1998): 1.



relevant research reinforces that the use of Guiding Question Technique is effective in learning writing because can encourage the students to pour down his thought ideas in a written form of recount text, it can have a positive influence on the students writing ability.

In addition, this research is also relevant with research conducted by James Shiveley.<sup>7</sup> The result of the research showed that Guiding Question Technique had an effect on the value of *sig.2-tailed* is 0.000. Their research shows that Guiding Question Technique one of useful technique in learning to writing because it can motivate the students to writing English and stimulate them. This relevant research reinforces that the use of Guiding Question Technique is influence in learning to write because it can have a positive influence toward students' writing ability. The positive and significant influence of Guiding Question Technique on writing ability is relevant to Jase moussa Inaty.<sup>8</sup> The result of her research points out that this technique helps students to develop their own thinking in process of writing.

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<sup>7</sup>James Shiveley, "Teaching for Democrate Citizenship Arriving at a Guiding question for PedagogicalPractise", *Winter9*, no.3 (2014): 81.

<sup>8</sup>Jase moussa-Inaty, "Reflecting Writing through the Use of Guiding questions," *International Journal of Teaching and Learning in Higher Education* 27, no.1, (2015): 111-112.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher concludes this research. It was investigated that the result of *sig. 2-tailed* value is 0.00. It is clear that if the probability or *sig.*  $> \alpha$  (0.05), the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of guiding question technique on the students writing ability. In the other words,  $H_a$  is accepted and  $H_o$  is rejected.

Furthermore, it was investigated that the *t*-observe is 2.029. Meanwhile *t*-value in *t*-table for the 5% significant level for *df* 58 is 1.671. While the significant level of 1% *df* 58 is 1. This shows that the *t*-observed is higher than the *t*-value in the *t*-table. Therefore, the statistical hypothesis shows Guiding Question Technique can have a positive and significant influence toward students' writing ability. In addition, this technique is beneficial in guiding the students to develop their ideas in the writing process in deep reflection. Therefore, it is concluded that there is a positive and significant influence of Guiding Question Technique toward students' writing ability on recount text at MTsN 1 East Lampung.

## **B. Suggestions**

The researcher provides some suggestion for the students, the teacher, and the head master, as follow:

### **1. For the Students**

It suggested that the students to be more active in learning English, particularly in learning to write the English text. Therefore, the students can compose a recount text in form of English.

### **2. For the Teacher**

It is recommended for teachers to be more creative in motivating the students to learn English with a variety of application of learning technique one of them guiding question technique in the teaching process, especially in writing ability to engage the students to be active in the learning process.

### **3. For the Headmaster**

It is recommended to headmaster to support teachers in motivating the teachers to implement the effective learning techniques. One of them is by the use of Guiding Question Technique in learning process because it can teach the students' writing ability and the students' become more active.

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# APPENDICES

### The Blue Print of the Writing Test

NO	Basic Competence	Indicator	Test Item
1.	4.15 The students are asked to compose a recount text in form of an English	4.15.1 The students are able to compose an English recount text	<p><b>1. Pre-Test</b></p> <p>The students are asked to compose a recount text and choose the one topic:</p> <ul style="list-style-type: none"> <li>a. In the Swimming pool</li> <li>b. Going to the beach</li> </ul> <p><b>2. Post-Test</b></p> <p>The students are asked to compose a recount text and choose the one topic:</p> <ul style="list-style-type: none"> <li>a. My experience in Ramadhan month</li> <li>b. My experience in idul fitri</li> </ul>

Source: Silabus bahasa inggris kelas 8 kurikulum 2013 recount text

## **SILABUS PEMBELAJARAN**

**Satuan Pendidikan : SMP/MTs**

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VIII (Delapan)**

### **Kompetensi Inti**

KI 1 : Menghargai dan 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 pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.



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

<b>Kompetensi Dasar</b>	<b>Materi Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	<b>Penilaian</b>	<b>Alokasi Waktu</b>	<b>Sumber Belajar</b>
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri oleh peserta didik, penilaian teman sejawat, dan jurnal.		

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsional <i>teks recount</i> dengan menyatakan tentang kegiatan, kejadian, dan peristiwa pendek	<p>Teks recount pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa</p> <p><i>-Fungsi social</i></p> <p>Melaporkan,meneladani, Membanggakan, berbagi pengalaman dsb.</p> <p><i>-Struktur text</i></p> <p>(gagasan utama dan informasi rinci)</p>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>• Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>• Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.I. gagasan utama dan informasi rinci) dari setiap teks tersebut.</li> </ul>	<p>Kriteria Penilaian</p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi social teks <i>recount</i> tentang kegiatan kejadian, dan peristiwa,</li> </ul>	16 JP	<p>Buku Teks wajib</p> <p>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi</p>

<p>dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna <i>teks recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun <i>teks recount</i> lisan, pendek dan sederhana, tentang kegiatan, kejadian peristiwa, dengan memperhatikan</p>	<p>a. Memberikan pendahuaan (orientasi) dengan menyebutkan orang-orang yang terlibat, tempat, waktu, dsb dari peristiwa,kejadia n, pengalaman yang akan disampaikan</p> <p>b. Menggunakan urutan kejadian secara kronologis, urut, dan runtut.</p> <p>c. Menutup dengan memberikan</p>	<p>Menanya</p> <p>Dengan bimbngan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi social, struktur teks, dan unsure kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peritiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, Koran, majalah, buku teks, dsb.</li> <li>• Membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek, dan</li> </ul>	<p>pendek dan sederhana.</p> <ul style="list-style-type: none"> <li>• Tingkat kelengkapa n dan keruntutan dalam menyebutkan n dan menanyaka n tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>.</li> </ul> <p>CARA PENILAIAN</p>	<p>inter-personal/ transaksiona l dengan benar dan akurat</p> <p>Contooh Teks dari sumber otentik</p> <p>Sumber dari Internet seperti:</p> <p>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p>
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<p>fungsional, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.</p>	<p>komentar atau penilaian umum tentang peristiwa, kejadian, pengalaman yang telah disampaikan (opsional)</p> <p>Panjang teks kurang lebih 3 .kalimat.</p> <p>- Unsur kebahasaan</p> <p>(1) Kata kerja dalam Simple past tense, Past continous tense</p>	<p>sedehana yang telah terkumpul tsb. Secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> <li>- Fungsi social setiap teks</li> <li>- Urutan kejadian secara kronologis, urut dan runtut</li> <li>- Komentar atau penilaian umum tentang peristiwa, kejadian, pengalaman yang telah disampaikan (opsional, jika ada)</li> <li>- Kosakata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> <li>• Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks tentang</li> </ul>	<p>SIKAP:</p> <ul style="list-style-type: none"> <li>- Observasi</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja Sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="http://americanenglish.state.gov/files/americanenglish/resource_files/100910main.pdf">http://americanenglish.state.gov/files/americanenglish/resource_files/100910main.pdf</a></li> <li>- <a href="http://learnenglishbritishcouncil.org/en/learnenglish/grammar/past-tense">http://learnenglishbritishcouncil.org/en/learnenglish/grammar/past-tense</a></li> <li>- <a href="https://www.google.com/">https://www.google.com/</a></li> </ul>
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	<p>(2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan</p> <p>(3) Adverbia Penghubung waktu: first, then, after that before, at last, finally dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: yesterday,</p>	<p>kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi social yang berbeda-beda, dengan struktur teks, dan unsure kebahasaan yang sesuai konteks.</p> <p>Menalar\Mengasosiasi</p> <ul style="list-style-type: none"> <li>Membandingkan fungsi social, struktur teks, dan unsure kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan ,kejadian, dan peristiwa, pendek, dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Memperoleh balikan (feedback) dari guru dan</li> </ul>	<p>melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>- Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia</p>		
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	<p>last month, on Monday, an hour ago, immediately, dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanankata,</p>	<p>teman tentang fungsi social, struktur teks, dan unsure kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> <li>• Membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsure kebahasaan yang sesuai dengan fungsi social nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi</li> </ul>	<p>tentang pengalaman belajar memahami dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN</p>		
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	<p>intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Peristiwa, kejadian, pengalaman, yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>pengalaman, dsb).</p> <ul style="list-style-type: none"> <li>Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta bukan yang jelas dan rapi.</li> <li>Membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<ul style="list-style-type: none"> <li>Tes tertulis</li> </ul> <p>Membaca dan menulis teks <i>recount</i> yang menuntut pemahaman dan pemaparan tentang kegiatan, kejadian, dan peristiwa.</p> <p>KETERAMPILAN</p> <ul style="list-style-type: none"> <li>Portofolio</li> <li>- Penilaian</li> </ul> <p>Melalui karya-karya peserta didik</p>		
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			<p>dalam bentuk teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> <li>- Kumpulan karya teks <i>recount</i> pendek dan sederhana tentang</li> </ul>		
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			<p>kegiatan, kejadian, dan peristiwa yang telah dibuat.</p> <p>- Kumpulan Hasil analisis tentang beberapa teks <i>recount</i> karya peserta didik.</p> <p>Observasi: (Penilaian yang bertujuan untuk memberikan</p>		
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			<p>balikan secara lebih cepat).</p> <p>Observas terhadap tindakan siswa menggunakan bahasa nggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan, peristiwa, ketika muncul kesempatan, di dalam dan luar kelas</p>		
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### Lesson Plan (KD3.12 & 4.15)

Satuan Pendidikan : MTsN 1 Lampung Timur

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/II (Dua)

Tema : Teks tulis berbentuk *recount* dengan menyatakan dan menanyakan Tentang kejadian, dan peristiwa, pendek dan sederhana  
**(1. Pengalaman persahabatan di SMP), (2. Pengalaman liburan yang menarik di semester ganjil), (3. Pengalaman permainan menarik di masa kecil).**

Alokasi Waktu : 2 x 40 menit (Pertemuan 1, 2, & 3)

#### A. Kompetensi Inti

KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social 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

## **B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa Pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi Interpersonal dengan guru dan teman
- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks Penggunaannya
- 4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, Tentang kegiatan, kejadian, peristiwa
- 4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang Kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **C. Tujuan Pembelajaran**

Setelah selesai pembelajaran peserta didik dapat:

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana tentang pengalaman yang tak terlupakan atau menyenangkan.
2. Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **D. Materi Pembelajaran**

Teks lisan dan tulis berbentuk *recount* dengan menyatakan dan menanyakan tentang kejadian, dan peristiwa, pendek dan sederhana

##### *Fungsi sosial*

Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

##### *Struktur teks*

- a. Orientasi: menyebutkan tujuan dan peristiwa/kejadian/pengalaman secara umum (Orientation)
- b. Uraian tindakan/kejadian secara berurutan dan runtut (Sequence of events)
- c. Penutup (seringkali ada): komentar atau penilaian umum.  
(Reorientation)

##### *Unsur kebahasaan*

(1) Past Tense: Simple Past and Past Continuous

(V2andVing), *woke, took, went, got, did, had, was waiting, were sleeping*

(2) Conjunction (Kata Penghubung): *first, then, afterthat, before, atlast, finally, dsb.*

(3) Adverboftime (Keteranganwaktu): *yesterday, lastmonth, onMonday, anhourago, immediately, dsb.*

(4) Ejaan dan tulisan tangan dan

cetak yang jelas dan rapiTopik

Peristiwa, kejadian pengalaman pada saat liburan yang terakhir dinikmati bersama keluarga.

#### **E. Metode Pembelajaran: Guiding Question Technique**

#### **F. Media, alat dan sumber pembelajaran**

1. Media : Buku Tulis, Lembar tugas
2. Alat/Bahan : Papan tulis, spidol
3. SumberBelajar :
  - Buku Teks wajib .Zaida, Nur .2013 .Practice you rEnglish .Jakarta .Erlangga
  - Contoh interaksi tertulis
  - Contoh teks tertulis
  - Sumber dari internet:
    - [www.dailyenglish.com](http://www.dailyenglish.com)
    - [https://www.englisch-hilfen.de/en/words/texts\\_types.htm](https://www.englisch-hilfen.de/en/words/texts_types.htm)
    - <https://en.islcollective.com/>

## **G. Langkah–langkah Kegiatan Pembelajaran.**

### **1. Pendahuluan (10 Menit)**

- a. Guru Mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas, berdoa, absensi.
- b. Guru memberi informasi tentang kompetensi dan tujuan pembelajaran yang akan dicapai.

### **2. Kegiatan Inti (60 Menit)**

- a. Siswa membaca dan mengamati contoh teks recount melalui gambar yang diberikan oleh guru
- b. Siswa menyebutkan generic structure dari contoh teks recount tersebut
- c. Siswa menyelesaikan draf awal tulisan pada suatu topic teks recount berdasarkan pertanyaan yang terdapat dalam guiding question technique
- d. Siswa mengembangkan ide menulis tentang topik teks recount text berdasarkan draf yang telah ditulis sebelumnya
- e. Siswa menuliskan ide-ide tulisan dengan menggunakan pilihan kata yang tepat berdasarkan teknik guiding question technique
- f. Siswa memilih kata-kata yang sesuai yang terdapat dalam tulisan yang telah dihasilkan
- g. Siswa memberikan kesimpulan yang tepat secara tertulis di akhir penulisan teks recount

### **3. Penutup (10 Menit)**

- a. Peserta didik dengan bimbingan guru menyimpulkan materi yang telah dipelajari

- b. Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
- c. Memberikan tugas kepada peserta didik Pekerjaan Rumah (PR)
- d. Guru menyampaikan informasi pembelajaran yang akan datang
- e. Berdoa dan Memberi salam.

Guru Mata Pelajaran



**Bisri Arifn, S.Pd**  
**NIP. 197104142005011005**

Banjar Rejo, Februari 2023  
Mahasiswa Peneliti




**Anisa Meilani Lubis**  
**NPM. 1801070008**

Mengetahui,

Kepala MTsN 1 Lampung Timur



  
**Udin, S.Ag., M.Pd.I**  
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-0954/In.28/J/TL.01/03/2022  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA MTSN 1 LAMPUNG TIMUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ANISA MEILANI LUBIS**  
NPM : 1801070008  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris  
Judul : **IMPROVING THE STUDENTS RECOUNT TEXT WRITING  
ABILITY THROUGH GUIDING QUESTIONS TECHNIQUE AT  
MTSN 1 LAMPUNG TIMUR**

untuk melakukan prasurvey di MTSN 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 21 Maret 2022  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR**  
**MADRASAH TSANAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR**  
 Jalan KiHajar Dewantara 38B Banjarjo Kec.Batanghari  
 Kode Pos 34181 Telp(0725) 7852539

**SURAT IZIN PRA SURVEY**

Nomor : B. 387 /MTs.08.01/PP.005/08/2022

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro,Falkutas Tarbiyah dan Ilmu Keguruan Nomor : B.0954/In.28/J/TL.01/03/2022 Tanggal 21 Maret 2022 tentang Izin Pra Survey dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur Memberikan Izin Kepada :

Nama : ANISA MEILANI LUBIS  
 NPM : 1801070008  
 Jurusan : Pendidikan Bahasa Inggris

Untuk melaksanakan Prasurvey di MTs Negeri 1 Lampung Timur dengan judul “ **Improving The Students Recount Text Writing Ability Through Guiding Questions Technique At MTsN 1 Lampung Timur** “

Demikian Surat Izin Pra Survey ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.



Batanghari, 18 Agustus 2022

Kepala,



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-0702/In.28.1/J/TL.00/02/2023  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Widhiya Ninsiana (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ANISA MEILANI LUBIS**  
NPM : **1801070008**  
Semester : **10 (Sepuluh)**  
Fakultas : **Tarbiyah dan Ilmu Keguruan**  
Jurusan : **Tadris Bahasa Inggris**  
Judul : **THE INFLUENCE OF USING GUIDING QUESTION TECHNIQUE  
TOWARD STUDENTS WRITING ABILITY ON RECOUNT TEXT AT  
MTSN 1 EAST LAMPUNG**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Februari 2023  
Ketua Jurusan,



**Andianto M. Pd**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Anisa Meilani Lubis  
Jurusan : TBI

NPM : 1801070008  
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 06-09-2022	Dr. Widhiya Ninsiana, M.Hum	Kata improving pada judul diperbaiki. Table of content, Acknowledg ment.  chapter I introduction Background of study, problem formulation, problem limitation.  chapter II Paradigm figure 1 Variable x dan y. Hyphothesis 2 spasi Bukan 1,5 spasi.  Chapter III Populasi, sample & ditambah field note	<i>Alina</i>  <i>Alina</i>  <i>Alina</i>  <i>Alina</i>

Ketua Jurusan TBI

**Andianto, M. Pd**

NIP. 198711022015031004

Mengetahui

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**

NIP. 19720923 200003 2 002





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Anisa Meilani Lubis  
Jurusan : TBI

NPM : 1801070008  
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
2.	Jumat 23-09-2022	Dr. Widhiya Ninsiana, M. Hum	Background of study Tidak jelas. banyak kalimat yang tidak jelas.  Terlalu sering menggun- akan kata hubung "That".	  

Ketua Jurusan TBI

**Andianto, M. Pd**

NIP. 198711022015031004

Mengetahui

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M. Hum**

NIP. 19720923 200003 2 002





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**KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Anisa Meilani Lubis  
Jurusan : TBI

NPM : 1801070008  
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	Kamis 13-10-2022	Dr. Widhiya Ninsiana, M.Hum	Acknowledgment Background of study Chapter II Bagian teaching writing harus ada kata teaching writing. Chapter III independent variable Dependent Variable	Ahiz  Ahiz  Ahiz

Mengetahui

Ketua Jurusan TBI

**Andianto, M.Pd**

NIP. 198711022015031004

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**

NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Anisa Meilani Lubis  
Jurusan : TBI

NPM : 1801070008  
Semester : IX


No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Jumat 28 - 10 - 2022	Dr. Widhiya Ninsiana, M.Hum	Background of study Chapter 1 Based on the table Jelaskan passing grade nya berapa dan jumlah siswa yang kemampuannya tidak mencapai KKM.  Prior research Didah lagi data bahasanya. ambii Persamaanya dan Jelaskan perbedaannya Jurnal 1.2.3	Ahi-  Ahi.  Ahi

Mengetahui

Ketua Jurusan TBI

  
**Andianto, M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing

  
**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002






**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
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IAIN METRO**

Nama : Anisa Meilani Lubis  
Jurusan : TBI

NPM : 1801070008  
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5.	Jumat 9 - 11 - 2022	Dr. Widhiya Ninsiana, M.Hum	<p>Bagian Problem limitation diganti dengan the researcher limits the problems by focusing on the student's have low in their writing skill.</p> <p>Dependent Variable Bagian A dan B.</p> <p>a). The students are able to write in english recount text.</p> <p>b). The students are able to write english texts recount text by using the content. etc.</p>	    

Ketua Jurusan TBI

**Andianto, M.Pd**

NIP. 198711022015031004

Mengetahui

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**

NIP. 19720923 200003 2 002





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Anisa Meilani Lubis  
Jurusan : TBI

NPM : 1801070008  
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	Selasa 8 - 9 - 2022	Dr. Widhiya Ningsiana, M.Hum	Acc to Sima	

Mengetahui

Ketua Jurusan TBI

**Andianto, M. Pd**

NIP. 198711022015031004

Dosen Pembimbing

**Dr. Widhiya Ningsiana, M.Hum**

NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Inggomulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41537 Faksimili (0725) 47296 Website: [www.tarbiyah.metroiniv.ac.id](http://www.tarbiyah.metroiniv.ac.id) e-mail: [tarbiyah.iaim@metroiniv.ac.id](mailto:tarbiyah.iaim@metroiniv.ac.id)

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

Nama : Anisa Meilani Lubis  
Jurusan : TBI

NPM : 1801070008  
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	jumat 10 - 02 - 2023	Dr. Widhiya Ninsiana .M.Hum	Acc App	

Mengetahui

Ketua Jurusan TBI

**Andianto, M.Pd**

NIP. 198711022015031004

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**

NIP. 19720923 200003 2 002




**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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41507. Faksimili (0725) 47296. Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id), e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

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

Nama : Anisa Meilani Lubis  
Jurusan : TBI

NPM : 1801070008  
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	16-mei-2023	Dr. Widhiya Ningslora.M.Hum	Bab 3 kata will diganti menjadi was  menggunakan random sampling.	
2.	26-mei-2023	Dr. Widhiya Ningslora.M.Hum	kata that diganti menjadi who	

**Mengetahui**

Ketua Jurusan TBI



Andianto, M.Pd

NIP. 198711022015031004

Dosen Pembimbing

*[Signature]*

Dr. Widhiya Ninsiana, M.Hum

NIP. 19720923 200003 2 002




**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

Nama : Anisa Meilani Lubis  
Jurusan : TBI

NPM : 1801070008  
Semester : X


No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	6 - juni - 2023	Dr. Widhiya Ningsiana M. Hum	Acknowledgment dirapikan  Statement of research dan orisinalitas penelitian di tambah kan di daftar isi	
4.	7 June 2023		Acc to mureginal	

Mengetahui

Ketua Jurusan TBI



**Ardianto, M. Pd**

NIP. 198711022015031004 

Dosen Pembimbing



**Dr. Widhiya Ningsiana, M. Hum**

NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-0763/In.28/D.1/TL.00/02/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MTSN 1 LAMPUNG TIMUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0762/In.28/D.1/TL.01/02/2023, tanggal 16 Februari 2023 atas nama saudara:

Nama : **ANISA MEILANI LUBIS**  
NPM : 1801070008  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTSN 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING GUIDING QUESTION TECHNIQUE TOWARD STUDENTS WRITING ABILITY ON RECOUNT TEXT AT MTSN 1 EAST LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 16 Februari 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR**  
**MADRASAH TSANAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR**  
 Jalan Kihajar Dewantara 38B Banjarrejo Kec. Batanghari  
 Kode Pos 34181 Telp. (0725) 7852539

**SURAT IZIN RESEARCH**

Nomor : B.144 /MTs.08.01/PP.005/02/2023

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro, Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B.0763/In.28/D.1/TL.00/02/2023 Tanggal 16 Februari 2023 tentang Izin Research dengan ini Kepala Madrasah Tsanawiyah Negeri (MTsN) 1 Lampung Timur Memberikan Izin Kepada :

Nama : **Anisa Meilani Lubis**  
 NPM : 1801070008  
 Jurusan : Pendidikan Bahasa Inggris

Untuk melaksanakan Research di MTs Negeri 1 Lampung Timur dengan judul “ **The Influence Of Using Guiding Question Technique Toward Students Writing Ability On Recount Text At MTsN 1 East Lampung**”

Demikian Surat Izin Research ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.



Batanghari, 23 Februari 2023

Kepala,

UDIN





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**SURAT TUGAS**

Nomor: B-0762/In.28/D.1/TL.01/02/2023

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

Nama : **ANISA MEILANI LUBIS**  
NPM : 1801070008  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di MTSN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING GUIDING QUESTION TECHNIQUE TOWARD STUDENTS WRITING ABILITY ON RECOUNT TEXT AT MTSN 1 EAST LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

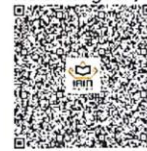
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 16 Februari 2023

Mengetahui,  
Pejabat Setempat

UDIN: S. Ag. M. Pd. I  
NIP. 19970515 1996031001

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003

### **Pre-Test Question**

The instruction: Choose the one topic below and write an English recount text

- a. In the swimming pool
- b. Going to the beach



## **Treatment 1**

**(The experience of friendship in junior high school)**

### **Pengalaman persahabatan di SMP**

1. What interesting activities do you do with your friends in junior high school?

*(Kegiatan menarik apa saja yang dilakukan bersama sahabat – sahabat di SMP)*

2. Revise what you have written above!

*(Merevisi apa yang telah anda tulis di atas)*

3. Rewrite it in paragraph form!

*(Tulis ulang dalam bentuk paragraf)*

## **Treatment 2**

**(The interesting holiday experience in odd semester)**

**Pengalaman liburan yang meanrik di semester ganjil**

1. What types of interesting holiday in your odd semester?  
*(Apa saja kegiatan menarik yang kalian lakukan saat liburan semester ganjil)*
2. Revise what you have written above!  
*(Merevisi apa yang telah anda tulis di atas)*
3. Rewrite it in paragraph!  
*(Tulis ulang dalam bentuk paragraf)*

### **Treatment 3**

#### **The experience interesting game in childhood (Pengalaman permainan menarik di masa kecil)**

1. What types of games did you play in your childhood?  
*(Apa saja jenis-jenis permainan yang kamu lakukan di masa kecil)*
2. Revise what you have written above!  
*(Merevisi apa yang telah anda tulis di atas)*
3. Rewrite it in paragraph form!  
*(Tulis ulang dalam bentuk paragraf)*

# The answers of pre-test in experimental class

Nama : Anaro Kayiso Wafrata  
Kelas : VIII (i)

No. \_\_\_\_\_

Date : \_\_\_\_\_

	In the swimming pool
Orientation	last month, I visited in the swimming pool. I had visited him two times, so at that time I decided to go alone by car.
Sequence of events	after I arrived at in the swimming pool, he invited me to join swimming together. one of the things that I love about pool is its swimming together.
Sequence	after swimming, I going a restaurant near the swimming pool. the food there was pretty good, there were meatballs, chicken noodles, iced tea.
Content	: 14
Organization	: 12
Vocabulary	: 11
Language use	: 10
Mechanics	: 3
	50

(Re-orientation)  
Tidak ada

## The answers of pre-test in control class

Nama : Muhamad Ikrom Ar Rohman

No. \_\_\_\_\_

Kelas : VIII H

Date : \_\_\_\_\_

☐ - Vacation to the beach

Orientation

one day my family and I were planning a vacation to the beach. the family agreed. In the end, my mother and I packed things to take to the beach. after finishing packing my family and I left to go to the beach, on the way we chatted until satisfied not long after we arrived at Liska beach when I arrived at the beach my father immediately looked for parking to park the car. after parking my family and I got out of the car and looked for a mat to sit on. before I swam I ate first, drank wind down.

↓  
Sequence of  
event

C : 13

O : 7

V : 13

L : 5

M : 2 +

(40)

≠

### The Student's writing Activity Result in Treatment

### Treatment 1

[illegible]

## Treatment 2

No. \_\_\_\_\_

Date : \_\_\_\_\_

<input type="checkbox"/>	nama = Verita selwiana
<input type="checkbox"/>	Kelas = VIII i or
<input type="checkbox"/>	
<input type="checkbox"/>	Help Mom cook
<input type="checkbox"/>	
<input type="checkbox"/>	1. Helping mother cook in the kitchen
<input type="checkbox"/>	2. Last month is my first day of school holiday
<input type="checkbox"/>	in semester 1
<input type="checkbox"/>	3. Help Mom cook
<input type="checkbox"/>	Last month is my first day of school holiday
<input type="checkbox"/>	in semester 1, even though I'm not at school I
<input type="checkbox"/>	still wake up early for the morning prayers and
<input type="checkbox"/>	enjoy the morning atmosphere.
<input type="checkbox"/>	after praying I also help mother who is
<input type="checkbox"/>	cooking for my family. I also prepared tools
<input type="checkbox"/>	and charts for cooking and I also look it.
<input type="checkbox"/>	not long after the meal was cooked my family
<input type="checkbox"/>	and I were happy to be able to eat together
<input type="checkbox"/>	that's my experience in odd semester.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	



## Treatment 3

Pira Miftahul Latifa

VIII H

No. \_\_\_\_\_

Date : \_\_\_\_\_

<input type="checkbox"/>	Meeting 3
<input type="checkbox"/>	
<input type="checkbox"/>	1 Jump rope
<input type="checkbox"/>	2 Playing kites
<input type="checkbox"/>	
<input type="checkbox"/>	1 Jump rope
<input type="checkbox"/>	2 Playing kites
<input type="checkbox"/>	
<input type="checkbox"/>	3 1 At that time my friends and I were playing jump rope, I felt very happy but not long after it rained and I slept, after sleeping I took a shower then changed clothes and ate, then my friends and I promised tomorrow to play jump rope again
<input type="checkbox"/>	2. One day I was playing kites with my friends, while I was playing, suddenly one of my friends kites broke somewhere, my friends were very sad. Then we look for it together. Because the kite had not been found and it was late afternoon we returned to our respective homes and were going to look for it the next day, after looking everywhere we finally found the broken kite. My friend is very happy because his kite has been found, finally we can play kite together again
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	



**Post Test Question**

The instruction: Choose the one topic below and write an English recount text

- a. My experience in Ramadhan Month
- b. My experience in Idul Fitri

### The answers of post-test in experimental class

No. \_\_\_\_\_  
Date: \_\_\_\_\_

Nama: Tatittha Tihoni Yassar  
Kelas: VIII

orientation { Last Year's month of ramadan was Very special and enjoyable For me. Apart out congregational tarwih Prayers at the mosque and read the Koran at home, even though it was not full during the night of ramadan.

Sequence of event { Before sunset, my sister and I went looking for takjil such as Fruit Ice, mung bean Porridge, and many more, after sunset, my Family and I broke our fast. In my opinion, the most memorable thing was breaking fast with grandparents and other relatives his

and I am Very happy because soon we will the month of ramadan. → (Re-orientation)

C = 19  
O = 20  
V = 19  
L = 18  
M = 4 +

(80)

SIDU

## The answers of post-test in control class

No. \_\_\_\_\_  
Date: \_\_\_\_\_

Zufi Agustina VIII A


a. My experience in Ramadhan Month  
→ (Orientation)

Last year's fasting month was very enjoyable, even though I couldn't fast completely due to certain reasons. Apart from that, I also joined the Tarawih prayers and recited the Koran at the mosque near my house.

Sequence of event { Every evening before breaking the fast, my father and I look for menus to break our fast at home. Usually I also break the fast together at the mosque near my house.

Breaking the fast together is very fun, like when I break the fast with my brothers and sisters. There, before I break my fast, I can chat and laugh with my siblings. I hope this year I can carry out a pleasant fast again. → C Re-orientation

C	=	16
O	=	13
V	=	13
L	=	15
M	=	5
		+
		(62)
		=



### Writing Rubric

#### The Pre-Test Result of Experimental Class

No	Student Name	Writing Aspects					Grade
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	Azzahra Aurelia Dini	19	19	18	17	3	76
2	Zahra Nur Laila Hermawan	19	15	11	18	3	66
3	Ari Widyat Moko	16	16	9	8	3	52
4	Arga Aditya Pratama	16	18	11	12	3	60
5	Indah Kharisma Wati	17	18	15	12	3	65
6	Verlita Welfiana	17	19	17	14	3	70
7	Talitha Tshani Yassar	17	19	20	17	2	75
8	Aufan Adhim Adyatma	22	19	20	17	2	80
9	Zahira Rahma Hana	13	15	15	17	2	62
10	Alifia Rihdatul Aisya	14	16	16	20	3	69
11	Anara Kayisa Wafrata	14	12	11	10	3	50
12	Hanyfatul Ikhtiyaroh	13	14	8	7	3	45
13	Amira Anantaly	12	11	8	7	3	41
14	Syafira Kurnia Zahrin	15	15	11	7	3	51
15	Mita Aulia Putri	16	15	12	10	3	56
16	Aulia Esa Ramadhan A	19	15	17	17	2	70
17	M. Zhohiru Fakhriza	19	17	15	17	3	71
18	M. Faiz Arwinata	17	19	18	19	3	76
19	Fajry Mubarak Herlambang	21	19	18	19	3	80
20	M. Rizky Hendriansyah	21	19	18	17	3	78
21	Titian Anggraini	16	12	16	17	3	64
22	Anara Kayisa Wafrata	16	14	16	18	4	68
23	Yunica Bunga Saputri	19	15	16	19	4	73
24	Syafira Kurnia Zahrin	16	10	9	13	4	52

25	Vira Nuranisa	16	10	7	7	2	42
26	Yusuf Agung Wirajaya	16	18	10	12	2	58
27	Verlita Selviana	18	16	15	12	2	63
28	Naura Siora Tari	16	17	9	10	2	54
29	Lizy Binar Sara	13	17	16	11	2	59
30	Rosa Gina Runa	13	9	8	14	3	47

### Writing Rubric

#### The Pre-Test Result of Control Class

No	Student Name	Writing Aspects					Grade
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	Juan Maulana Siddiq	27	20	14	6	3	70
2	M. Ilyas Larusbi	14	13	9	10	4	50
3	Indah Yani Safitri	16	13	14	5	5	53
4	Zulfin Yahya Sardi	16	13	14	5	4	52
5	Syifa Salsabila	20	13	15	11	2	61
6	M. Ikram Ar Rahman	13	7	13	5	2	40
7	Aulia Intan Rinata	15	12	11	5	2	45
8	Khairunnisa Firdausi	27	13	13	17	5	75
9	Zulfa Agustina	16	13	13	15	5	62
10	Dirgantara Syaiful K.	17	14	15	16	5	67
11	Alwi Bawazier	17	13	9	10	3	53
12	Lintang Awan Pratama	14	12	9	9	3	47
13	Lyla Anggraily	15	14	11	9	2	51
14	Zahro Kinar Yuni	19	16	14	11	3	63
15	Isnan Aprian Wijayanto	18	15	15	15	3	66
16	Leli Asni Wirandy	22	16	17	16	3	74
17	Ghandi Adytia Aditama	19	11	8	12	2	52
18	Syifa Alfiyana	19	16	19	13	3	70
19	Kamal Marfu	12	10	9	10	3	44
20	Andra Hafidz Kurniawan	12	12	15	19	3	61
21	Dini Zahratusita	12	12	18	19	3	64
22	Andri Rafiq Kurniawan	14	11	14	5	3	47
23	Cherin Ngiza A.	13	16	16	5	3	53
24	Muhammad Ikram Ar Rahman	17	18	19	9	2	65

25	Zuhruf Adinda Iren	14	14	11	12	4	55
26	Aulia Zahra Putri Agustin	13	7	11	10	2	43
27	Dira Miftahul latifa	13	10	13	11	2	49
28	Afriani Zumro	13	10	14	11	2	50
29	Ferdian Yuwan Bagaskara	13	14	17	12	2	58
30	Frisca Elen Latifa	13	18	19	13	2	65

### Writing Rubric

#### The Post-Test Result of Experimental Class

No	StudentName	WritingAspects					Grade
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AAD	22	19	8	18	4	81
2	ZNLH	19	18	15	16	3	71
3	AWM	13	13	12	16	3	57
4	AAP	18	14	14	16	3	65
5	IKW	15	18	20	14	3	70
6	VW	17	18	17	19	4	75
7	TTY	19	20	19	18	4	80
8	AAA	26	20	17	18	4	85
9	ZRH	15	15	19	15	3	67
10	ARA	15	18	19	19	3	74
11	AKW	15	14	12	11	3	55
12	HI	13	10	10	14	3	50
13	AA	13	10	10	11	2	46
14	SKZ	13	15	15	11	2	56
15	MAP	13	10	20	14	3	60
16	AERA	19	18	18	18	3	75
17	MZF	19	17	18	18	4	76
18	MFA	28	16	18	16	4	82
19	FMH	28	19	18	16	4	85
20	MRH	28	16	17	18	4	83
21	TA	17	18	19	13	2	69
22	AKW	21	17	14	16	3	73
23	YBS	16	17	22	19	4	78
24	SKZ	15	11	15	13	3	57



25	VN	17	8	9	11	2	47
26	YAW	16	16	15	13	3	63
27	VS	16	18	17	14	3	68
28	NST	17	10	16	13	3	59
29	LBS	14	17	16	14	3	64
30	RGR	14	12	9	14	3	52

### Writing Rubric

#### The Post-Test Result of Control Class

No	Student Name	Writing Aspects					Grade
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	JMS	18	17	16	19	3	73
2	MIL	14	11	11	15	3	54
3	IYS	14	14	15	12	3	58
4	ZYS	13	14	15	12	3	57
5	SS	15	15	20	12	3	65
6	MIA	13	11	10	9	2	45
7	AIR	13	15	11	9	2	50
8	KF	27	20	20	10	3	80
9	ZA	17	17	20	10	3	67
10	DSK	17	16	18	18	3	72
11	AB	14	13	13	15	3	58
12	LAP	14	13	10	15	2	54
13	LA	16	13	11	15	2	57
14	ZKY	17	16	15	18	3	69
15	IAW	17	18	15	18	3	71
16	LAW	19	19	19	19	3	79
17	GAA	16	11	9	18	3	57
18	SA	18	17	19	19	3	76
19	KM	13	12	9	12	3	49
20	AHK	14	16	19	14	3	66
21	DZ	14	19	17	16	3	69
22	ARK	16	12	11	10	3	52
23	CNA	16	12	14	13	3	58
24	MIAR	16	18	17	16	3	70

25	ZIA	15	15	11	16	3	60
26	AZPA	15	9	10	12	2	48
27	DM	18	11	12	11	2	54
28	AZ	18	11	10	11	2	55
29	FYB	13	13	17	17	3	63
30	FEL	16	18	16	17	3	70

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df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674





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

Nama : Anisa Meilani Lubis  
NPM : 1801070008  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801070008

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 17 Mei 2023  
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me  
NIP.19750505 200112 1 002



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**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama : Anisa Meilani Lubis  
NPM : 1801070008  
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Juni 2023  
Ketua Prodi TBI

Andianto, M.Pd

NIP. 1987 1102 201503 1 004

## DOCUMENTATION















# THE INFLUENCE OF USING GUIDING QUESTION TECHNIQUE TOWARD STUDENTS WRITING ABILITY ON RECOUNT TEXT AT MTSN 1 EAST LAMPUNG

*by* Anisa Meilani Lubis 1801070008

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**Submission date:** 16-Jun-2023 11:04AM (UTC+0700)

**Submission ID:** 2117072656

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# THE INFLUENCE OF USING GUIDING QUESTION TECHNIQUE TOWARD STUDENTS WRITING ABILITY ON RECOUNT TEXT AT MTSN 1 EAST LAMPUNG

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## CURRICULUM VITAE



Anisa Meilani Lubis was born in Metro on May 03<sup>rd</sup>, 2000, the child of Mr. Haerudin Lubis and Mrs. Dwi Ratna Wati. The writer's Kindergarten education was achieved at TK Aisyiyah Pekalongan completed in 2005/2006. Then continued Basic Education at SD Negeri 3 Siraman and finished in 2011/2012, then continued Education to the First Middle School level at Islamic Junior High School MTsN 1 East Lampung and completed in 2014/2015, while secondary education continued at Islamic Senior High School MAN 1 East Lampung with the Language Studies Major and competed in 2017/2018, then continued education at IAIN Metro Lampung in English Education Department starting in the first semester of 2018.