

**THE EFFECTIVENESS OF GUIDING QUESTIONS TO  
TEACH RECOUNT TEXT WRITING**

**(An Experimental Research to The Eighth Grade Students  
of SMP N 1 Pamotan Rembang in The Academic Year of  
2019/ 2020)**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for gaining the Degree of Bachelor of Education Language  
in English Language Education



by

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**EDUCATION AND TEACHER TRAINING FACULTY  
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SEMARANG  
2020**





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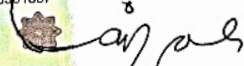
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SERIES OF PICTURES TO TEACH RECOUNT TEXT WRITING  
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### RATIFICATION

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Title : **THE EFFECTIVENESS OF GUIDING QUESTIONS TO TEACH RECOUNT TEXT WRITING (An Experimental Research to The Eighth Grade Students of SMP N 1 PamotanRembang in The Academic Year of 2019/ 2020)**

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had been ratified by the Board of Examiners in Faculty of Education and Teacher Training of Walisongo Islamic University and can be received as one of any requirement for gaining the Bachelor degree in English Language Education.

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## **DEDICATION**

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to my beloved Parents (Hasan Mujahid and Sumini), my lovely brother (Muhammada Ulil Albab) and all of my beloved family who always support with prayer, love and patience.



## **MOTTO**

“Think like a queen. A queen is not afraid to fail. Failure is another stepping stone to greatness”.

(The writer)

“Education is the most powerful weapon we can use to change the world”

(Nelson Mandela)



## ABSTRACT

**Title** : The Effectiveness of Guiding Questions to Teach Recount Text Writing (An Experimental Research to the Eighth Grade Students of SMP N 1 Pamotan in the Academic Year 2019/2020)

**Writer** : Laila Nurul Fadlilah

**Nim** : 1403046113

The objective of the study is to explain the effectiveness of guiding questions to teach recount text writing. The population of this study was eighth grade students of SMP N 1 Pamotan. The method used in this research was experimental and the design was quantitative. In this research, the researcher used two classes which have similar characteristic as the participant of the research. They are VIII E as the experimental and VIII H as the control group. Each class consist of 30 students. The experimental class was taught using guiding questions and the control class was not taught using guiding questions. In collecting the data, the researcher conducted writing test which was divided into pre-test and post-test. The data collected were analyzed using t-test. The result of this research showed that there was significant difference average score between the students who were taught using guiding questions and without guiding questions. According to the result of statistical calculation, it could be seen that the average score of experimental class was 74.5 and the average score of control class was 68. Furthermore, it was obtained that  $t_{count}$  is higher than  $t_{table}$  ( $2.65 > 2.00$ ). So, the alternative hypothesis ( $H_a$ ) was accepted and the null Hypothesis ( $H_o$ ) was rejected. From the statement above, it can be concluded that guiding questions is effective to teach recount text writing to the eighth grade students of SMP N 1 Pamotan in the academic year of 2019/2020.

**Keyword:** Guiding Questions, Writing Skill, Recount Text.





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First and foremost, I would like to express gratitude to Allah SWT, the almighty God for the blessing in leading me to accomplish this thesis entitled *The Implementation of Guiding Questions to Teach Recount Text Writing (An Experimental Research at The Eighth Grade Students of SMP N 1 Pamotan in The Academic Year of 2019/2020)*.

Shalawat and salam is dedicated to the prophet Muhammad, the last messenger of God who has guided us from the darkness to the brightness, from the stupidity to the cleverness.

I realize that I cannot complete this final project without to help from others. Many people have helped me during writing this final project and it would be impossible to mention all of them. In this chance, the writer would like to express the deep appreciation to:

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Finally, I realize that this thesis is still far from the being perfect; therefore, I will happily accept constructive criticism in order to make it better. I hope that this theseis would be beneficial to everyone, Amin.

The researcher,

Laila Nurul Fadlilah

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## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, questions of the research, objective of the research, pedagogical significance and limitation of the study.

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

The guiding question is a basic question that directs the search for understanding. It can help provide focuses and coherences for units of study.<sup>1</sup> The Guiding question can be defined as questions that mentally affects and leads the students' ideas to find the whole things that are questioning by the teacher.<sup>2</sup>

In teaching-learning writing, the guiding question is a technique that can help the students to explore their idea by using some questions. It is a technique in which the teacher gives a topic and some questions to students, then they answer those questions based on the topic given.<sup>3</sup> Axelrod and Cooper stated that asking questions about a problem or topic is a way

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<sup>1</sup> Rob Traver, 'Educational Leadership', *Proquest Profesional Education*, 55.6 (1998), 72.

<sup>2</sup> Jeffrey D Wilhelm, 'A Study Guide for Engaging Readers & Writers With Inquiry', *Scholastic Profesional*, 4.

<sup>3</sup> Hariyanto, 'The Influence of Using Guided Questions Technique Towards Students' Procedure Text Writing Ability', *Journal of Research and Method in Education*, 8.4, 78.

to learn and decide what to do or say. It is a useful and systematic approach to exploring a problem.<sup>4</sup>

According to the 2013 Curriculum, the goal of teaching-learning English at Junior High School is that the students must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level. Based on the curriculum, the students are taught by using text as media. There are some kinds of texts that have to be learned by the second year of Junior High School, one of the texts is recount text. The social function of recount text is to retell the events to inform or entertain.<sup>5</sup> It is stated in Basic Competence at second grade of Junior High School that students should be able to compile short and simple recount text in oral and written about an event, short activities, and experience by paying attention to the purpose, organization, and language feature of the text accurately and contextually. So, the students have to understand the social function, generic structure, and grammatical features of the text to be able to write the text well.<sup>6</sup>

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<sup>4</sup> Rise B and Charles R.Cooper Axelroad, *The ST.Martins' Guide to Writing*, Ninth Edit (New York: ST.Martin's Press, 2010), 8-9.

<sup>5</sup> Siti Musarokah Entika Fani Prastikawati, *Writing 3 (Handout and Assignments)* (Semarang: IKIP PGRI, 2010), 19.

<sup>6</sup> Tim Intri Kurikulum 2013, 'Kompetensi Dasar Sekolah Menengah Pertama (SMP)/ Madrasah Tsanawiyah (MTS)' (Kementerian Pendidikan dan Kebudayaan: Depdiknas, 2013), pp. 70.

Considering the problem above, the teacher needs to apply the best way to teach recount text to achieve the objective state of the curriculum. The teacher should consider appropriate activities and techniques. Moreover, the use of various teaching techniques is necessary for motivating students to learn English. By mastering a good technique, the teacher will be able to perform well in the teaching and learning process and also will be able to achieve the target.

Writing skill is one of the language skill: (speaking, listening, reading and writing) that should be taught by English teacher as one of the teaching and learning activities in English subject. Nunan said that "writing is the process of thinking to invent an idea, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph".<sup>7</sup>

When writing, students have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult with dictionaries, grammar book or other reference material to help them. Writing motivates students to focus on accurate language use. So it can help students to develop their critical thinking skills and help them to understand and to communicate complicated ideas. Besides, when students write, they necessarily become very involved with the new language, the effort to express ideas and

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<sup>7</sup> David Nunan, *Practical English Language Teaching* (New York: McGraw Hill Companies, Inc, 2003), 88.

the constant of eye, hand, and brain is a unique way to reinforce learning.<sup>8</sup>

From the explanation above, it can be concluded that writing is an important skill that has to be learned by any foreign language learner and students. Although writing is very important, it is regarded as a difficult subject especially for students. It's strengthened by Richard, he stated that writing is a complex skill. It is because in writing, people will not only write the idea they think, but they also need to pay attention to many aspects such as planning, organizing, spelling, punctuation, accurate grammar, vocabulary, and translating to the readable text.<sup>9</sup> Writing skills could not come automatically. It requires some experiences, attention, and a lot of regular training. It means that students have to practice more and more to have a good skill in writing.<sup>10</sup>

Based on my pre-interview research in SMP N 1 Pamotan, besides speaking, writing is one of the skills that is considered difficult for a foreign language learner to learn. The students said that they are usually confused when they were

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<sup>8</sup> Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), 3.

<sup>9</sup> Jack C Richard and Willy A Renandya, *Methodology in Language Teaching: An Antology of Current Practice* (New York: Cambridge University Press, 2002), 303.

<sup>10</sup> Nurcahyaning Samsi Pertiwi, 'The Implementation of Guiding Questions Technique to Teach Writing Recount Text for the Eighth Grade of Junior High School', *State University of Surabaya*, 1.3 (2013), 2.

going to start writing. They are difficult to transfer their idea into words and how to generate their writing. Because English is a foreign language, they are difficult to find and write some new vocabulary. In other words, many students consider that writing is a difficult subject to learn even in their own language. It proves that writing is not easy to learn and practice.

Based on the description above, in this study, the writer focuses on how to teach writing recount text to become easy to understand and make the teaching-learning process alive. One of the techniques can be applied in teaching writing recount text is "Guiding Questions". A Guiding question is one of the methods that I choose to guide students in the writing process and help them build up strategies for generating, drafting, and refining ideas. It is a technique in which the teacher gives a topic and some questions to students, then they answer those questions based on the topic given. So, by using a guiding question, the students will get their ideas and know what they want to write.

By those statements, the researcher wants to conduct experimental research on writing recount text entitled: "The Effectiveness of Guiding Questions to Teach Recount Text Writing". This research conducted to the eight-grade students of SMP N 1 Pamotan Rembang in the academic year of 2018/2019.

## **B. Question of The Research**

Based on the study above, the researcher formulates the problem as follow:

How is the effectiveness of guiding questions using a series of pictures to teach recount text writing to the eighth-grade students of SMP N 1 Pamotan in the academic year of 2019/2020?

## **C. The Objective of the Research**

Based on the research question above, the objective of this study is:

To explain the effectiveness of guiding questions using a series of pictures to teach recount text writing to the eighth-grade students of SMP N 1 Pamotan in the academic year of 2019/2020?

## **D. Significance of the Study**

This study is hopefully will give any advantages for some reasons:

### **1. Theoretically**

The findings of the study can give information about new knowledge about guiding questions on increasing students' writing ability in recount text in junior high school.

### **2. Pedagogically**

The result of the study can give information on knowledge about an alternative teaching method that can be used for improving the students' ability in writing recount text.

### 3. Practically

#### a. For the student

The result of the research may help the students to be able to learn English easily and improve their skill in creating recount text through Guiding Questions

#### b. For the teacher

The finding of this research is expected to give knowledge about the guiding questions technique as an alternative way to teach English writing to Junior high school students.

#### c. For the next researcher

The result of this research would give information to the next researcher and may be useful also will be able to their reference that guiding questions is effective on students' writing skills.

### **E. Limitation of The Study**

Based on the background explained above, the limitation of this study was students' recount text skill which was treated by guiding question technique. The writer conducted this research to the eighth grades students of SMP N 1 Pamotan Rembang in the academic year of 2019/2020.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents review of previous research and theoretical review. In the theoretical review, the researcher discussed some theories which relate to the topic.

#### A. Review of The Previous Study

In this paper, the researcher takes a review of related literature from another thesis and journal as a comparison of this research.

1. The undergraduate thesis was written by Alifia Nur Arifah under the title *Guided question to increase students' writing ability in descriptive text*. She conducted the researched under the title Guiding questions to increase student's writing ability in descriptive text. the research aim is to find out the effect of guided question technique on students' writing skills of descriptive text. the method of this research was quantitative research and used experimental research as design.<sup>11</sup>

The subject of this research is the eighth-grade students of SMP 1 Miftahul Huda Jepara. The instrument used in this research is writing tests and documentation. In collecting data, this research used a writing test that consists of pre-test and post-test and analyzed that data

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<sup>11</sup> Aliffia Arifah, 'Guided Questions to Increae Students' Writing Ability in Descriptive Text' (UIN Walisongo Semarang, 2019).

using the t-test. The result of the calculation showed that the use of a guided question technique is effective in students' writing skills of descriptive text.

The weakness of this research is the writer didn't include the material in the appendix of a lesson plan. So it may make the reader confuses and searches what material that teacher gives on students' learning activity. meanwhile, the strength of this research is the structure of this research is orderly and understandable. She explains the result of the calculation well. So it makes the reader easier to understand when they make this research as a reference.

The similarities between this research and the writer's research are using the technique to teach writing skills and help students to write easier. Thus, there are some differences between this research and the writer's research. First is a subject. The subject of this research discusses recount text writing whereas, in Aliffia's research, she discusses descriptive text writing. second is the method of learning. In this research, the writer used a topic as media to teach recount text whereas, in Aliffia's research, she used a picture as media teaching-learning of descriptive text.

2. A journal is written by Hariyanto under the title *The influence of using guided questions technique towards students' procedure text writing ability*. The objective of

the study is to know whether there is a significant influence of using guided questions toward students' procedure text writing ability or not. The design of the research is a post-test only design. The population of the research was students of SMA Tamansiswa Teluk Betung Bandar Lampung at the eleven grade.<sup>12</sup>

In collecting the data, the researcher used an instrument in written form. The instrument was used for post-test. The writer did the post-test to find out the students' procedure text writing ability after conducting the treatment. After collecting the data, the researcher analyzed the data using the t-test. Besides the result of the study, the finding showed there was the influence of students' procedure text writing ability.

The weakness of the study is the researcher did not include a reference in the research. it makes the reader confuse to find out the original reference. He did not include the explanation of the test. It makes the reader only imagine without knowing the real research. the strength of the study is the writer has a good language feature in writing. It makes the reader enjoy and understand to read.

The similarities between this journal and the writer's research are the method. each researcher using guiding questions as the method to teach writing skills. Meanwhile,

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<sup>12</sup> Hariyanto.

the differences between this journal and the writer's research are the focus in a different aspect. The journal focuses on procedure text writing while in this study focus on recount text writing.

3. The undergraduate thesis was written by I'in Ainatus Zahiroh under the title *The use of Diary Writing in the teaching of writing recount text*. The background of the study was based on the phenomenon that many teachers still use conventional ways to teach students. The main objective of this study is to find out the extent to which the teaching of writing recount text is effective with the use of diary writing. the method of the study was experimental design.<sup>13</sup>

To obtain the data, the researcher used a test to experimental class and control class after giving different treatment to both classes. The instrument used to collect the data was a test as a main instrument and interview as a supporting instrument. Based on the result of the study, the finding test of the hypothesis using t-test showed that the t-value was higher than the t-table. It can be concluded that diary writing help student to solve the problem in writing recount text.

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<sup>13</sup> I'in Ainatus Zahiroh, 'The Use of Diary Writing in The Teaching of Writing Recount Text (An Experimental Study at The Eighth Grade Students of SMP Nurul Islami Wonolopo Mijen Semarang in The Academic Year of 2009/2010)', 2010.

The weakness of the study is the writing structure is not clear. It makes the reader less interesting to read. While the strength of the study is the writer explains the research clearly and in detail.

The similarities between this study and previous research are all of the researchers using recount text as a subject. Both of them focus on writing skills. There are some differences between the previous study and the writer's research. Firstly, the method used in the research, the previous study using diary writing to teach the writing of recount text. While in the writer's research using guiding questions. Secondly, the participant in the research. Each researcher using different participants to collect the data.

4. A journal is written by Atika Etemadzadeh, Samira Seifi, and Hamid Roohbakhsh Far under the title *The Role of Questioning Technique in Developing Thinking Skills: The ongoing effect on Writing Skill*. The journal attempt to investigate whether asking questions before writing will improve the quality of students' writing. the design of this study was based on experimental research. The participant of the study was included 60 Malaysian secondary students studying in a school in Malaysia.<sup>14</sup>

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<sup>14</sup> Atika Etemadzadeh, Samira Seifi, and Hamid Roohbakhsh Far, 'The Role of Questioning Technique in Developing Thinking Skills: The Ongoing Effect on Writing Skill', *Procedia - Social and Behavioral Sciences*, 2013.

The finding of the study showed that by implementing the questioning technique in teaching students writing skills especially in this study, students' critical thinking skills in writing develop have been developed. In conclusion, the use of questioning-technique in teaching writing had a good impact on students' writing. Moreover, questioning-technique helped them to improve their critical thinking through a stage as they learned how to organize and developed their existing ideas in writing through their teacher and peers' support.

The weakness of the study is the writer did not include a page of the reference in a footnote. So it makes the reader confuse to find out the book as a reference. Meanwhile, the strength of the study is the writer describe steps of the research clearly. It makes the reader enjoy and proper to get information from this research as a reference.

In conclusion, the similarities between this journal and the writer's research are using the technique to teach writing skills and help students to write easier. However, the differences of this journal between the writer's research are those studies have a different focus. In the previous journal, question techniques are to build thinking skills and writing skills. Meanwhile, in this research, guiding questions is a technique to build students' writing skill of recount text.

5. The undergraduate thesis was written by Erma Veland. She has investigated “*The effectiveness of guided question in teaching students' Narrative writing to the eighth-grade students of MTS Pembangunan UIN Jakarta in the academic year of 2014/2015*”. The research aim is to find out the students' achievement in writing narrative text taught by using guided questions technique and taught without guided questions technique. The objective of the study was to try to investigate the effectiveness of guided question technique in teaching students' writing of narrative-text, especially in eighth-grade students.<sup>15</sup>

The type of research is experimental research. She conducted pre-experimental research and used one group of pretest and post-test design. There were two classes that consist of 30 students in each class as the sample. The sample used was student class from 8H as the experimental class and 8G as control class which consists of 30 students in each class. The experimental class taught using the guiding question and for the controlled class is taught narrative text as usual without guiding questions. She collected and analyzed the data by using t-test. According to the result of statistical calculation, the research result

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<sup>15</sup> Erma Veland, ‘The Effectiveness of Guided Questions in Teaching Students’ Narrative Writing to The Eighth Grade Students of MTS Pembangunan UIN Jakarta in The Academic Year of 2014/2015’ (UIN Syarif Hidayatullah, 2015).

showed that the guiding question is effective on students' writing of narrative-text.

The weakness of this research is the writer is long-winded explaining the content of the research to the reader. so it makes the reader difficult to make a conclusion when they read. Meanwhile, the strength of this research is the writer use grammar correctly.

There are some differences between this research and Velandá's research. The differences between her study and this study are the object and participant. In this study, the object is descriptive writing but in her study, the object is narrative writing. The participant of Velandá's research is the eighth-grade students of MTs Pembangunan UIN Jakarta, whereas the participant of this study is the eighth grade of SMP Negeri 1 Pamotan. Besides, the similarities from that previous study with this research are all of the researches use guiding questions as the technique and also experimental research design as the method. From those statements, it can be concluded that those studies are almost the same to teach writing text but they have different methods and focuses.



## **B. Theoretical Review**

### **1. General Concept of Writing**

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

Nunan stated that there are four basic competencies that students should master in English, those are listening, speaking, reading and writing.<sup>16</sup> As we know, writing is one of the language skills that should be mastered by the student at the level of education. Talking about writing, many definitions will be found in some books. According to Raimes, writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentences, and paragraphs by using the eyes, brain, and hand.<sup>17</sup>

Writing can be defined as a process of discovery. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose. As a process of discovery, writing needs a series of steps to write.<sup>18</sup> It means that writing is not a natural activity, it should consist of mind and physical work to produce good writing.<sup>19</sup>

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<sup>16</sup> David Nunan, *Designing Task for The Communicative Classroom* (New York: Cambridge University Press, 1989), p. 22.

<sup>17</sup> Raimes, 3.

<sup>18</sup> John Langan, *Exploring Writing*, New York: Mc Graw Hill, second Edi (New York: McGraw Hill, 2010), p. 11-12.

<sup>19</sup> Nunan, *Designing Task for The Communicative Classroom*, p. 36.

Through writing, people can recall what in their memory is about and what they are going to write. Beside it is a way of thinking, writing makes people challenged to think carefully about what writing is for and whom it will reach.<sup>20</sup>

From the definition above, it can be concluded that writing is the way of thinking or express our idea and feeling to the person in written form. Indirectly, writing also means communication. Writing is also distinguished as a difficult skill. As Richard said that expressing thought in writing is a complex subject, because writing is not only generating and organizing ideas but also the students need to pay attention to many aspects such as planning, organizing, spelling, punctuation, accurate grammar, vocabulary and translating these ideas into the readable text. Besides, writing requires students to use grammar and vocabulary correctly to express what they want to say clearly.<sup>21</sup>

b. The Purpose of Writing

Every action in communication has its own purpose, including writing skills. Certainly, when

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<sup>20</sup> Andrea A Lunsford, *The St. Martin's Handbook*, Sixth Edition (New York: Bedford/ St. Martin's, 2010), 23.

<sup>21</sup> Renandya, 303.

students do their writing, they must have the purpose of writing. The purpose is used to describe what the writers hope to accomplish. According to Hacker and Sommers, the purposes of writing are:

To inform, automatically when writing, you may have more than one purpose in any assignment. Beside to inform, writing also aims to deliver ideas and message to the reader. Explaining information means that the writers need to analyze or classify information, examine causes and consequences, and define concepts. To amuse, this writing aims is to bring pleasure to others for example by telling a joke or story which makes someone pleased. So when writing, examine carefully the planning humor will be used in words. Because, the more interesting the content of someone's writing, the more people are interested in reading. To persuade, it means that the purpose of writing is to influence the reader to believe in what we write as much as possible. To express feelings, here through writing people can express their idea or feeling that want to speak indirectly in written form. People can recall what in their memory is about and what they are going to write. In other words, writing trains student's brain to think more and carefully. To

summarize, at this point people are exercised to conclude something in writing.<sup>22</sup>

According to Nunan, the written language serves a variety of purposes in daily life. There are three purposes of writing. firstly, primarily for activities such as public-sign, product labels, and instructions, recipes, and instructions, bills and ballot papers. Secondly, primarily for information such as newspapers, magazines, non-fiction books, advertisements; political pamphlets, guidebooks, and travel literature. Thirdly, primarily for entertainment such as light magazine, comic strips; fiction book; poetry and drama, film subtitle, games, including computer game.<sup>23</sup>

The statement above explained about the purpose of writing generally. It can be concluded that the purpose of writing is to deliver ideas and messages to the reader. It means that the writer needs to pay attention to what will they write and what the purpose of writing. So that the readers know exactly what the writer is trying to accomplish in her/his writing.

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<sup>22</sup> Diana and Nancy Sommer Hacker, *Rules for Writers*, 7th Editio (New York: Harvard University, 2012), 7.

<sup>23</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (New York: Prentice Hall, 1991), 84.

c. The Process of Writing

Another important thing in writing is the process. When the writer starting to create a text, they need concern process to make their writing well organized. To have good writing, the students should do it in some stages that are called the writing process. According to Alice and Oshima, writing is not easy, it takes to study and practice to develop this skill. It means that writing skills could not come automatically. It requires some experiences, attention, and a lot of regular training. So, students have to practice more and more to have a good skill in writing.<sup>24</sup>

Meanwhile, according to Lunsford's book entitled *The ST. Martin's Handbook*, the processes of writing are: *Exploring*, the writer needs to determine the topic by exploring it by choosing a topic surveying what they know and determining what they need to find out. Writers can do this step in several ways. They are brainstorming, reading, freewriting, browsing resources, and questioning. *Planning*, here, the writers will be helped by making an organizational or an outline of their writing. it can be started by writing their thesis statement and reviewing exploratory notes of the

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<sup>24</sup> Alice; Ann Hogue Oshima, *Writing Academic English*, third Edit (New York: Longman, 1998), 3.

topic, then the list of examples or supporting ideas about the thesis. *Drafting*, even the writers have explored the topic, they would almost certainly discover more about it while drafting. Maybe, they can turn back and revisit their plan, research, approach, audience or purpose. At some point, the writers attempt an actual-written draft.<sup>25</sup>

after drafting, it will be continued by reviewing. *Reviewing* means that the writer read a draft with a critical eye and asking others to look over their work to reassess the main idea, organization, paragraph structure, variety of sentences and, etc. *Revising*, every activity needs to be revised. Revising means reworking the writer draft based on the review and making sure that the draft is effective and includes all essential information. *Editing*, automatically, there is nothing is perfect. As well as in writing, it needs to be edited to get good writing. As we have known, editing means checking details of grammar, punctuation, and spelling. They also do not forget to proofread their writing to make it ready for publishing.<sup>26</sup>

In conclusion, the writing process is one of the important parts to be done by the writer. So, for the

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<sup>25</sup> Lunsford, p. 25.

<sup>26</sup> Lunsford, p. 26.

teachers, they have to convince the students that writing is a process. Therefore: to make good writing, the students have to apply the stages of writing started above.

## **2. Writing Recount Text**

Recount text is a kind of genre that should be learned by students. Based on Standard Basic Competence at second grade of Junior High School, it is stated that students should be able to compile short and simple recount text in oral and written about the event, short activities and experience by paying attention to the purpose, organization, and language feature of the text accurately and contextually.<sup>27</sup> Considering that statement, students need to understand the social function, generic structure, and grammatical features of the text to be able to write the text well.

### **a. The definition of recount text**

There are many definitions of recount text. Generally, Recount text is a text in which to retell the events to inform or entertain.<sup>28</sup> According to Priyana, recount text is a text that tells about a part of the experience. A recount text has an orientation, a series of events in chronological order, personal remarks on

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<sup>27</sup> Kurikulum 2013, p. 70.

<sup>28</sup> Entika Fani Prastikawati, p. 19.

the events, and a reorientation that rounds off the sequence of events.<sup>29</sup>

Meanwhile, Knapp stated that recount text is a text that serves to retell the event in the past. Basically, it is written out to make a report about the experience of a series of related events.<sup>30</sup> Moreover, according to Hyland recount text is a kind of category that has a social function to retell experience for the purpose of expressive or entertaining. Recount text is the simplest text type in this genre. Formally, recount text is sequential texts that do little more than sequence a series of events.<sup>31</sup>

From the explanation above it can be concluded that recount text is a kind of text or story that retell about real experience or event that happened in the past. The purpose of recount text is to inform an event or to entertain people.

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<sup>29</sup> Joko and Arnys Rahayu Irjayanti Priyana, *Interlanguage : English for Senior High School Student X* (Jakarta: Departemen Pendidikan Nasional, 2008), p. 18.

<sup>30</sup> Peter and Megan Watkins Knapp, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Australia: University of New South Wales Press, 2005), p. 223.

<sup>31</sup> Ken Hyland, *Second Language Writing*, Cambridge University Press (New York: Cambridge University Press, 2003), p. 20.



b. Generic Structure of recount text

According to Lewis, there is three generic structure of recount text. firstly, Orientation (a scene-setting opening) the meaning of orientation is to introduce the participant, place and time. this part always in the first paragraph of the text.<sup>32</sup> Cliff said that orientation consists of a sentence but usually it consists of two or three sentences. Moreover, this part needs the information on *who* is involved in the story, *when* the event occurred, *what* happened, *where* the story took a place, and sometimes the reason was for the event (why). This information is necessary to make the writer know what they will write and retell.<sup>33</sup>

Secondly, events, here the purpose of the event is for describing a series of events that happened in the past. This is arranged based on the chronological order. The last is re-orientation (a closing statement), it is optimal. Stating personal comment of the writer to the story. Besides, Cliff said that this part is usually written by rounding off the series of events. It refers to pieces

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<sup>32</sup> Maureen Lewis and David Wray, *Writing Frame: Scaffolding Children'S Non-Fiction Writing in a Range of Genres* (English: EXEL, 2002), p. 4.

<sup>33</sup> Cliff Watt and Eric Hook Greg Anderson, *Targeting Text: Recount, Procedure, Exposition Middle Primary* (Blake Education, Green Giant Press, 2011), p. 4.

of information in the orientation of the paragraph. Furthermore, the writer can state his/her feeling or personal comment about the story occurred.<sup>34</sup>

From the statement above, it can be concluded that there is three main generic structure of recount text, the first is orientation which is an introduction or the background information of the story. Then, a series of event which is the events happened in the past. The last is re-orientation which becomes the conclusion of the story that consists of a rounding story and the writer's personal comment.

c. Language feature of recount text

Recount text has several language features that make differences with other texts. The language features include: Nouns and pronouns are used to identify people, animal or things involved in the story. *e.g.* Mr. Sam, our cat, he, *etc.* next, Action verbs are used to referring to events. *e.g.* she walked, they jumped, I slept, *etc.* next, past tense is used to locate events in the writer's time. *e.g.* she looked, they ran, he laughed, *etc.* next, Conjunctions and time connective are used to sequence the series of events. *e.g.* then, first, but, *etc.* next, Adverbs and adverbial phrases are used to indicate place and time. *e.g.* at the beach, to the zoo,

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<sup>34</sup> Greg Anderson, p. 5.

yesterday, etc. and the last is Adjective are used to describe nouns. e.g. the winding track leads to the tumbledown house.<sup>35</sup>

d. The example of recount text

The table below shows an example of recount text:<sup>36</sup>

**Table 2.1**  
**The example of Recount Text**

<b>My Holiday</b>	<b>Generic Structure</b>
Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.	Orientation
In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch there under a big tree.	Series of event

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<sup>35</sup> Joko and Arnys Rahayu Irjayanti and Virga Renitasari Priyana, *Scaffolding English for Junior High School Students* (Jakarta: Departemen Pendidikan Nasional, 2008), p. 69.

<sup>36</sup> Joko and Arnys Rahayu Irjayanti and Virga Renitasari Priyana, p. 68.

Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.	
We were very tired. However, I think it was really fun to have a holiday like this. I hope the next holiday will be more interesting.	reorientation  And  personal  comment

### 3. Guiding Questions Technique

According to Harmer, "the reason for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and most importantly, writing as a skill in its own right". It means that in teaching writing, the teacher should guide their students to compose good writing.<sup>37</sup> One of the techniques that can be used by teachers in teaching writing skills is guiding questions technique. Here is the explanation about guiding questions.

#### a. General Concept of Guiding Questions

According to Rob Traver, a guiding question is a basic question that directs the search for understanding.<sup>38</sup> As another expert stated that guiding question can be defined as questions that are used to

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<sup>37</sup> Jeremy Harmer, 'How to Teach English' (Boston: Addison Wesley Longman, 1998).

<sup>38</sup> Traver, p. 72.

prompt the test-taker to write from an outline. It is mentally affected and lead the students' ideas to find the whole thing that is questioning by the teacher.<sup>39</sup>

Raimes stated that the guiding questions are used to allow students to be more free in structuring sentences so that they can produce a coherent text.<sup>40</sup> Studies in the field of teaching a second language stated that asking a question is one of a basic way used by the teacher to stimulate students thinking and learning. Consequently, students' learning, thinking, participation, and level engagement depend on the kind of questions teachers formulate and use in the classroom. The purpose of a teacher's question is to encourage students to become actively involved in lessons; to develop critical thinking skills, and to stimulate students to pursue knowledge on their own.<sup>41</sup>

Based on the explanation above, it can be concluded that guiding questions technique is a technique of writing that can guide the students' ideas in the writing process and also can help them in finding out the ideas in writing. As a teaching technique, it can

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<sup>39</sup> H. Douglas Brown, *Language Assessment* (Essex: Longman, 1998), p. 235.

<sup>40</sup> Raimes, p 101.

<sup>41</sup> Gall Meredith D, 'The Use of Question in Teaching', *Review of Educational Research*, p. 707.

be very useful for helping students to explore a topic or information they need to write a text.

There are some questions can be used as guiding questions to generate students' idea in writing. According to Taylor in his book, there are several questions can be used to outline of writing before generating ideas into the paragraph. Firstly, is What. This question has several functions. First, it can ask for a connection between a name or word and object or phenomenon. Second, it may ask a description of a particular object, process or idea. Moreover, 'what' can be used to look for more generalized or universal definitions and theories. Secondly is Who, and Whom. it can ask for an identification of people or groups of people. 'Who' requests to identify who do things for some events, while 'Whom' asks for the people who affected by an event or action. The word 'Whom' can be followed by the preposition to, for, by, with, amongst.<sup>42</sup>

Thirdly is Where and When. These kinds of questions ask for the location, time, and duration of events and objects because every event has the setting where and when it happened. This also can establish

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<sup>42</sup> Gordon Taylor, *A Student's Writing Guide How to Plan and Write Successful Essay* (New York: Cambridge University Press, 2010), p. 28.

detailed issues of frequency, distribution, extent, regularity, and other important topics. Fifthly is How. This question can be used in several ways. First, it can ask for a description of a process rather than a phenomenon or an object. Second, it can be a request for various features or characteristics. Finally, it can request for an explanation.

The last is Why. It is often a request for an explanation and theory, it can be used in several ways. First, it can be used for asking causal explanations which means the causes of some event or phenomenon. Second, why can ask for purposive explanations such as the reasons, aims, and purposes of those responsible for some actions, events or phenomenon. Third, why can be a request for a functional explanation for asking what function does something has or what role does it plays. The last, why can be a request for the deductive explanation which asks what combinations of conditions people to infer a logical conclusion.<sup>43</sup>

#### **4. Teaching Writing by Using Guiding Questions**

Based on the concept stated previously, it can be known that guiding questions is a teaching technique that is used by using some questions to help students to generate their idea and details when they are writing an event or

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<sup>43</sup> Taylor, p. 29-32.

story. The answer to the questions can be an outline of their writing before generating an idea into a paragraph. Thus, the questions will be used as a guide for writing.

There are some steps to question usage in teaching writing. According to Tylor in his book, the usage of questions in teaching writing is: firstly, choose an essay topic that is interest for the writer. Such a topic that the writer already has an idea about that. Secondly, ask questions about the topic. The question can be 5W+1H questions that which is related to the topic that will be written. Thirdly, answer the questions and write down the answer in no more than a sentence or two. Fourthly, develop the answer to the question become the paragraph. The writer may add more ideas that can support the answers to make the detail. And the last is to consider the paragraph as a temporary answer before the writer's eventual answer. This paragraph becomes a foundation of the text but it may be changed.<sup>44</sup>

Based on the step that explained by the expert above, the researcher will use some steps by mixing the step from the expert in using guiding questions in teaching writing. Firstly, the teacher will give a series of a picture as the writing topic to the students. Then, the student needs to think about the picture. Secondly, the teacher will give

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<sup>44</sup> Taylor, p. 22.



some guiding questions about the picture. The guiding questions consist of 5W+1H related to the topic. The question is asked from the first to the last question about the picture.

Thirdly, the students should respond or answer each question in the sentence on a piece of paper. Every answer to the question that was written by students can be an outline of the paragraph to make a recount text. and the last, after every question is answered by the students, they have to make the answer of guiding questions become good recount text paragraph on a piece of paper. The paragraph should be based on the organization of recount text. it means that students need to consider where the orientation, the event, and the reorientation of the text are. The students also might add more ideas related to the answer as supporting detail for the sentence.

Those steps will be repeated as many as treatment given in this research until the students get the habit of using guiding questions before writing recount text. When students get the habit of using guiding questions, they will organize recount text well.



## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher discussed the method applied in conducting this research which consists of research design, population, Variable and Indicators, data collection technique, and data analyzing technique.

#### A. Research Design

This research is quantitative. In this study, the researcher used an experimental as the design of this research. An experimental is a method that compared two groups, they are experimental group and control group. Both groups are given the same pretest and post-test but different treatment.

Sugiyono mentions in his book, there are four types of experimental research; pre-experimental design, true experimental design, factorial design, and quasi-experimental design.<sup>45</sup> In this study, the researcher used a true-experimental design. A true-experimental design has both pre-test and post-test for control and experimental group. The design can be described as follows:<sup>46</sup>

R (experiment)	O1	X	O2
R (control)	O3		O4

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<sup>45</sup> Sugiyono, *Metode Pendidikan Kuantitatif Dan R&D* (Bandung: Alfabeta, 2011), p. 74-77.

<sup>46</sup> Sugiyono, p. 76.

Where:

R = Respondents

O<sub>1</sub> = Pre-test for the experimental group

O<sub>2</sub> = Post-test for the experimental group

O<sub>3</sub> = Pre-test for the control group

O<sub>4</sub> = Post-test for control group

X = Treatment using guiding question technique

In this study, the researcher divided the subject of the study into two groups, an experimental group, and a control group. Before and after the experiment, both groups were given pre-test and post-test. Both groups took the pre-test (O<sub>1</sub>) and (O<sub>3</sub>) to measure their early writing skills before getting the treatment. During the treatment, the experimental group was taught by using guiding questions technique (X), while the treatment without using guiding questions technique was performed in the control group. After the treatment, the same post-tests (O<sub>2</sub>) and (O<sub>4</sub>) were administrated to investigate whether any significant differences in writing recount text between both groups.

The significant differences in the treatment are measured by comparing the average score of students' writing skills in the experimental and control group. When it turns out that the average score of students' writing skills in the experimental group is significantly higher than the average

score of students' writing skills in a control group, then it is concluded that the instructional treatment is significant.

## **B. Population**

According to Sugiyono, "Population is a generalization area that consists of objects or subjects that have certain qualities and characteristics determined by the researcher to be learned and then make a conclusion. Based on the description, the population in this research is all of the eighth-grade students of SMP N 1 Pamotan Rembang in the academic year of 2019/2020.

As a result, I used two classes which have similar characteristics as the participant of this research. They are 8E as the experimental class and 8H as the control class. Each class consists of 30 students.

## **C. Variable and Indicator**

A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied.<sup>47</sup> In other words, the variable is the condition that a researcher manipulates, controls or observes in the study. There were two types of variables that were used in this study, they are an independent and dependent variable.

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<sup>47</sup> John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approach*, SAGE Publication, Inc, Third Edit (London: SAGE Publication, Inc, 2007), p. 49-50.

## 1. Independent Variable

According to Creswell, independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated or predictor variables<sup>48</sup>. Based on the definition, the independent variable in this study is the implementation of guiding questions technique to teach recount text writing. The indicators are:

- a. Students answered the guiding question in a piece of paper that was given by the teacher simply and completely.
- b. Students arrange sentences to be good recount text paragraphs based on the answer of guiding questions that they write.
- c. Students create recount text based on the guiding question which was given by the teacher

## 2. Dependent Variable

Creswell also stated that dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables.<sup>49</sup> Other names of dependent variables are criterion, outcome, and effect variables. Based on the

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<sup>48</sup> Creswell, p. 50.

<sup>49</sup> Creswell, p. 50.

definition, the dependent variable in this study is the students' writing skill of recount text. The indicators are:

- a. Identifying the social function and language feature of recount text
- b. Mentioning the generic structure of recount text
- c. Arranging a recount text
- d. Creating a recount text

#### **D. Method of Collecting Data**

The type of this research is quantitative research. In collecting the data, the researcher conducted a test and documentation.

##### **1. Test**

In this study, the writer used the test as an instrument. The instrument of the study is a tool or facility that is used by the researcher for collecting data to get a better result. Therefore, to get accurate data, the researcher chooses the test as an instrument. The test including pre-test, and post-test:

##### **a. Pres- test**

The data was collected by the pre-test in the first meeting. The pre-test is a test conducted before the treatment. The purpose of this test is to measure students' skill in recount text writing in both classes (experiment and control class) before conducting the treatment.

b. Post-test

After a treatment conducted, the students in both class (experiment and control class) will be given a post-test. This test aims to find out the result after the treatment and to know there is a significant difference or not of using a guiding question technique in student's writing skills in recount text.

2. Documentation.

In this point, Documentation is used to look for data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting agenda, etc.<sup>50</sup>

The researcher will use documentation to obtain the data related to the object research such as students name list, syllabus, English subject schedule, and some pictures. In this case, the data was gained with the help of the English teacher. Documentation aims to prove that the research is real, not fictive research.

**E. Method of Analyzing Data**

After collecting the data, the researcher will analyze the data. It used to answer the question of the research. The data

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<sup>50</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Bina Aksara, 1983), p. 201.



analysis method used in this research is quantitative. Quantitative is concerned with the amount or number.

#### 1. Pre-requisite Test

This test used to know the legality of the population. Before determining the sample, the researcher chose two classes from eighth-grade students that have the same characteristic. To examine the validity sample, the researcher used normality and homogeneity test. The data was taken from students' score of their midterm test. The explanation will be as follow:

##### a. Normality test

In this study, the normality test used to know whether the data from two-classes are normally distributed or not. To find out the distribution data, the researcher will use the Chi-Square formula. Step by step Chi-Square test is as follow:<sup>51</sup>

- 1) Determine the range (R), the largest data reduces the smallest.
- 2) Determine the many class intervals (K) with the formula:  $K = 1 + (3,3) \log n$ .
- 3) Determine the length of class, using the formula:  $P = \frac{\text{range}}{\text{number of class}}$
- 4) Make a frequency distribution table  $x_i$

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<sup>51</sup> Sudjana, *Metode Statistika* (Bandung: Tarsito, 1996), p. 273.

5) Determines the class boundaries (bc) of each class interval.

6) Calculating the average  $\bar{x}$ , with the formula:  $\bar{x} = \frac{\sum x_i}{n}$

7) Calculate variants, with the formula:

$$S = \frac{\sum (x_i - \bar{x})^2}{n-1}$$

8) Calculate the value of Z, with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

Z : limit class

$\bar{x}$  : average

S : standard deviation

9) Define the wide area of each interval

10) Calculate the frequency expository ( $E_i$ ), with the formula:  $E_i = n \times \text{wide area}$  with the number of sample.

11) Make a list of frequency of observation ( $O_i$ ), with the frequency expository as follows:

Class	Bc	Z	P	L	Ei	Oi	$\frac{O_i - E_i}{E_i}$
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12) Calculate the Chi-Square, with the formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where :

$\chi^2$ : chi-square.

$O_i$  : frequency from the sample.

$E_i$  : frequency which hoped from the sample.

$k$  : number of class interval

13) Determine  $dk = k-1$  and  $\alpha = 5 \%$

14) Determining the value of  $X^2_{table}$

15) Determining the distribution normality with test criteria:

If  $X^2_{count} > X^2_{table}$  so the data is not normal distribution and the other way if the  $X^2_{count} < X^2_{table}$  so the data is a normal distribution.

b. Homogeneity test

The use of the homogeneity test is to find out whether the data from the two classes have the same variant or not. The steps are followed:

1) Calculate variants both class (experimental and control class), with the formula:

$$S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1-1} \quad \text{And} \quad S_2^2 = \frac{\sum(x-\bar{x})^2}{n_2-1}$$

Where:

$S_1^2$ : Variant of the experimental class

$S_2^2$ : Variant of the control class

$n_1$ : The number of students in the experimental class

$n_2$ : The number of students in the control class

2) Determine  $F = \frac{v \cdot b}{v \cdot k}$

Where :

Vb : bigger variant

Vk : smaller variant

- 3) Determine  $dk = (n_2 - 1) : (n_2 - 1)$
- 4) Determine  $F_{table}$  with  $\alpha = 5 \%$
- 5) Determining the distribution homogeneity with test criteria: If  $F_{count} > F_{table}$  so the data is not homogeneous and the other way if the  $F_{count} < F_{table}$  so the data is homogeneous.<sup>52</sup>

## 2. Hypothesis Test

### a. Analysis of Pre-test

Before determining the statistical analysis technique used, the first is, examine the normality and homogeneity test of data. To get the normality and homogeneity, the researcher used the pre-test score. The pre-test will give before the treatments.

The researcher determined the statically analysis technique whether both groups have normal distribution or not. If the data have normal and homogeneity distribution, the treatment (experimental class) and (control class) can be conducted in both classes.

#### 1) Normality test

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<sup>52</sup> Sudjana, p. 250.

In this study, the normality test was used to know whether the data from experimental and control classes are normally distributed or not. Here, the researcher used the Chi-Square formula. The normality test using Chi-Square to find out the distribution data. Step by step Chi-Square test is as follow:<sup>53</sup>

- a) Determine the range (R), the largest data reduces the smallest.
- b) Determine the many class intervals (K) with formula:  $K = 1 + (3,3) \log n$ .
- c) Determine the length of class, using the formula:  $P = \frac{\text{range}}{\text{number of class}}$
- d) Make a frequency distribution table  $x_i$
- e) Determines the class boundaries (bc) of each class interval.
- f) Calculating the average  $\bar{X}$  ( $\bar{x}$ ), with the formula:  $\bar{x} = \frac{\sum x_i}{n}$
- g) Calculate variants, with the formula:  $S = \frac{\sum (x_i - \bar{x})^2}{n - 1}$
- h) Calculate the value of Z, with the formula:  $Z = \frac{x - \bar{x}}{s}$

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<sup>53</sup> Sudjana, p. 273.

Z : limit class

x : average

S : standard deviation

- i) Define the wide area of each interval
- j) Calculate the frequency expository (Ei), with the formula:  $Ei = n \times \text{wide area}$  with the n number of sample.
- k) Make a list of frequency of observation(Oi), with the frequency expository as follows:
- l) Calculate the Chi-Square, with the formula:

Class	Bc	Z	P	L	Ei	Oi	$\frac{Oi - Ei}{Ei}$
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- m) Calculate the Chi-Square, with the formula:

$$\chi^2 = \sum_{i=1}^k \frac{(Oi - Ei)^2}{Ei}$$

Which :

$\chi^2$  : chi-square.

O<sub>i</sub> : frequency from the sample.

E<sub>i</sub> : frequency which hoped from the sample.

k : number of class interval

- n) Determine dk = k-1 and  $\alpha = 5 \%$
- o) Determining the value of  $\chi^2_{\text{table}}$
- p) Determining the distribution normality with test criteria: If  $\chi^2_{\text{count}} > \chi^2_{\text{table}}$  so the data is not normal distribution and the other way if

the  $X^2_{\text{count}} < X^2_{\text{table}}$  so the data is a normal distribution

## 2) Homogeneity Test

The use of a homogeneity test is to find out whether the data from the two classes have the same variant so that the hypothesis can be tested by t-test or not. The steps are followed:

- a) Calculate variants both class (experimental and control class), with the formula:

$$S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1-1} \quad \text{And} \quad S_2^2 = \frac{\sum(x-\bar{x})^2}{n_2-1}$$

Where:

$S_1^2$ : Variant of the experimental class

$S_2^2$ : Variant of the control class

$n_1$ : The number of students in the experimental class

$n_2$ : The number of students in the control class

- b) Determine  $F = \frac{v_b}{v_k}$

Where :

$V_b$  : bigger variant

$V_k$  : smaller variant

- c) Determine  $dk = (n_2-1): (n_2-1)$

- d) Determine  $F_{\text{table}}$  with  $\alpha = 5 \%$

- e) Determining the distribution homogeneity with test criteria: If  $F_{\text{count}} > F_{\text{table}}$  so the data is not homogeneous and the other way if the  $F_{\text{count}} < F_{\text{table}}$  so the data is homogeneous

b. Analysis of Post-Test

This test aims to find out the result after the treatment and to know there is a significant difference or not of using the guiding question technique in student's writing skill of recount text. The steps are as follow:

1) Normality test

The normality test is used to know the normality data that will be analyzed whether both groups have normal distribution or not after the treatment. Normality second steps will be the same as the normality test on the initial data.

2) Homogeneity test

The homogeneity test is to know the two classes have a similar variance or not after getting the treatment. If the two classes have similar so it is homogeneous. Homogeneity second step will be the same as the homogeneity test on the initial data.



c. Average Test

In this research, the result of the homogeneity test has been score by using an analytical scale. The researcher used a T-test formula to know the differences score between students who are taught using guiding questions technique and without the guiding question technique. The formula is:<sup>54</sup>

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

With

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where:

S: Standard deviation

$\bar{X}_1$ : The mean score of the experimental group

$\bar{X}_2$ : The mean of the control group

$n_1$ : The number of experimental group students

$n_2$ : The number of control group students

$S_1^2$ : The standard deviation of the experimental group

$S_2^2$ : The standard deviation of both groups

with  $\alpha = 15 \%$  and  $dk = n_1 = n_2 - 2$ .

If  $t_{\text{count}} > t_{\text{table}}$  so  $H_0$  is rejected and there is a significant difference in average value from both of

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<sup>54</sup> Sudjana, p. 239.

group. If  $t_{\text{count}} < t_{\text{table}}$  so  $H_0$  is accepted and there is no significant difference in average value from both of group

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents research findings, data analysis, and discussion. In the first point, the researcher discusses the description of research findings. In the second point, the researcher discusses the homogeneity of the population and the final data analysis that contain the result of the pre-test and post-test. The last point is the discussion.

#### **A. The Effectiveness of Guiding Questions to Teach Recount Text Writing**

This study was an experimental research design. The researcher conducted this research on 22nd October – 02 November 2019. In the finding of the research, it was described that there was the different result between the experimental group was taught by using guiding questions as the technique and control group was not taught by using guiding questions technique. According to Ahmad Muhli. the effectiveness of learning technique has been called effective if statistically students learning outcomes show significant differences between initial understanding and understanding after learning. Based on the research, it was known that guiding questions was effective enough to teach recount text writing. To find out the effectiveness of guiding questions, the researcher chose SMP N 1 Pamotan to the eighth-grade students as the object of the research. The researcher used two classes which have similar characteristic as the participant of the research. They are VIII E as the experimental and VIII H as the control group. Each class

consists of 30 students. The number of students was gained from the documentation of the school. The data was obtained by giving a test. The test consists of pre-test and post-test. A pre-test was conducted before the treatment and a post-test was conducted after the treatment. The experimental was taught using guiding questions technique and the control class was not taught using guiding questions technique.

## B. Data Analysis

### 1. The Data Analysis of Pre-Requisite Test

- a. A normality test is used to know whether the data is normally distributed or not. To find the distribution data is used normality test.

The criteria:

Ho accepted if  $x_{count}^2 < x_{table}^2$

Ha rejected if  $x_{count}^2 > x_{table}^2$

**Table 4.1**

**Normality Result of Pre-Requisite Test**

Class	$X^2_{count}$	$X^2_{table}$	Criteria
VIII E	<b>5.9511</b>	11.0705	Normal
VIII H	<b>8.4457</b>	11.0705	Normal

Based on the analysis above, it can be seen that  $X^2_{count}$  of both classes is lower than  $X^2_{table}$  ( $X^2_{count} < X^2_{table}$ ), so Ho is accepted. The conclusion is the distribution of data from both classes are normal.

b. Homogeneity Test

The homogeneity test is used to know whether the class that is taken from the population is homogeneous or not.

$$H_0 = \sigma_1 = \sigma_2$$

$$H_a = \sigma_1 \neq \sigma_2$$

**Table 4.2**

**Homogeneity Result of Pre-Requisite Test**

Class	Variance (S <sup>2</sup> )	N	Df	F <sub>count</sub>	F <sub>table</sub>	Criteria
VIII E	84.00	30	29	0.97	1.86	Homogeneous
VIII H	87.00	30	29			

According to the formula above, it is obtained that:

$$F = \frac{vb}{vk} = \frac{84.00}{87.00} = 0.97$$

Based on computation above it is obtained that  $F_{count}$  is lower than  $F_{table}$ . So  $H_0$  is accepted. It can be concluded the data from VIII E class and VIII H have the same variance or homogeneous.

2. The Data Analysis of Pre-Test and Post-Test

a. Data Analysis of Pre-Test

1) List of the experimental and control class

**Table 4.3**

**List of pre-test score of the experimental and control class**

Experimental Class			Control Class		
No	Code	Score	No	Code	Score
1	E-1	70	1	C-1	47
2	E-2	70	2	C-2	48
3	E-3	50	3	C-3	56
4	E-4	65	4	C-4	30
5	E-5	65	5	C-5	51
6	E-6	85	6	C-6	30
7	E-7	60	7	C-7	45
8	E-8	55	8	C-8	70
9	E-9	75	9	C-9	45
10	E-10	65	10	C-10	42
11	E-11	45	11	C-11	52
12	E-12	70	12	C-12	43
13	E-13	80	13	C-13	46
14	E-14	60	14	C-14	42
15	E-15	45	15	C-15	58
16	E-16	55	16	C-16	43
17	E-17	75	17	C-17	56
18	E-18	75	18	C-18	54
19	E-19	50	19	C-19	58
20	E-20	70	20	C-20	58
21	E-21	70	21	C-21	55
22	E-22	75	22	C-22	56

23	E-23	85	23	C-23	44
24	E-24	80	24	C-24	60
25	E-25	65	25	C-25	60
26	E-26	75	26	C-26	44
27	E-27	65	27	C-27	48
28	E-28	65	28	C-28	50
29	E-29	75	29	C-29	61
30	E-30	80	30	C-30	67
SUM		2020			1975
AVERAGE		67.33			65,83
S <sup>2</sup>		121.95			77.73
S		11.043			8.82

2) The Normality of Pre-test of experimental class and control class

The normality test is used to know whether the data obtained is normally distributed or not. After gained the score of pre-test in control and experimental class, the researcher calculated the normality test of the data. The analysis of normality test in experimental class is as follow:

Ho : The distribution is normal

Ha : The distribution is not normal

Ho accepted if  $x_{count}^2 < x_{table}^2$

Ha rejected if  $x_{count}^2 > x_{table}^2$

First, the researcher analyzed the normality of the experimental class. The analysis of the experimental class is as follow:

**Table 4.4**  
**Normality result of Pre-Test (Experimental Class)**

Interval Class	Limit Class	Zi	P(Zi)	Li	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
45-51	44.5	-2.1	0.4807	0.0565	4	1.6945	3.1368
52-58	51.5	-1.4	0.4242	0.1361	2	4.0820	1.0619
59-65	58.5	-0.8	0.2881	0.2222	8	6.6655	0.2672
66-72	65.5	0.2	0.0659	0.2460	5	7.3795	0.7673
73-79	72.5	0.5	-0.1801	0.1847	6	5.5396	0.0383
80-86	79.5	1.1	-0.3647	0.0940	5	2.819	1.6870
	86.5	1.7	-0.4587				
Jumlah					30		6.9584

With  $\alpha = 5\%$   $dk = 6 - 3 = 3$ , obtained  $\chi^2_{table} = 7.8147$  and  $\chi^2_{count} = 6.9584$   $\chi^2_{count} < \chi^2_{table}$ . So the distribution list was normal.

Secondly, the researcher analyzed the normality of the control class. The analysis of the control class is as follow:

**Table 4.5**  
**Normality Result of Pre-test (Control Class)**



Interval Class	Limit Class	Zi	P(Zi)	Li	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
50-55	49.5	1.9	0.4680	0.0886	4	2.6585	0.6769
56-61	55.5	1.2	0.3794	0.1909	9	5.7284	1.8685
62-67	61.5	0.5	0.1885	0.2634	6	7.9030	0.4583
68-73	67.5	0.2	0.0750	0.2328	4	6.9830	1.2743
74-79	73.5	0.9	-0.3077	0.1169	4	3.5059	0.0696
80-85	78.5	1.4	-0.4246	0.0625	3	1.876	0.6727
	85.5	2.2	-0.4871				
Jumlah					30		5.0202

With  $\alpha = 5\%$   $dk = 6 - 3 = 3$ , obtained  $\chi^2_{table} = 7.8147$

and  $\chi^2_{count} = 5.0202$   $\chi^2_{count} < \chi^2_{table}$ . So the distribution list was normal.

- 3) The homogeneity of Pre-Test of experimental and control class

The hypothesis in the homogeneity test is:

$$H_0 = \sigma_1 = \sigma_2$$

$$H_a = \sigma_1 \neq \sigma_2$$

The statistic formula which is used to test the homogeneity of the sample is the F test. The formula is as follow:

$$F = \frac{\text{biggest variance}}{\text{smallest variance}}$$

The data of the research:

$$\sum(x_i - \bar{x})_1^2 = 3540 \quad n_1 = 30$$

$$\sum(x_i - \bar{x})_2^2 = 2255 \quad n_2 = 30$$

$$S_1^2 = \frac{\sum(x_i - \bar{x})^2}{n_1 - 1} = \frac{3540}{29} = 121.95$$

$$S_2^2 = \frac{\sum(x_i - \bar{x})^2}{n_1 - 1} = \frac{2255}{29} = 77.73$$

Based on the formula, it is obtained:

$$F = \frac{vb}{vk}$$

$$F = \frac{121.95}{77.73} = 1.57$$

**Table 4.6**  
**Homogeneity Result of Pre-test in Experimental and**  
**Control Classes**

Class	Variance (S <sup>2</sup> )	N	Df	F <sub>count</sub>	F <sub>table</sub>	Criteria
Experimental	121.95	30	29	1.57	1.86	Homogeneous
Control	77.73	30	29			

From the calculation of variance in experimental class and control class, it is known the biggest variance is 121.95 and the smallest variance is 77.73. So  $F = \frac{121.95}{77.73} = 1.57$

By using  $\alpha = 5\%$  and dk numeration =  $n_1 - 1 = 30 - 1 = 29$ , dk numeration =  $n_2 - 1 = 30 - 1 = 29$ . It was found  $F_{(0,05)} = 1.86$ . Since the  $F_{count} (1.57) < F_{table} (1.86)$ . So Ho

is accepted. It means that both classes had similar variance and homogeneous.

b. Data Analysis of Post-test

**Table 4.7**  
**List of Post-test Score of Experimental and Control**  
**Classes**

Experimental Class			Control Class		
No	Code	Score	No	Code	Score
1	E-1	80	1	C-1	50
2	E-2	80	2	C-2	50
3	E-3	80	3	C-3	65
4	E-4	75	4	C-4	75
5	E-5	70	5	C-5	70
6	E-6	95	6	C-6	55
7	E-7	65	7	C-7	70
8	E-8	60	8	C-8	75
9	E-9	75	9	C-9	70
10	E-10	70	10	C-10	80
11	E-11	80	11	C-11	70
12	E-12	65	12	C-12	85
13	E-13	85	13	C-13	70
14	E-14	70	14	C-14	60
15	E-15	60	15	C-15	70

16	E-16	75	16	C-16	70
17	E-17	65	17	C-17	65
18	E-18	75	18	C-18	80
19	E-19	60	19	C-19	65
20	E-20	80	20	C-20	60
21	E-21	85	21	C-21	70
22	E-22	70	22	C-22	65
23	E-23	95	23	C-23	65
24	E-24	90	24	C-24	60
25	E-25	75	25	C-25	60
26	E-26	70	26	C-26	85
27	E-27	65	27	C-27	60
28	E-28	65	28	C-28	65
29	E-29	70	29	C-29	70
30	E-30	85	30	C-30	85
SUM		2235			2070
AVERAGE		74.50			68
$S^2$		105.75			76.55
S		10.23			8.75

- 1) The normality Post-test of Experimental class and control class

The normality test is used to know whether the data obtained is normally distributed or not. Based on the table above, the criteria of normality test:

Ha : The distribution is normal

Ho : The distribution is not normal

Ho accepted if  $\chi^2_{count} < \chi^2_{table}$

Ha rejected if  $\chi^2_{count} > \chi^2_{table}$

First, the researcher analyzed the normality of the experimental class. The analysis of the experimental class is as follow:

**Table 4.8**  
**Normality Result of Post-test (Experimental Class)**

Interval Class	Limit Class	Zi	P(Zi)	Li	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
60-65	59.5	1.5	0.4377	0.1161	8	3.4835	5.8558
66-71	65.5	0.9	0.3216	0.2009	6	6.0281	0.0001
72-77	71.5	0.3	0.1206	0.2412	5	7.2369	0.6914
78-83	77.5	0.3	-0.1206	0.2009	5	6.0281	0.6914
84-89	83.5	0.9	-0.3216	0.1025	3	3.0761	0.0019
90-95	88.5	1.4	-0.4241	0.0601	3	1.804	0.7935
	95.5	2.1	-0.4842				
Jumlah					30		7.5181

With  $\alpha = 5\%$   $dk = 6 - 3 = 3$ , obtained  $\chi^2_{table} = 7.8147$  and  $\chi^2_{count} = 7.5181$   $\chi^2_{count} < \chi^2_{table}$ . So the distribution list was normal.

Secondly, the researcher analyzed the normality of the control class. The analysis of the control class is as follow:

**Table 4.9**  
**Normality Result of Post-test (Control Class)**

Interval Class	Limit Class	Zi	P(Zi)	Li	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
50-55	49.5	2.0	0.4773	0.0655	3	1.9654	0.5446
56-61	55.5	1.4	0.4118	0.1528	5	4.5849	0.0376
62-67	61.5	0.7	0.2589	0.2374	6	7.1213	0.1766
68-73	67.5	0.1	0.0216	0.2456	9	7.3666	1.3622
74-79	73.5	0.6	-0.2240	0.1479	2	4.4372	1.3387
80-85	78.5	1.1	-0.3719	0.0989	5	2.966	1.3943
	85.5	1.9	-0.4708				
Jumlah					30		2.4597

With  $\alpha = 5\%$   $dk = 6 - 3 = 3$ , obtained  $\chi^2_{table} = 7.8147$  and  $\chi^2_{count} = 2.4597$ .  $\chi^2_{count} < \chi^2_{table}$ . So the distribution list was normal

- 2) The homogeneity of Post-test of experimental and control class .

**Hypothesis:**

$$H_0 = \sigma_1 = \sigma_2$$

$$H_a = \sigma_1 \neq \sigma_2$$

The formula used is:

$$F = \frac{\text{biggest variance}}{\text{smallest variance}}$$

The data of the research:

$$S_1^2 = \frac{\sum (x_i - \bar{x})^2}{n_1 - 1} = \frac{2775}{29} = 95.43$$

$$S_2^2 = \frac{\sum (x_i - \bar{x})^2}{n_2 - 1} = \frac{1925}{29} = 85.52$$

**Table 4.10**  
**Homogeneity Result of Post-test in Experimental and**  
**Control Classes**

Class	Variance (S <sup>2</sup> )	N	Df	F <sub>count</sub>	F <sub>table</sub>	Criteria
Experimental	95.43	30	29	1.12	1.86	Homogeneous
Control	85.52	30	29			

From the calculation of variance in experimental class and control class, it is known the biggest variance is 95.43 and the smallest variance is 85.52. So  $F_{count} = \frac{58.88}{57.41} = 1.12$

By using  $\alpha = 5\%$  and dk numeration =  $n_1 - 1 = 30 - 1 = 29$ , dk numeration =  $n_2 - 1 = 30 - 1 = 29$ . It was found  $F_{(0,05)} = 1.86$ . Since the  $F_{count} (1.12) < F_{table} (1.86)$ . So  $H_0$  was accepted meaning that both classes had similar variance and homogeneous.

### 3) The data Analysis of Hypothesis Test

- a. Testing the similarity of the average of pre-test of the experimental and control class

The data of the research:

$$\bar{x}_1 = 67.33 \quad \bar{x}_2 = 65.83$$

$$S_1^2 = 121.95 \quad S_2^2 = 77.73$$

$$n_1 = 30 \quad n_2 = 30$$

$$\begin{aligned} S &= \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}} = \sqrt{\frac{(30-1)121.95 + (30-1)77.73}{30+30-2}} \\ &= \sqrt{\frac{4481.37 + 2525.03}{58}} = \sqrt{\frac{7006.4}{58}} \\ &= \sqrt{99.84} = 9.99 \end{aligned}$$

So, the computation t-test:

$$\begin{aligned} t &= \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{67.33 - 65.83}{9.99 \sqrt{\frac{1}{30} + \frac{1}{30}}} \\ &= 0.58 \end{aligned}$$

$H_0$  was accepted if  $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$ . Based on the computation above, by  $\alpha = 5\%$ , and  $df = 30+30-2 = 58$  is obtained  $t_{table} = 2.00$  and  $t_{count} = 0.58$ .  $H_0$  is accepted if  $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$ . So, it can be concluded that there was no significant difference in the average pretest between experimental and control class, because of  $t_{count}$  at the reception area of  $H_0$ .



- b. Testing the significant different of post-test.

This test was used to know whether there was a difference average on posttest of the experimental and control class. The data which were used to test the hypothesis was the posttest score both of classes. To test the difference in average used t-test. So, the t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}}$$

The data of research:

$$\bar{x}_1 = 74.50 \quad \bar{x}_2 = 68.00$$

$$S_1^2 = 95.43 \quad S_2^2 = 85.52$$

$$n_1 = 30 \quad n_2 = 30$$

$$\begin{aligned} S &= \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}} \\ &= \sqrt{\frac{(30-1)95.43 + 85.52}{30+30-2}} \\ &= \sqrt{90.48} = 9.51 \end{aligned}$$

So, the computation t-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{74.50 - 68.00}{9.51 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 2.65$$

Ha was accepted if  $t_{count} > t_{(1-\alpha)(n_1+n_2-2)}$ . Based on the computation above, it was obtained that the average of post-test of the experimental class who were taught by using guiding question technique using series of picture

was 74.50 and standard deviation (S) was 9.77. While the average of post-test of the control class who were taught without using guiding question technique using series of picture was 68.00 and standard deviation (S) was 9.25 with  $df\ 30+30-2 = 58$  by  $\alpha = 5\%$ , so obtained  $t_{table} = 2.00$  from the result of calculation t-test  $t_{count} = 2.65$ . It means that  $t_{count}$  (2.65) is higher than  $t_{table}$  (2.00).

So  $H_0$  is rejected and  $H_a$  is accepted. It is significantly different between teaching recount text writing by using guiding questions technique using a series of pictures and without using guiding questions using a series of pictures. It can be said that teaching writing recount text by using guiding questions technique using a series of the picture is effective.

### **C. Discussion**

The discussion of this research was based on the research questions which is to explain the effectiveness of guiding questions technique to teach recount text writing to the eighth-grade students of SMP N 1 Pamotan in the academic year of 2019/2020. The technique was chosen based on the conditions of students in SMP N 1 Pamotan. According to Rob Traver, guiding questions is a teaching technique that is used by using some questions to help the student to generate their idea when they are writing. the answer to the questions can be an outline of their writing before generating

ideas into the paragraph. He also stated that choosing the right questions can lead students to higher and get more achievement.

From the result, the use of guiding questions made the students easier to compose the text since they just needed to answer the questions. It helps the students generate their ideas in the writing process. They also looked enjoy the writing and less stress. It because the teacher gave an interesting topic using a series of pictures as media. According to Andrew Wright, picture contributes to give interest vibe and motivation to the students by various colors and specific reference point or stimulus. Thus, using a series of pictures can help students to write easily.<sup>55</sup> However, during the learning process, some students got difficulties in writing the story. from this situation. The teacher walked around to assist students. The teacher also checked the students writing.

According to Taylor in his book, there are several questions can be used to outline writing before generating ideas into the paragraph. Based on the observation in SMP N 1 Pamotan, some questions were used as guiding questions to generate students' ideas in writing. First is *who and whom*. It can ask for the identification of people or groups of people. Who and whom usually can be found in the introduction of the paragraph that tells who was involved in the story. in the generic structure of recount text, it was used in orientation. secondly is *where and when*. These kinds of questions

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<sup>55</sup> Andrew Wright, *Pictures for Language Learning* (Australia: Cambridge University Press, 2004), p. 2.

ask for the location, time, and duration of events and objects. Because every event has the setting where and when it happened. In the generic structure of recount text, it was used in orientation. Thirdly is *what*. it can ask for a connection between a name or word or object or phenomenon. In the generic structure of recount text, *what* can be used in Events which tell what happened in what sequence. The last is *why*; it is often a request for an explanation and theory. In the generic structure of recount text, question *why* can be used in the last paragraph which consists of optional-closure of events. It was called the re-orientation.

Based on the students' task, some students got difficulties in composing recount text because they were lack of understanding in the use of past tense. Besides that, some students made mistake in punctuation, spelling and organization, vocabularies and grammar. This case proves that writing is a complex subject. As Richard stated that writing is not only generating ideas but also the students need to pay attention to many aspects such as planning, organizing, spelling, punctuation, accurate grammar, vocabulary and translating these ideas into the readable text.

From the analysis of pre-test and post-test scores in the experimental and control group, it can be known that there are some increasing in students' writing skills after giving treatment in the experimental class. It can be proven based on the data was gained that the mean score of the pre-test in the experimental class is 67.33 and the mean score of the pre-test in the control class is 65.83.

Whereas, the mean score of the post-test in the experimental class is 74.5 and the means score of the post-test in the control class is 68. From this explanation, it can be said that guiding question was one of the appropriate techniques to teach recount text. It is supported by Bramer and Sedley, they said that asking then answering the questions is a good method to discover details of the experience. Guiding questions could help the students in stimulating their idea to write recount text. This statement supported by Aliffia Arifah, she found that guiding questions can improve student ability in descriptive text. From these statements above, it can be concluded that the effectiveness of guiding questions using a series of pictures is effective to teach recount text writing to the eighth-grade students of SMP N 1 Pamotan Rembang.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the important point of the whole discussion in this study. Based on the data of the research finding, the conclusion and suggestion will be presented in this chapter.

#### A. Conclusion

In this study, the researcher conducted experimental research. Based on the data analysis, it was found that the effectiveness of guiding questions using a series of pictures to teach recount text writing to the eighth grade of SMP N 1 Pamotan in the academic year of 2019/2020 was effective.

From the result of pre-test, it could be seen that the writing skill of students at the eighth grade of SMP N 1 Pamotan was low. The average score of the experimental class was 67.33 and the average score of the control class was 65.83.

After doing the treatment, based on the post-test result, it could be known that the average score of the experimental class was 74.50 and the average score of the control class was 68. Furthermore, it was obtained that  $t_{count}$  is higher than  $t_{table}$  ( $2.65 > 2.00$ ). So, the alternative hypothesis ( $H_a$ ) was accepted. It means that there was a significant difference between the students who were

taught using guiding questions using a series of pictures and without guiding questions.

## **B. Suggestion**

After conducting the research, the researcher would like to give some suggestions as follow:

1. For the teacher

Through this study, the teacher can consider guiding questions using a series of pictures to teach recount text writing to helps students to generate their idea easier before compos recount text paragraph.

2. For the students

The students should have more practice. Because writing could not come automatically. They have more practice to have good skills in writing. Guiding questions can help them to make an outline before starting their writing and express their idea.

3. For the next researcher

The result of this study can be used as an additional reference for those who would like to continue this research or conduct research with the same case.



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## APPENDICES

### *Appendix 1*

#### **Students' Name List of the Experimental Class (VIII E)**

<b>NO</b>	<b>NAME</b>	<b>CODE</b>
1	Agus Wahyu Zahputra	E-1
2	Ahmas Avin Muzakhi	E-2
3	Ahmad Tunzilul Manan	E-3
4	Ainiyatur Rohmah	E-4
5	Anggara Kinasih Gusti	E-5
6	Anita Sri Utami	E-6
7	Ardani Riyanto	E-7
8	Dewi Mutia Sari	E-8
9	Dina Fatihatun Nikmah	E-9
10	Ellya Mafazatun Nikma	E-10
11	Galih Wahyu Prastyo	E-11
12	Irham Afiffudin	E-12
13	Jihan Maulia Zulfa	E-13
14	Kurnia Adi Prayoga	E-14
15	Loren Yoga Ardiansah	E-15
16	Meiliya Putri Fajar	E-16
17	Miftakhul Ahsan	E-17
18	Muhammad Mukrim Anwar	E-18
19	Muhammad Aziz Syaifuddin	E-19
20	Muhammad Nabi'ul Umam	E-20
21	Nadia Sokhifatus Zahro	E-21
22	Nur Faizah	E-22
23	Rahma Dwi Sabrina	E-23
24	Septy Inola Widiyani	E-24
25	Sifaah Luttuqo	E-25
26	Sindy Pramudhita	E-26
27	Siska Kartika Sari	E-27
28	Tsabinatul Imanil Husna	E-28
29	Sania Sabila Rizqi	E-29
30	Vadia Pratiwi Zaliany	E-30

### **Students' Name List of the Control Class (VIII H)**

<b>NO</b>	<b>NAME</b>	<b>CODE</b>
1	Ahmad Andriyanto	C-1
2	Ahmad Sindu Prasetyo	C-2
3	Ahmad Taufiq Darmawan	C-3
4	Ais Rif'atul Muaromah	C-4
5	Andre Wahyu Saputra	C-5
6	Auliya Nur Izzatun	C-6
7	Badrotul Muniroh	C-7
8	Dina Fitriyanto	C-8
9	Fajri Ika Rahmawati	C-9
10	Fakhrina Shevanny	C-10
11	Fatimatun Nur Anisa	C-11
12	Femy Dwi Widyarnani	C-12
13	Fera Kusuma Astuti	C-13
14	Indra Putri Dewi	C-14
15	Ira Adi Nia	C-15
16	Leyla Fithriah	C-16
17	Mardia Nita Azifah	C-17
18	Marisa Kumala Dewi	C-18
19	Mochammad Eka Rizqi Firdaus	C-19
20	Mohamad Nabil Saputra	C-20
21	Muhammad Azizi Muslih	C-21
22	Muhammad Faiq Muzakki	C-22
23	Muhammad Nabil	C-23
24	Naim Arianito	C-24
25	Pramudya Rifki Alfiansyah	C-25
26	Rani Lailatun Nikmah	C-26
27	Septia Virlandini	C-27
28	Septian Firda Rizaldo	C-28
29	Wafiq Eka Adyaputra	C-29
30	Yunia Wati	C-30

## Appendix 2

### OBSERVATION CHECKLIST

Teacher : Laila Nurul Fadlilah  
Observer : Noor Azizah S.Pd  
Class : VIII  
Technique : Guiding Questions  
Date : 22 October- 02 November 2019

No	Activities for observation	Scale				
		1	2	3	4	5
	<b>Opening</b>					
1	Teacher greets students					
2	teacher checks attendance list of students					
3	Teacher activates students' prior knowledge about the writing topic					
4.	Teacher prepares power point					
5.	Teacher gives some explanations about the material that would be studied about recount text writing using guiding questions technique					
	<b>Core</b>					
1	The teacher asks students to observe picture that showed on the screen					
2	Teacher give chance to students to asks question concern the lesson that is not understood yet					
3	Teacher gives one piece of paper					
4	Teacher provides picture on the screen					
5	Teacher gives some questions about the picture was showed:					

	<p>What do you think about this picture?</p> <p>Do you ever holiday?</p> <p>Based on this picture, where did they go there?</p> <p>What did they do there?</p> <p>How did they feel after the holiday?</p>					
6	Teacher leads students to write the answer to guiding questions completely in a piece of paper					
7	In the process of writing a sentence, students may open dictionaries to help their vocabulary easier.					
8	Ased on every answer to the question that students write on a piece of paper, the teacher asked students to compose their answer in the sentence to be good recount text paragraph					
9	After composing a sentence, one of the students is chosen to write their work in whiteboard					
10	Students get feedback from their friend and the teacher in the form of comment about their work, in the whiteboard.					
	<b>Closing</b>					
1	The teacher slows students to ask question about the lesson that is not understood yet					
2	The teacher instructs the students to conclude the lesson of the day					
3	The teacher asks students to study again that material given at home					
4	Teacher greets the students at the end of the lesson.					



Note:

- 1 : Excellent
- 2 : Good
- 3 : Enough
- 4 : Bad
- 5 : Very Bad

Observer

Noor Azizah S.Pd

## Appendix 3

### Normality Test

#### Hypothesis

$H_0$  = The data have normal distribution

$H_a$  = The data have not normal distribution

Hypothesis test

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

#### Criteria

$H_0$  is accepted if  $\chi^2_{count} < \chi^2_{table}$

#### Information

$Bk$  = lower class limit -0,5 or upper class limit + 0

$$Z_i = \frac{Bk - X}{s}$$

$P(Z_i)$  =  $Z_i$  score in the below of standard normal curve from  $O$  to  $Z$

The large of area (Luas Daerah) =  $P(Z_i) - P(Z_2)$

$E_i$  = the large of area x  $N$

$O_i = f_i$

For  $\alpha = 5\%$ , with  $dk = 6 - 1 = 5$  is got  $\chi^2$  table = 11.0705

## Normality Test of Pre-Requisite Test (VIII E)

### Hypothesis test

The highest score = 90

The lowest score = 45

Range score ( $R$ ) =  $90 - 45 + 1 = 46$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 30 = 5.875 = 6$  Class

Class Length ( $P$ ) =  $46/6 = 7.667 = 8$

### Helper table to compute Mean and Deviation Standard

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	65	4	16
2	45	-16	256
3	70	9	81
4	55	-6	36
5	55	-6	36
6	45	-16	256
7	80	19	361
8	60	-1	1
9	65	4	16
10	75	14	196
11	65	4	16
12	55	-6	36
13	90	29	841
14	65	4	16
15	45	-16	256
16	65	4	16
17	70	9	81
18	75	14	196

<b>19</b>	70	9	81
<b>20</b>	80	19	361
<b>21</b>	45	-16	256
<b>22</b>	55	-6	36
<b>23</b>	80	19	361
<b>24</b>	85	24	576
<b>25</b>	70	9	81
<b>26</b>	70	9	81
<b>27</b>	65	4	16
<b>28</b>	70	9	81
<b>29</b>	65	4	16
<b>30</b>	80	19	361
<b>Jumlah</b>	<b>1980</b>		<b>5020</b>

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{1980}{30} = 66.00$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\sum (X_2 - \bar{X})^2}{N-1}} = 9.17$$

## Normality Test of Pre-Requisite Test (VIII H)

### Hypothesis test

The highest score = 85

The lowest score = 45

Range score ( $R$ ) =  $85 - 45 + 1 = 41$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 30 = 5.875 = 6$  Class

Class Length ( $P$ ) =  $41/6 = 6.833 = 7$

### Helper table to compute Mean and Deviation Standard

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	70	14	196
2	65	9	81
3	45	-11	121
4	80	24	576
5	65	9	81
6	55	-1	1
7	45	-11	121
8	70	14	196
9	70	14	196
10	75	19	361
11	55	-1	1
12	85	29	841
13	70	14	196
14	75	19	361
15	70	14	196
16	60	4	16
17	50	-6	36
18	75	19	361

<b>19</b>	60	4	16
<b>20</b>	65	9	81
<b>21</b>	65	9	81
<b>22</b>	45	-11	121
<b>23</b>	50	-6	36
<b>24</b>	75	19	361
<b>25</b>	70	14	196
<b>26</b>	60	4	16
<b>27</b>	70	14	196
<b>28</b>	60	4	16
<b>29</b>	70	14	196
<b>30</b>	85	29	841
<b>Jumlah</b>	<b>1955</b>		<b>6095</b>

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{1955}{30} = 65.17$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\sum (X_2 - \bar{X})^2}{N-1}} = 9.33$$

## Normality Test of Pre-test of Experimental Class (VIII E)

### Hypothesis test

The highest score = 85

The lowest score = 45

Range score ( $R$ ) =  $85 - 45 + 1 = 41$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 30 = 5.875 = 6$  Class

Class Length ( $P$ ) =  $41/6 = 6.833 = 7$

### Helper table to compute Mean and Deviation Standard

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	70	3.00	9
2	70	3.00	9
3	50	-17.00	289
4	65	-2.00	4
5	65	-2.00	4
6	85	18.00	324
7	60	-7.00	49
8	55	-12.00	144
9	75	8.00	64
10	65	-2.00	4
11	45	-22.00	484
12	70	3.00	9
13	80	13.00	169
14	60	-7.00	49
15	45	-22.00	484
16	55	-12.00	144
17	75	8.00	64

<b>18</b>	75	8.00	64
<b>19</b>	50	-17.00	289
<b>20</b>	70	3.00	9
<b>21</b>	70	3.00	9
<b>22</b>	75	8.00	64
<b>23</b>	85	18.00	324
<b>24</b>	80	13.00	169
<b>25</b>	65	-2.00	4
<b>26</b>	75	8.00	64
<b>27</b>	65	-2.00	4
<b>28</b>	65	-2.00	4
<b>29</b>	75	8.00	64
<b>30</b>	80	13.00	169
<b>Jumlah</b>	<b>2020</b>		<b>3540</b>

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{2020}{30} = 67.33$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\sum (X_2 - \bar{X})^2}{N-1}} = 11.04$$



## Normality Test of Pre-test of Control Class (VIII H)

### Hypothesis test

The highest score = 85

The lowest score = 50

Range score ( $R$ ) =  $85 - 50 + 1 = 36$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 30 = 5.555 = 6$  Class

Class Length ( $P$ ) =  $36/6 = 6.000 = 6$

### Helper table to compute Mean and Deviation Standard

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	47	-6	36
2	48	-6	36
3	56	-6	36
4	30	14	196
5	51	-6	36
6	30	-16	256
7	45	-6	36
8	70	9	81
9	45	9	81
10	42	9	81
11	52	-6	36
12	43	19	361
13	46	-1	1
14	42	-1	1
15	58	4	16
16	43	-1	1
17	56	-1	1
18	54	9	81

<b>19</b>	58	-11	121
<b>20</b>	58	-1	1
<b>21</b>	55	-6	36
<b>22</b>	56	-11	121
<b>23</b>	44	-6	36
<b>24</b>	60	4	16
<b>25</b>	60	4	16
<b>26</b>	44	-1	1
<b>27</b>	48	-6	36
<b>28</b>	50	-11	121
<b>29</b>	61	4	16
<b>30</b>	67	19	361
<b>Jumlah</b>	1975		<b>2255</b>

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{1975}{30} = 65.63$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\sum (X_2 - \bar{X})^2}{N-1}} = 8.82$$

## Normality Test of Post-test of Experimental Class (VIII E)

### Hypothesis test

The highest score = 96

The lowest score = 70

Range score ( $R$ ) =  $96 - 70 + 1 = 27$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 30 = 5.875 = 6$  Class

Class Length ( $P$ ) =  $27/6 = 4.500 = 5$

### Helper table to compute Mean and Deviation Standard

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	80	6	36
2	80	6	36
3	80	6	36
4	75	1	1
5	70	-4	16
6	95	21	441
7	65	-9	81
8	60	-14	196
9	75	1	1
10	70	-4	16
11	80	6	36
12	65	-9	81
13	85	11	121
14	70	-4	16
15	60	-14	196
16	75	1	1
17	65	-9	81

<b>18</b>	75	1	1
<b>19</b>	60	-14	196
<b>20</b>	80	6	36
<b>21</b>	85	11	121
<b>22</b>	70	-4	16
<b>23</b>	95	21	441
<b>24</b>	90	16	256
<b>25</b>	75	1	1
<b>26</b>	70	-4	16
<b>27</b>	65	-9	81
<b>28</b>	65	-9	81
<b>29</b>	70	-4	16
<b>30</b>	85	11	121
<b>Jumlah</b>	<b>2235</b>		<b>2775</b>

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{2235}{30} = 74.50$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\sum (X_2 - \bar{X})^2}{N-1}} = 9.77$$

## Normality Test of Post-test of Control Class (VIII H)

### Hypothesis test

The highest score = 80

The lowest score = 60

Range score ( $R$ ) =  $80 - 60 + 1 = 21$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 30 = 5.875 = 6$  Class

Class Length ( $P$ ) =  $21/6 = 3.500 = 4$

### Helper table to compute Mean and Deviation Standard

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	50	-18.00	324.00
2	50	-18.00	324.00
3	65	-3.00	9.00
4	75	7.00	49.00
5	70	2.00	4.00
6	55	-13.00	169.00
7	70	2.00	4.00
8	75	7.00	49.00
9	70	2.00	4.00
10	80	12.00	144.00
11	70	2.00	4.00
12	85	17.00	289.00
13	70	2.00	4.00
14	60	-8.00	64.00
15	70	2.00	4.00
16	70	2.00	4.00
17	65	-3.00	9.00
18	80	12.00	144.00
19	65	-3.00	9.00

20	60	-8.00	64.00
21	70	2.00	4.00
22	65	-3.00	9.00
23	65	-3.00	9.00
24	60	-8.00	64.00
25	60	-8.00	64.00
26	85	17.00	289.00
27	60	-8.00	64.00
28	65	-3.00	9.00
29	70	2.00	4.00
30	85	17.00	289.00
Jumlah	<b>2040</b>		<b>1761</b>

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{2040}{30} = 68.00$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\sum (X_2 - \bar{X})^2}{N-1}} = 9.25$$

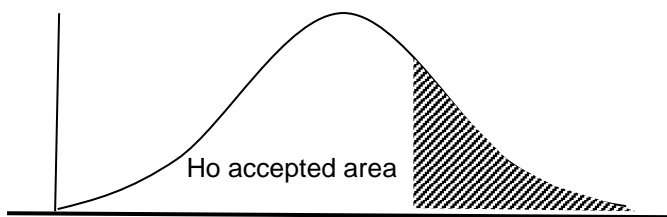
## Appendix 4

### Homogeneity Test

To test the homogeneity, the formula is:

$$F = \frac{\text{Bigger Variant}}{\text{Smaller Variant}}$$

Ho is accepted if  $F < F_{\frac{1}{2}\alpha}(v_1, v_2)$



### Homogeneity Test of Pre-requisite Test Helper Table of Homogeneity

No.	Class	
	VIII E	VIII H
1	65	70
2	45	65
3	70	45
4	55	80
5	45	65
6	45	55
7	80	45
8	60	70

<b>9</b>	65	70
<b>10</b>	75	75
<b>11</b>	65	55
<b>12</b>	55	85
<b>13</b>	90	70
<b>14</b>	65	75
<b>15</b>	45	70
<b>16</b>	65	60
<b>17</b>	70	50
<b>18</b>	75	75
<b>19</b>	70	60
<b>20</b>	80	65
<b>21</b>	45	65
<b>22</b>	55	45
<b>23</b>	80	50
<b>24</b>	85	75
<b>25</b>	70	70
<b>26</b>	70	60
<b>27</b>	65	70
<b>28</b>	70	60
<b>29</b>	65	70
<b>30</b>	80	85
<b><math>\Sigma</math></b>	1980	1955
<b>N</b>	30	30
<b><math>\bar{X}</math></b>	66.00	65.17
<b>S<sup>2</sup></b>	84.00	87.00
<b>S</b>	9.17	9.33

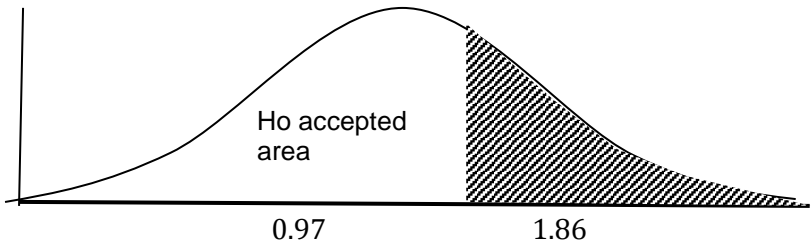


According to the table above, it is obtained that:

$$F_{count} = \frac{84.001}{87.00}$$

$$F_{count} = 0.26$$

With  $\alpha = 5\%$  and  $dk = 29$  obtained  $F_{table} = (0,05,29,29) = 1.86$



Because  $F_{count} < F_{table}$ ,  $H_0$  was accepted and both groups had same variant or homogeneous.

## Homogeneity Test of Pre-test

**Helper Table of Homogeneity**

<b>No.</b>	<b>Class</b>	
	<b>VIII E</b>	<b>VIII H</b>
<b>1</b>	70	60
<b>2</b>	70	60
<b>3</b>	50	60
<b>4</b>	65	80
<b>5</b>	65	60
<b>6</b>	85	50
<b>7</b>	60	60
<b>8</b>	55	75
<b>9</b>	75	75
<b>10</b>	65	75
<b>11</b>	45	60
<b>12</b>	70	85
<b>13</b>	80	65
<b>14</b>	60	65
<b>15</b>	45	70
<b>16</b>	55	65
<b>17</b>	75	65
<b>18</b>	75	75
<b>19</b>	50	55
<b>20</b>	70	65
<b>21</b>	70	60
<b>22</b>	75	55
<b>23</b>	85	60
<b>24</b>	80	70

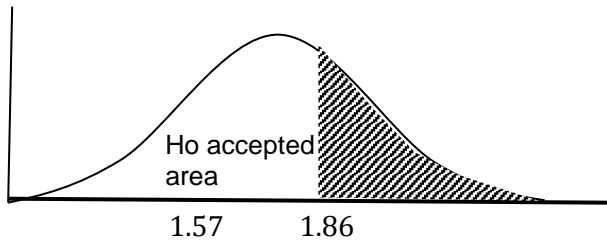
<b>25</b>	65	70
<b>26</b>	75	65
<b>27</b>	65	60
<b>28</b>	65	55
<b>29</b>	75	70
<b>30</b>	80	85
<b><math>\Sigma</math></b>	2020	1975
<b>N</b>	30	30
<b><math>\bar{X}</math></b>	67.33	65.83
<b>S<sup>2</sup></b>	121.95	77.73
<b>S</b>	11.04	8.82

According to the table above, it is obtained that:

$$F_{count} = \frac{121.953}{77.73}$$

$$F_{count} = 1.57$$

With  $\alpha = 5\%$  and  $dk = 29:29$ , obtained  $F_{table} = (0,05,29, 29) = 1.86$



Because  $F_{count} < F_{table}$ ,  $H_0$  was accepted and both groups had same variant or homogeneous.

## Homogeneity Test of Post-test

**Helper Table of Homogeneity**

<b>No.</b>	<b>Class</b>	
	<b>VIII E</b>	<b>VIII H</b>
<b>1</b>	80	50
<b>2</b>	80	50
<b>3</b>	80	65
<b>4</b>	75	75
<b>5</b>	70	70
<b>6</b>	95	55
<b>7</b>	65	70
<b>8</b>	60	75
<b>9</b>	75	70
<b>10</b>	70	80
<b>11</b>	80	70
<b>12</b>	65	85
<b>13</b>	85	70
<b>14</b>	70	60
<b>15</b>	60	70
<b>16</b>	75	70
<b>17</b>	65	65
<b>18</b>	75	80
<b>19</b>	60	65
<b>20</b>	80	60
<b>21</b>	85	70
<b>22</b>	70	65
<b>23</b>	95	65
<b>24</b>	90	60
<b>25</b>	75	60

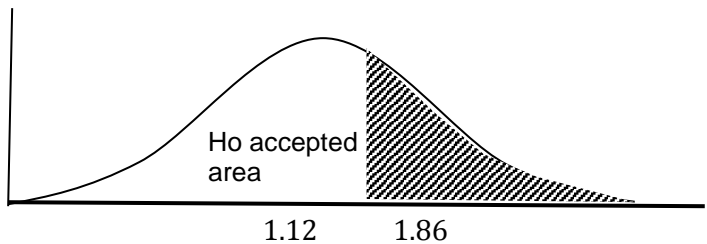
<b>26</b>	70	85
<b>27</b>	65	60
<b>28</b>	65	65
<b>29</b>	70	70
<b>30</b>	85	85
<b><math>\Sigma</math></b>	2235	2040
<b>N</b>	30	30
<b><math>\bar{X}</math></b>	74.50	668.00
<b><math>S^2</math></b>	95.43	85.52
<b>S</b>	9.77	9.25

According to the table above, it is obtained that:

$$F_{count} = \frac{95.43}{85.52}$$

$$F_{count} = 1.12$$

With  $\alpha = 5\%$  and dk = 29:29, obtained  $F_{table} = (0,05,29,29) = 1.86$



Because  $F_{count} < F_{table}$ ,  $H_0$  was accepted and both groups had same variant or homogeneous.

## Appendix 5

### Test of Average Similarity of Pre-test of the Experimental and Control Classes

Hypothesis:

$$H_0 = \mu_1 = \mu_2$$

$$H_1 = \mu_1 \neq \mu_2$$

Hypothesis Test

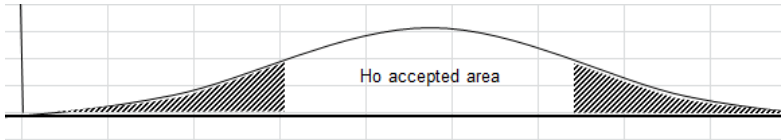
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dengan

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ho diterima apabila  $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$



Source	VIII E	VIII H
$\Sigma$	2020	1975
N	30	30
$\bar{X}$	67.33	65.83
$S^2$	121.95	77.73
S	11.04	8.82

Berdasarkan rumus diatas diperoleh:

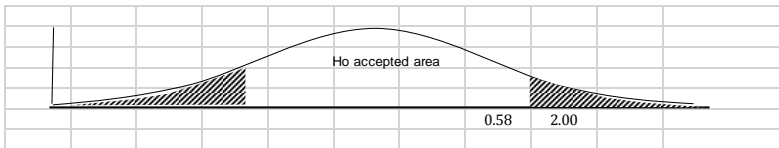
$$S = \frac{(30-1)154.53 + (30-1)77.73}{30+30-2}$$

$$S^2 = 99.84$$

$$S = 9.99$$

$$t = \frac{67.33 - 65.83}{9.99 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 0.58$$

Pada  $\alpha = 5\%$  dengan  $df = 30+30-2 = 58$  diperoleh  $t_{1-(0,05)(58)} = 2.00$ .



Karena  $t$  berada pada daerah penerimaan  $H_0$ , maka dapat disimpulkan bahwa ada persamaan rata-rata dari kedua kelas.

## Appendix 6

### Test of the Significant Different of Post-test

Hypothesis:

$$H_0 = \mu_1 \leq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

Hypothesis Test

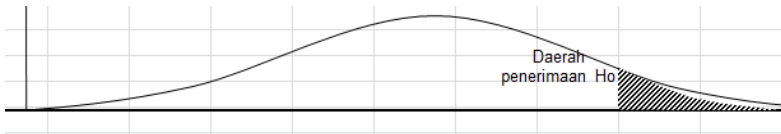
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dengan

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ho diterima apabila  $t > t_{(1-(n_1+n_2-2))}$



Source	VIII E	VIII H
$\Sigma$	2235	2040
N	30	30
$\bar{X}$	74.50	68.00
$S^2$	95.43	85.52
S	9.77	9.25

Berdasarkan rumus diatas diperoleh:

$$S = \frac{(30-1)95.43 + (30-1)85.52}{30+30-2}$$

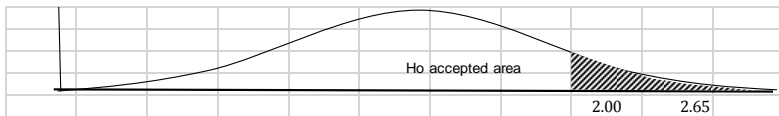
$$S^2 = 90.48$$



$$S = 9.51$$

$$t = \frac{74.50 - 68.00}{10.59 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 2.65$$

Pada  $\alpha = 5\%$  dengan  $df = 30 + 30 - 2 = 58$  diperoleh  $t_{1-(0,05)(58)} = 2.00$



Karena  $t$  berada pada daerah penolakan  $H_0$ , maka dapat disimpulkan bahwa ada perbedaan rata-rata dari kedua kelas.

## Appendix 7

### Instrument of The Research

#### PRE-TEST

Name :

Class :

Instruction :

- Choose one topic of series of the picture below
- Create a recount text based on the topic given in approximately 150 words
- Pay attention to the generic structure and grammatical features of recount text

Topic:

#### 1. Holiday in the Beach



Picture 1



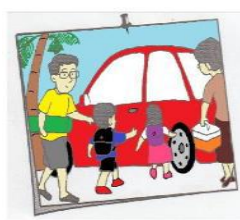
Picture 2



Picture 3

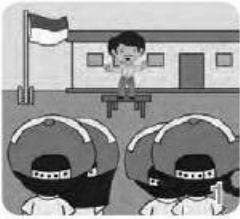


picture 4

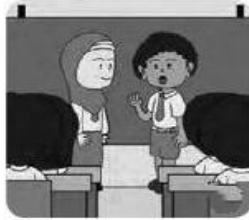


picture 5

## 2. First Experience in school



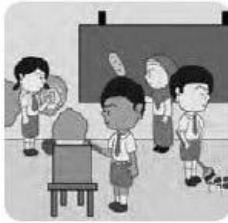
Picture 1



Picture 2



### Picture 3



Picture 4



Picture 5

[illegible]

## POST- TEST

Name :

Class :

Instruction :

- Choose one topic of series of the picture below
- Create a recount text based on the picture given in approximately 150 words
- Pay attention to the generic structure and grammatical features of recount text

### Topic 1: Going to the Zoo



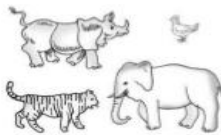
Picture 1



Picture 2



Picture 3



Picture 4

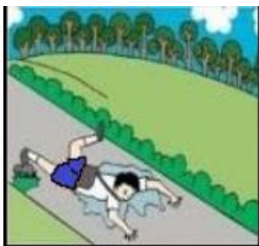
Topic 2: Come late to School



Picture 1



Picture 2



Picture 3



Picture 4

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## Appendix 8

### Students' Work of Experimental Class (VIII E)

#### Pre-test

#### 2. First Experience in school



Picture 1



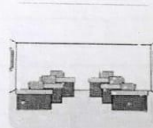
Picture 2



Picture 3



Picture 4



Picture 5

#### Holiday in the beach

one years ago ida and her family went to the beach. her parents prepared drink, foods and some things. they went to the beach with a car. before leave her mom checked some things to carry. they arrived in the beach at 8am. in the beach they prepared a plaited mat for relax. After that, they swam and played beach ball on the beach. they throw the ball very hard. they feel very happy in the beach. After played, ida and her family ate some food and relaxed in plaited mat. they ate potatoes and drunk ice tea. Next, they feel tired. and prepared went to home. ida and her family went to home with a car. In the car they very happy.

$$4+4+3+3+3=17$$

85

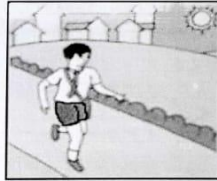
## Students' Work of Experimental Class (VIII E)

### Post-test

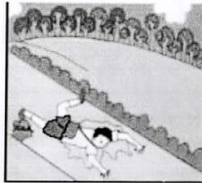
Topic 2: Come late to School



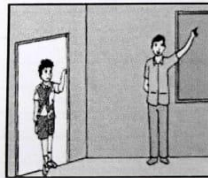
Picture 1



Picture 2



Picture 3



Picture 4

Going to the zoo

On Sunday, My Family and I went to the zoo.  
we went to the zoo with a bus. My Family and I went there early morning.

When my family and I arrived in the zoo,  
my mother bought tickets for us. We walked  
around the zoo. in the zoo, I am Very happy.

animals, I can saw elephant, tiger,  
and rhinoceros. we were lucky because we were  
can watched ~~at~~ attraction the animals in here

we went back at 04.30 in the evening. ~~we~~  
I was happy ~~here~~ in the weekend

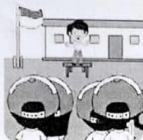
$$4 + 4 + 4 + 3 + 4 = 19$$

95

## Students' work of Control Class (VIII H)

### Pre-test

#### 2. First Experience in school



Picture 1



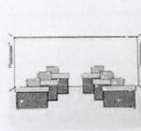
Picture 2



Picture 3



Picture 4



Picture 5

#### Holiday in the beach.

last week, I am and my family went to Farang jabe beach. We arrived at 09.00 a.m. There are childrens just played the sand. Then, I am bought hamburger for the lunch. my mother and father prepared rest area for the break. After that we to swam in the beach and bath ball. Next, After swam I am and family to come back in the rest area for the lunch. After break we came home and arrived at 01.00 a.m.

$$4+4+3+3+3=17$$

85



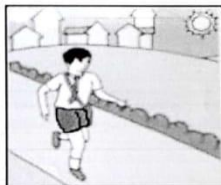
## Students' work of Control Class (VIII H)

### Post-test

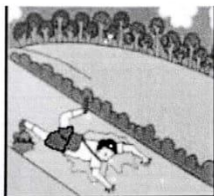
Topic 2: Come late to School



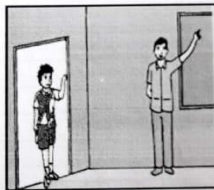
Picture 1



Picture 2



Picture 3



Picture 4

- Going to the zoo -

Last Sunday, my family and I visited at Yogyakarta zoo. We went to the zoo with a bus.

We arrived in the zoo at 08.00 Am.

When we a round, <sup>me</sup> saw many animals such as Rhinoceros, bear, Alligator, Tiger, Hawk, Dolphin, monkey, Lion, Bear, Kangaroo, giraffe, Cockatoo, Peacock, snake, Panda. After that,

I came home with safety

$$4 + 4 + 3 + 3 + 3 = 17$$

85



Scanned with CamScanner

**LESSON PLAN**  
**(Experimental Class)**

School : SMP N 1 Pamotan  
Subject : English  
Class/ Semester : VIII/ II  
Main Material : Recount Text  
Time Allocation: 4 x 90 minutes

**A. CORE COMPETENCE (KI)**

- KI 1 : Comprehending and practicing the religion that is believed in.
- KI 2 : Comprehending and practicing honesty, discipline, responsibility, care (mutual cooperation, tolerance, peace), good manners, responsive, and pro-active behavior and showing an attitude as part of the solutions from the problems in interacting with social and natural environment effectively also positioning selves as the nation's reflection in global society.
- KI 3: Comprehending, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on the curiousness about knowledge, technology, art, culture, and humanity by humanism, nationalism, and civilization concept related to the cause of phenomena and incidents, also applying the procedural knowledge on the specific study area in accordance with the talent and interest to solve the problems.
- KI 4: Exploring, associating, and communicating in concrete and abstract domain related to self-development that is learned in school independently, act effectively and creatively, and capable to use the method that is appropriate with the scientific principle.

## B. BASIC COMPETENCE

Basic Competence	Indicator
1.1 Being grateful for the opportunity to learn English as the language of international communication.	1.1.1 Showing gratitude that students have the opportunity to learn English.
1.2 Showing honest behavior, discipline, confidence, and responsible for implementing communication transactional with teacher and friends.	1.1.2 Showing attitude that students have a responsibility, politeness, and confidence in activities learning.
3.11 Comparing social functions, text structure, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use.	3.11.1 Identifying the social function, generic structure, and linguistic elements of several oral and written personal recount texts by giving and asking information related to personal experience in the past, short and simple, according to the context of their use.
	3.11.2 Mentioning some oral and written personal recount texts by giving and requesting information related to personal experiences in the past, short and simple
4.11 Composing oral and written recount texts, very short and simple, related to personal recount in the	4.11.1 Write the meaning contextually related to a social function, text structure, and linguistic

past by paying attention to social functions, structure text, and linguistic elements correctly and in context	4.11.2 elements oral and written recount text, very short and simple Creating oral and written recount texts, very short and simple, related to personal recounts by paying attention to social functions, structures text, and linguistic elements correctly and in context
--	--

### C. LEARNING AIMS

1. Students are able to analysis the social function, generic structure, and linguistic elements of several oral and written personal recount texts by giving and asking information related to personal experience in the past, short and simple, according to the context of their use clearly and confidently
2. Students are able to analyze the characteristic of past tense that involved oral and written by paying attention to the use of V2 in the sentence correctly.
3. Students are able to compose a sentence to be good recount text paragraph by paying attention to the social function, generic structure and linguistic element correctly
4. Students are able to create oral and written recount texts, very short and simple related to personal recounts by paying attention to social functions, structures text, and linguistic elements correctly and in context

## **D. MATERIAL FOR REGULAR LEARNING**

### **1. First Meeting Material**

(Picture 1)



(Text 1)

#### **A Trip to Borobudur Temple**

Last week, I spent my holiday in Jogjakarta. I went to Borobudur Temple. My family and I went there early morning.

We went to Borobudur Temple by private car. I had prepared everything before we went to Jogjakarta. While we were driving, we could see some beautiful views of mountains, forests, and waterfalls. My family and I arrived at Borobudur Temple at 11:30 in the afternoon. There, I saw many tourists. Borobudur Temple was crowded on that holiday vacation. I could learn and practice speaking English with one of the foreign tourists. His name was Jack. He was very friendly. It was my first time to speak English with a foreign tourist.

We went back at 04:30 in the evening. It was a very interesting vacation

(Activity 1)

### Simple Past Tense

- a. The definition of simple past tense  
Simple past tense is tenses that are used to express something that happened in the past. These tenses are the most commonly used in English.
- b. The usage of simple past: to express activities that occur at certain times in the past
- c. The characteristic of simple past tense:
  1. Time signal:
    - Yesterday                      - that morning
    - Last night                      - two days ago
- d. The pattern of past tense

form	Formula	Example
(+)	Subject + verb 2 + object Subject + to be (was/were) + adjective/adverb	- We <u>attended</u> the festival last week - She <u>was</u> absent yesterday
(-)	Subject + did not + infinitive verb + object Subject + was/were + not + adjective/adverb	- We <u>did not</u> <u>attend</u> the festival last week - She was not absent yesterday
(?)	Did + subject + infinitive verb + object? Was/were + subject + adjective/adverb?	- Did they attend the festival last week? - Was she absent yesterday?

Regular Verb	Irregular Verb
Example: Ask - asked Decide- decided Look – looked Love – loved Study – studied Happen – happened Destroy – destroyed	Example: Begin – began Teach – taught Break – broke Do – did Bring – brought Make – made Buy – bought

## 2. Second Meeting Material

(Text 2)

### Speech in Auditorium

#### Orientation

First time I did my speech was three days ago. It was a short but strong speech for me.

#### Event

I was chosen for the students to speak in front of everyone in the podium when the independence day. I was very happy to do something like that. Prepared everything contained what would I going to say. When the independence day was coming, I was told to stand on the podium. I did my speech full of worry, and in the middle of my speech, I was feeling strange, like there was no power. A few minutes later, I fainted. My speech was terribly ruined by myself because of my worry.

#### Reorientation

I was very disappointed with myself. It was an embarrassing experience ever for me.

(Picture 2)



(Activity 2)

### Recount Text

a. Definition:

Recount text is story genres of text which are used to express something that happened in the past. And the purpose of recount text is to retell the events for the purpose of informing or entertaining.

b. Social Purpose: To retell the events that happened in the past

c. Generic Structure:

Orientation: introduction of the paragraph that tells who was involved, what happened, where the events took place, and when it happened

Events: part of the paragraph which tells what happened, in what sequence

Re-orientation: the last paragraph which consists of optional-closure of events



d. Language feature of recount text

- 1) Nouns and pronouns are used to identify people, animal or things involved in the story. e.g. Mr. Sam, our cat, he, etc.
- 2) Action verbs are used to refer to events. e.g. she walked, they jumped, I slept, etc.
- 3) Past tense is used to locate events in the writer's time. e.g. she looked, they ran, he laughed, etc.
- 4) Conjunctions and time connective are used to sequence the series of events. e.g. then, first, but, etc.
- 5) Adverbs and adverbial phrases are used to indicate place and time. e.g. at the beach, to the zoo, yesterday, etc.
- 6) Adjective is used to describe nouns. e.g. the winding track leads to the tumbledown house

**E. MATERIAL FOR REMEDIAL LEARNING**

Change these sentences using the simple past tense!  
(Activity 3)

1. I eat cheesecake this morning.
2. She goes to my house, two weeks ago.
3. I play this game for almost 4 hours.
4. I go to your home yesterday.
5. Riana closes the door.

Change these sentence into negative of simple past tense!

6. Mr. Adam comes to Nani's party last night.
7. I write some articles in the newspaper
8. Michelle understands your cases last Friday.
9. I studied civil engineering for almost 4 years.
10. We gave her a doll for her birthday.

**F. MATERIAL FOR ENRICHMENT LEARNING**

Recount Text

- a. Definition:

Recount text is story genres of text which are used to express something that happened in the past. And the purpose of recount text is to retell the events for the purpose of informing or entertaining.

- b. Social Purpose: To retell the events that happened in the past
- c. Generic Structure:
  - Orientation: introduction of the paragraph that tells who was involved, what happened, where the events took place, and when it happened
  - Events: part of the paragraph which tells what happened, in what sequence
  - Re-orientation: the last paragraph which consists of optional-closure of events

## **G. LEARNING METHOD**

- 1. Approach : Scientific Approach
- 2. Technique : Guiding Questions

## **H. LEARNING MEDIA**

- 1. Media  
LCD, power-point, printed material, series of pictures
- 2. Tools  
Marker, laptop, whiteboard, and a sheet of paper
- 3. Sources
  - Writing 3 (Handout and assignments) by Entika Fani Prastikawati and Siti Musarokah
  - English Map Concept by BESWAN
  - <https://blog.wallstreetenglish.co.id/simple-present-tense/>
  - <https://www.studiobelajar.com/simple-present-tense/>

## I. ACTIVITIES FOR REGULAR LEARNING

### First meeting<sup>1</sup>

Activities	Description of the activities		Time
	Teacher	Students	
Opening	<ul style="list-style-type: none"> <li>- Teacher greets the students</li> <li>- Checking students' attendance</li> <li>- The teacher asks some questions to the students about the lesson that they have been learned in the last meeting.</li> <li>- The teacher explains a little picture of what is being learned today by asking "do you ever hear about tenses?" what kind of tenses do you know?</li> <li>- Teacher prepare powerpoint</li> </ul>	<ul style="list-style-type: none"> <li>- Students answer greeting from the teacher</li> <li>- Students respond to teacher' question</li> <li>- Students respond to the teacher's question</li> </ul>	10'
Core	<b>Observing</b> <ul style="list-style-type: none"> <li>- Teacher shows a picture of Borobudur Temple on the</li> </ul>	<ul style="list-style-type: none"> <li>- Students pay attention to the picture that showed by the</li> </ul>	60'

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<sup>1</sup> Sara Chusing Weidge, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p. 116

	<p>screen (see picture 1)</p> <ul style="list-style-type: none"> <li>- The teacher asks the student "does anyone know what picture is this? Did you ever go there? What do you do there? With whom did you go there? When did you go there? Where did the location of the place? What did you think about the place?"</li> <li>- Teacher gives a piece of recount text about A Trip to Borobudur Temple (see text 1)</li> <li>- The teacher asks students to observe the text. "what text is this? "what tense that used in the text?"</li> <li>- Teacher shows an explanation of past tense on the screen.</li> <li>- Teacher explains about simple past</li> </ul>	<p>teacher on the - screen</p> <ul style="list-style-type: none"> <li>- Students respond to the teacher's question</li> <li>- Students answer to the teacher's question.</li> <li>- Student pay attention to the form of past tense that showed by the teacher on the screen</li> <li>- Students pay attention to the explanation of the use of past tense in recount text</li> </ul>	
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	<p>tense include the definition past tense, the usage of past tense, characteristic of past tense, the use of regular verb and irregular verb (see Activity 1)</p> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Teacher give chance to the students to ask questions about the lesson that not understood yet</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>- Teacher divides students into five groups.</li> <li>- Teacher gives a recount text that related to past tense.</li> <li>- Teacher asks the student to identify the use of simple past tense by mention the form of past tense in the sentence below (see appendix worksheet)</li> <li>- Teacher asks students to find out the regular</li> </ul>	<p>that is displayed on the screen.</p> <ul style="list-style-type: none"> <li>- Students ask question confidently</li> <li>- Students are divided into pairs</li> <li>- Students respond to the teacher's instruction</li> </ul>	
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	<p>verb and irregular verb in the sentence (see appendix worksheet)</p> <ul style="list-style-type: none"> <li>- Teacher asks students to identify the characteristic of past tense by underline V2 and time signal in the sentence. (see appendix worksheet)</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to exchange their work with other groups to be corrected</li> <li>- Student are asked to write a sentence using past tense in the whiteboard to get the point</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Teacher gives feedback by a comment on student's work in the whiteboard.</li> </ul>	<ul style="list-style-type: none"> <li>- Students respond to the teacher's instruction</li> <li>- Students get feedback from their friend and the teacher in the form of comment about their work in whiteboard</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>- Teacher allows the students to ask questions about</li> </ul>	<ul style="list-style-type: none"> <li>- Students respond to the</li> </ul>	10'



	<p>the screen (See text 2)</p> <ul style="list-style-type: none"> <li>- Teacher gives some questions about the text: what text is this? Can you mention the generic structure of the text?</li> <li>- Teacher tells the student that they will learn recount text by using guiding questions</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Teacher give chance to the students to ask question concern lesson that is not understood yet</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>- Teacher gives a piece of paper to the students.</li> <li>- Teacher shows series of pictures on the screen (see series of pictures 2)</li> <li>- Teacher gives some guiding questions about the picture on the</li> </ul>	<ul style="list-style-type: none"> <li>- Students answer the questions given by the teacher</li> <li>- Students pay attention to the teacher's explanation</li> <li>- Students ask question confidently</li> <li>- Students get a piece of paper form a teacher</li> <li>- Students pay attention to the picture that showed by teacher</li> <li>- Students answer the guiding questions in a piece of paper as the teacher's instruction</li> </ul>	
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	<p>screen. What do you think about this picture? Based on this picture, where did they go on holiday? With whom did they go there? What did they do there? How did they feel after the holiday?</p> <ul style="list-style-type: none"> <li>- Teacher asks students to write the answer to guiding questions completely on a piece of paper</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- After writing the answer to guiding questions, students asked to compose a sentence to be a good paragraph</li> <li>- After composing sentence, one of the students is chosen to write their work in whiteboard</li> </ul> <p><b>Communicating</b></p>	<ul style="list-style-type: none"> <li>- Students compose a sentence to be good recount text paragraph</li> <li>- One of the students come forward to write their work on the whiteboard.</li> </ul>	
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	<ul style="list-style-type: none"> <li>- Teacher gives feedback by a comment on students works on the whiteboard.</li> </ul>	<ul style="list-style-type: none"> <li>- Students get feedback from their friend and the teacher in the form of comment about their work in whiteboard</li> </ul>	
<b>Closing</b>	<ul style="list-style-type: none"> <li>- Teacher allows the students to ask questions about the lesson that is not understood yet</li> <li>- Teacher instructs students to conclude the lesson of the day</li> <li>- Teacher greets the students</li> </ul>	<ul style="list-style-type: none"> <li>- Students ask question confidently</li> <li>- Students conclude the lesson with the teacher</li> <li>- Students answer teacher's greeting</li> </ul>	

## J. ASSESSMENT

Assessment of learning outcomes based on:

### 1. Attitude Aspect:

- Technique assessment: observation
- Form of the instrument: observation checklist
- Lattice of instrument

No	Aspect of assessment	Indicators
1	Spiritual Attitude	Respect other people to worship according to their religion
2	Social Aspect	

	a. Responsibility b. Confident	Carry out the task well Dare to present in front of the class Dare to argue, ask question and answer question
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d. Instrument:

Student s' name	Indicator	Score				
		1	2	3	4	5
		Never	Ever	sometimes	often	always
	Respect other people to worship according to their religion					
	Carry out the task well					
	Dare to present in front of the class					
	Dare to argues, ask questions and answer questions					

e. Scoring guideline:

$$value = \frac{\text{the number of scores obtained}}{\text{score maximum (100)}} \times 50$$

2. Knowledge Aspect

- Assessment Technique: written test
- Form of the instrument: Essay
- Lattice of instrument:

No	Basic competence	Indicators	Form of Instrument
1	3.11 Comparing social functions, text structure, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use	3.11.1 Identifying the social function, generic structure, and linguistic elements of several oral and written personal recount texts by giving and asking information related to personal experience in the past, short and simple, according to the context of their use.	1. Essay

d. Instrument (1)

My Holiday

Last month, my family and I went to the beach. We went on holiday on Sunday. We went there by car. In my journey, I saw many building all the way. We also saw beautiful views like mountains, trees, bird and many more near of the beach.

After we arrived at the beach. We drove a boot to enjoy the view on the beach. My brother played football while I was playing with the sand. My mother saw beautiful scenery with binoculars while my father eating the burger. After that, we opened some food and drinks and enjoy it together.

Before we go home, we took a picture together to capture the moment. Finally, we went home in the evening.

Answer question below correctly!

1. Please identify the generic structure of recount text above!
2. Please identify the characteristic of past tense by underlining V2
3. Please identify a time signal on the sentence above by underlining the sentence!
4. Please find out a regular and irregular verb that used in the recount text above!

e. Scoring guidelines:

(Instrument 1)

The score for each question: 25

$$value = \frac{\text{the number of scores obtained}}{\text{score maximum (100)}} \times 40$$

3. Assessment of skill:

- a. Assessment Technique: written test
- b. Form of the instrument: Essay
- c. Lattice of instrument

No	Basic Competence	Indicators	Form of Instrument
1	4.11 Composing oral and written recount texts, very short and simple, related to personal recount in the past by paying attention to social functions, structure text, and linguistic elements correctly and in context	4.11.1 Write meaning contextually related to a social function, text structure, and linguistic elements oral and written recount text, very short and simple	Essay

d. Instrument (2)

Name: \_\_\_\_\_

Class: \_\_\_\_\_

- 1) Please create a recount text about bad experience by paying attention to the generic structure and grammatical feature of recount text.

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e. Rubric of scoring writing

**Scoring Technique and Criteria of Writing**

Aspect of Writing	Range	Score	Criteria
Content	4	Excellent	Main Ideas stated clearly and accurately
	3	Good	Main Ideas stated fairly clearly and accurately
	2	Average	Main Ideas somewhat unclear or inaccurate
	1	Poor	Main Ideas not clear or accurate,
Organization	4	Excellent	Well-organized and perfectly coherent
	3	Good	Fairly well-organized and generally coherent
	2	Average	Loosely organized but main ideas clear, logical but incomplete sequencing
	1	Poor	Ideas disconnected, lacks logical sequencing

Vocabularies	4	Excellent	Very effective choice of words and use of idioms and words forms
	3	Good	effective choice of words and use of idioms and words forms
	2	Average	Adequate choice of words but some misuse of vocabulary, idioms, and word forms
	1	Poor	Limited range, confusing use of words, idioms, and word forms
Grammar	4	Excellent	No errors. Full control of complex structure
	3	Good	Almost no errors, good control of the structure
	2	Average	Some errors, fail control of the structure
	1	Poor	Many errors, poor control of the structure
Mechanics	4	Excellent	Mastery of spelling and punctuation in the sentence.
	3	Good	Few errors in spelling and punctuation in the sentence.
	2	Average	Fair number of spelling and punctuation errors in the sentence.
	1	Poor	Frequent errors in spelling and punctuation in the sentence.

f. Scoring guideline

$$value = \frac{\text{the number of scores obtained}}{\text{score maximum (100)}} \times 20$$

**K. ACTIVITIES FOR REMEDIAL LEARNING**

Students who have not reached KKM (75) are given a chance to improve their value. Teacher gives a task to change a sentence using simple past tense and change a positive sentence into a negative sentence of simple past tense. (see activity 3). Then the task will be compile in the next meeting.

**L. ACTIVITIES FOR ENRICHMENT LEARNING**

For students who have values above 75, they are given enrichment in the form of an independent task to create a simple recount text with a free topic. Then the task will be published by sticking on the wall.

Semarang, 25 June 2019

Understanding  
Teacher

Researcher

Noor Azizah S.Pd

Laila Nurul Fadlilah



## **LESSON PLAN**

### **(Control Class)**

School : SMP N 1 Pamotan

Subject : English

Class/ Semester : VIII/ II

Main Material : Recount Text

Time Allocation: 4 x 90 minutes

#### **A. CORE COMPETENCE (KI)**

KI 1 : Comprehending and practicing the religion that is believed in.

KI 2 : Comprehending and practicing honesty, discipline, responsibility, care (mutual cooperation, tolerance, peace), good manners, responsive, and pro-active behavior and showing an attitude as part of the solutions from the problems in interacting with social and natural environment effectively also positioning selves as the nation's reflection in global society.

KI 3 : Comprehending, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on the curiousness about knowledge, technology, art, culture, and humanity by humanism, nationalism, and civilization concept related to the cause of phenomena and incidents, also applying the procedural knowledge on the specific study area in accordance with the talent and interest to solve the problems.

KI 4 : Exploring, associating, and communicating in concrete and abstract domain related to self-development that is learned in school independently, act effectively and creatively, and capable to use the method that is appropriate with the scientific principle.

## B. BASIC COMPETENCE

Basic Competence	Indicator
1.3 Being grateful for the opportunity to learn English as the language of international communication.	1.1.3 Showing gratitude that students have the opportunity to learn English.
1.4 Showing honest behavior, discipline, confidence, and responsible for implementing communication transactional with teacher and friends.	1.1.4 Showing attitude that students have a responsibility, politeness, and confidence in activities learning.
3.12 Comparing social functions, text structure, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use.	3.12.1 Identifying the social function, generic structure, and linguistic elements of several oral and written personal recount texts by giving and asking information related to personal experience in the past, short and simple, according to the context of their use.
	3.12.2 Mentioning some oral and written personal recount texts by giving and requesting information related to personal experiences in the past, short and simple
4.12 Composing oral and written recount texts, very short and simple, related to personal recount in the	4.12.1 Write the meaning contextually related to a social function, text structure, and linguistic

past by paying attention to social functions, structure text, and linguistic elements correctly and in context	4.12.2 elements oral and written recount text, very short and simple Creating oral and written recount texts, very short and simple, related to personal recounts by paying attention to social functions, structures text, and linguistic elements correctly and in context
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### C. LEARNING AIMS

1. Students are able to analysis the social function, generic structure, and linguistic elements of several oral and written personal recount texts by giving and asking information related to personal experience in the past, short and simple, according to the context of their use clearly and confidently
2. Students are able to analyze the characteristic of past tense that involved oral and written by paying attention to the use of V2 in the sentence correctly.
3. Students are able to compose a sentence to be good recount text paragraph by paying attention to the social function, generic structure and linguistic element correctly
4. Students are able to create oral and written recount texts, very short and simple related to personal recounts by paying attention to social functions, structures text, and linguistic elements correctly and in context

## **D. MATERIAL FOR REGULAR LEARNING**

### **1. First Meeting Material**

(Picture 1)



(Text 1)

#### **A Trip to Borobudur Temple**

Last week, I spent my holiday in Jogjakarta. I went to Borobudur Temple. My family and I went there early morning.

We went to Borobudur Temple by private car. I had prepared everything before we went to Jogjakarta. While we were driving, we could see some beautiful views of mountains, forests, and waterfalls. My family and I arrived at Borobudur Temple at 11:30 in the afternoon. There, I saw many tourists. Borobudur Temple was crowded on that holiday vacation. I could learn and practice speaking English with one of the foreign tourists. His name was Jack. He was very friendly. It was my first time to speak English with a foreign tourist.

We went back at 04:30 in the evening. It was a very interesting vacation

(Activity 1)

**Simple Past Tense**

- a. The definition of simple past tense

Simple past tense is tenses that are used to express something that happened in the past. These tenses are the most commonly used in English.

- b. The usage of simple past: to express activities that occur at certain times in the past  
c. The characteristic of simple past tense:

2. Time signal:

- Yesterday                      - that morning
- Last night                     - two days ago

- d. The pattern of past tense

for m	Formula	Example
(+)	Subject + verb 2 + object Subject + to be (was/were) + adjective/adverb	- We <u>attended</u> the festival last week - She <u>was</u> absen t yesterday
(-)	Subject + did not + infinitive verb + object Subject + was/were + not + adjective/adverb	- We <u>did not</u> <u>attend</u> the festival last week - She was not absent yesterday
(?)	Did + subject + infinitive verb + object? Was/were + subject + adjective/adverb ?	- Did they attend the festival last week? - Was she absent yesterday?

Regular Verb	Irregular Verb
Example: Ask - asked Decide- decided Look – looked Love – loved Study – studied Happen – happened Destroy – destroyed	Example: Begin – began Teach – taught Break – broke Do – did Bring – brought Make – made Buy – bought

## 2. Second Meeting Material

(Text 2)

### Speech in Auditorium

#### Orientation

First time I did my speech was three days ago. It was a short but strong speech for me.

#### Event

I was chosen for the students to speak in front of everyone in the podium when the independence day. I was very happy to do something like that. Prepared everything contained what would I going to say. When the independence day was coming, I was told to stand on the podium. I did my speech full of worry, and in the middle of my speech, I was feeling strange, like there was no power. A few minutes later, I fainted. My speech was terribly ruined by myself because of my worry.

#### Reorientation

I was very disappointed with myself. It was an embarrassing experience ever for me.

(Series of Picture 2)



(Activity 2)

Recount Text

a. Definition:

Recount text is story genres of text which are used to express something that happened in the past. And the purpose of recount text is to retell the events for the purpose of informing or entertaining.

b. Social Purpose: To retell the events that happened in the past

c. Generic Structure:

- Orientation: introduction of the paragraph that tells who was involved, what happened, where the events took place, and when it happened
- Events: part of the paragraph which tells what happened, in what sequence
- Re-orientation: the last paragraph which consists of optional-closure of events

d. Language feature of recount text

- 1) Nouns and pronouns are used to identify people, animal or things involved in the story. e.g. Mr. Sam, our cat, he, etc.
- 2) Action verbs are used to refer to events. e.g. she walked, they jumped, I slept, etc.
- 3) Past tense is used to locate events in the writer's time. e.g. she looked, they ran, he laughed, etc
- 4) Conjunctions and time connective are used to sequence the series of events. e.g. then, first, but, etc.
- 5) Adverbs and adverbial phrases are used to indicate place and time. e.g. at the beach, to the zoo, yesterday, etc.
- 6) Adjective is used to describe nouns. e.g. the winding track leads to the tumbledown house

## **E. MATERIAL FOR REMEDIAL LEARNING**

Change these sentences using the simple past tense!  
(Activity 3)

- a. I eat cheesecake this morning.
- b. She goes to my house, two weeks ago.
- c. I play this game for almost 4 hours.
- d. I go to your home yesterday.
- e. Riana closes the door.

Change these sentence into negative of simple past tense!

- f. Mr. Adam comes to Nani's party last night.
- g. I write some articles in the newspaper
- h. Michelle understands your cases last Friday.
- i. I studied civil engineering for almost 4 years.
- j. We gave her a doll for her birthday.



## **F. MATERIAL FOR ENRICHMENT LEARNING**

### **Recount Text**

a. Definition:

Recount text is story genres of text which are used to express something that happened in the past. And the purpose of recount text is to retell the events for the purpose of informing or entertaining.

b. Social Purpose: To retell the events that happened in the past

c. Generic Structure:

- Orientation: introduction of the paragraph that tells who was involved, what happened, where the events took place, and when it happened
- Events: part of the paragraph which tells what happened, in what sequence
- Re-orientation: the last paragraph which consists of optional-closure of events

## **G. LEARNING METHOD**

- 3. Approach : Scientific Approach
- 4. Technique : Series of Pictures

## **H. LEARNING MEDIA**

- 4. Media  
LCD, power-point, printed material, series of pictures
- 5. Tools  
Marker, laptop, whiteboard, and a sheet of paper
- 6. Sources
  - Writing 3 (Handout and assignments) by Entika Fani Prastikawati and Siti Musarokah
  - English Map Concept by BESWAN
  - <https://blog.wallstreetenglish.co.id/simple-present-tense/>
  - <https://www.studiobelajar.com/simple-present-tense/>

## I. ACTIVITIES FOR REGULAR LEARNING

### First meeting<sup>2</sup>

Activities	Description of the activities		Time
	Teacher	Students	
Opening	<ul style="list-style-type: none"> <li>- Teacher greets the students</li> <li>- Checking students' attendance</li> <li>- The teacher asks some questions to the students about the lesson that they have been learned in the last meeting.</li> <li>- The teacher explains a little picture of what is being learned today by asking "do you ever hear about tenses?" what kind of tenses do you know?</li> <li>- Teacher prepare powerpoint</li> </ul>	<ul style="list-style-type: none"> <li>- Students answer greeting from the teacher</li> <li>- Students respond to teacher' question</li> <li>- Students respond to the teacher's question</li> </ul>	10'
Core	<b>Observing</b> <ul style="list-style-type: none"> <li>- Teacher shows a picture of Borobudur Temple on the screen (see picture 1)</li> </ul>	<ul style="list-style-type: none"> <li>- Students pay attention to the picture that showed by the</li> </ul>	60'

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<sup>2</sup> Sara Chusing Weidge, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p. 116

	<ul style="list-style-type: none"> <li>- The teacher asks the student "does anyone know what picture is this? Do you ever go there?"</li> <li>- Teacher gives a piece of recount text about A Trip to Borobudur Temple (see text 1)</li> <li>- The teacher asks students to observe the text. "what text is this? "what tense that used in the text?"</li> <li>- Teacher shows an explanation of past tense on the screen.</li> <li>- Teacher explains about simple past tense include the definition past tense, the usage of past tense, characteristic of past tense, the use of regular verb and irregular verb (see Activity 1)</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Teacher give chance to the students to ask questions about the</li> </ul>	<p>teacher on the -screen</p> <ul style="list-style-type: none"> <li>- Students respond to the teacher's question</li> <li>- Students answer to the teacher's question.</li> <li>- Student pay attention to the form of past tense that showed by the teacher on the screen</li> <li>- Students pay attention to the explanation of the use of past tense in recount text that is displayed on the screen.</li> </ul>	
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	<p>lesson that not understood yet</p> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>- Teacher divides students into five groups.</li> <li>- Teacher gives a recount text that related to past tense.</li> <li>- Teacher asks the student to identify the use of simple past tense by mention the form of past tense in the sentence below (see appendix worksheet)</li> <li>- Teacher asks students to find out the regular verb and irregular verb in the sentence (see appendix worksheet)</li> <li>- Teacher asks students to identify the characteristic of past tense by underline V2 and time signal in the sentence. (see appendix worksheet)</li> </ul> <p><b>Associating</b></p>	<ul style="list-style-type: none"> <li>- Students ask question confidently</li> <li>- Students are divided into pairs</li> <li>- Students respond to the teacher's instruction</li> </ul>	
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	<ul style="list-style-type: none"> <li>- Teacher asks students to exchange their work with other groups to be corrected</li> <li>- Student are asked to write a sentence using past tense in the whiteboard to get the point</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Teacher gives feedback by a comment on student's work in the whiteboard.</li> </ul>	<ul style="list-style-type: none"> <li>- Students get feedback from their friend and the teacher in the form of comment about their work in whiteboard</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>- Teacher allows the students to ask questions about the lesson that is not understood yet</li> <li>- Teacher instructs students to conclude the lesson of the day</li> <li>- Teacher asks the students to prepare the material for the next meeting</li> <li>- Teacher greets the students</li> </ul>	<ul style="list-style-type: none"> <li>- Students respond to the teacher's instruction</li> <li>- Students answer teacher's greeting.</li> </ul>	10'

## Second Meeting

Activities	Description of the Activities		Time
	Teacher	Students	
<b>Opening</b>	<ul style="list-style-type: none"> <li>- Teacher greets the students</li> <li>- Teacher review the lesson of yesterday about simple past tense to warming before start the lesson</li> <li>- Teacher prepare power-point</li> </ul>	<ul style="list-style-type: none"> <li>- Students answer greeting from the teacher</li> <li>- Students respond teacher's instruction</li> <li>- Students pay attention to the teacher</li> </ul>	
<b>Core</b>	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Teacher shows a text of Speech in Auditorium on the screen (See text 2)</li> <li>- Teacher gives some questions about the text: what text is this? Can you mention the generic structure of the text?</li> <li>- Teacher tells the student that they will learn recount text</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Teacher give chance to the</li> </ul>	<ul style="list-style-type: none"> <li>- Students pay attention to the text that showed by the teacher</li> <li>- Students answer the questions given by the teacher</li> <li>- Students pay attention to the teacher's explanation</li> </ul>	

	<p>students to ask question concern lesson that is not understood yet</p> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>- Teacher gives a piece of paper to the students.</li> <li>- Teacher shows a series of picture on the screen (see picture 2)</li> <li>- Teachers asks students to pay attention and imagine about event that happens on the series of picture carefully.</li> <li>- Teacher asks students to create a sentence in a piece of paper based on series of picture that showed on the screen.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- After writing the sentence step by step, students asked to compose a sentence to be a</li> </ul>	<ul style="list-style-type: none"> <li>- Students ask question confidently</li> <li>- Students get a piece of paper form a teacher</li> <li>- Students pay attention to the picture that showed by teacher</li> <li>- Students respond teacher's instruction</li> <li>- Students compose a sentence to be good recount text paragraph</li> <li>- One of the students come forward to</li> </ul>	
--	--	---	--

	<p>good recount text paragraph</p> <ul style="list-style-type: none"> <li>- After composing sentence, one of the students is chosen to write their work in whiteboard</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Teacher gives feedback by a comment on students works on the whiteboard.</li> </ul>	<p>write their work on the whiteboard.</p> <ul style="list-style-type: none"> <li>- Students get feedback from their friend and the teacher in the form of comment about their work in whiteboard</li> </ul>	
<b>Closing</b>	<ul style="list-style-type: none"> <li>- Teacher allows the students to ask questions about the lesson that is not understood yet</li> <li>- Teacher instructs students to conclude the lesson of the day</li> <li>- Teacher greets the students</li> </ul>	<ul style="list-style-type: none"> <li>- Students ask question confidently</li> <li>- Students conclude the lesson with the teacher</li> <li>- Students answer teacher's greeting</li> </ul>	

## J. ASSESSMENT

Assessment of learning outcomes based on:

### 1. Attitude Aspect:

- a. Technique assessment: observation
- b. Form of the instrument: observation checklist



c. Lattice of instrument:

No	Aspect of assessment	Indicators
1	Spiritual Attitude	Respect other people to worship according to their religion
2	Social Aspect c. Responsibility d. Confident	Carry out the task well Dare to present in front of the class Dare to argue, ask question and answer question

d. Instrument

Student s' name	Indicator	Score				
		1	2	3	4	5
		Never	Ever	sometimes	often	always
	Respect other people to worship according to their religion					
	Carry out the task well					
	Dare to present in front of the class					
	Dare to argues, ask questions and answer questions					

e. Soring guidelines:

$$value = \frac{\text{the number of scores obtained}}{\text{score maximum (100)}} \times 50$$

2. Knowledge Aspect

- a. Assessment Technique: written test Form of the
- b. instrument: Essay
- c. Lattice of instrument:

No	Basic competence	Indicators	Form of Instrument
1	3.11 Comparing social functions, text structure, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use	3.11.1 Identifying the social function, generic structure, and linguistic elements of several oral and written personal recount texts by giving and asking information related to personal experience in the past, short and simple, according to the context of their use.	1. Essay

d. Instrument (1)

My Holiday

Last month, my family and I went to the beach. We went on holiday on Sunday. We went there by car. In my journey, I saw many building all the way. We also saw beautiful views like

mountains, trees, bird and many more near of the beach.

After we arrived at the beach. We drove a boot to enjoy the view on the beach. My brother played football while I was playing with the sand. My mother saw beautiful scenery with binoculars while my father eating the burger. After that, we opened some food and drinks and enjoy it together.

Before we go home, we took a picture together to capture the moment. Finally, we went home in the evening.

Answer question below correctly!

1. Please identify the generic structure of recount text above!
  2. Please identify the characteristic of past tense by underlining V2
  3. Please identify a time signal on the sentence above by underlining the sentence!
  4. Please find out a regular and irregular verb that used in the recount text above!
- e. Scoring guidelines:

The score for each question: 25

$$value = \frac{\text{the number of scores obtained}}{\text{score maximum (100)}} \times 40$$

3. Assessment of skill:
  - a. Assessment Technique: written test
  - b. Form of the instrument: Essay
  - c. Lattice of instrument

No	Basic Competence	Indicators	Form of Instrument
1	4.11 Composing oral and written recount texts, very	4.11.1 Write meaning contextually related	Essay



e. Rubric of scoring writing

**Scoring Technique and Criteria of Writing**

Aspect of Writing	Range	Score	Criteria
Content	4	Excellent	Main Ideas stated clearly and accurately
	3	Good	Main Ideas stated fairly clearly and accurately
	2	Average	Main Ideas somewhat unclear or inaccurate
	1	Poor	Main Ideas not clear or accurate,
Organization	4	Excellent	Well-organized and perfectly coherent
	3	Good	Fairly well-organized and generally coherent
	2	Average	Loosely organized but main ideas clear, logical but incomplete sequencing
	1	Poor	Ideas disconnected, lacks logical sequencing
Vocabularies	4	Excellent	Very effective choice of words and use of idioms and words forms
	3	Good	effective choice of words and use of idioms and words forms
	2	Average	Adequate choice of words but some misuse of vocabulary, idioms, and word forms
	1	Poor	Limited range, confusing use of words, idioms, and word forms

Grammar	4	Excellent	No errors. Full control of complex structure
	3	Good	Almost no errors, good control of the structure
	2	Average	Some errors, fail control of the structure
	1	Poor	Many errors, poor control of the structure
Mechanics	4	Excellent	Mastery of spelling and punctuation in the sentence.
	3	Good	Few errors in spelling and punctuation in the sentence.
	2	Average	Fair number of spelling and punctuation errors in the sentence.
	1	Poor	Frequent errors in spelling and punctuation in the sentence.

f. Scoring guideline

$$value = \frac{\text{the number of scores obtained}}{\text{score maximum (100)}} \times 20$$

## K. ACTIVITIES FOR REMEDIAL LEARNING

Students who have not reached KKM (75) are given a chance to improve their value. Teacher gives a task to change a sentence using simple past tense and change a positive sentence into a negative sentence of simple past tense. (see activity 3). Then the task will be compile in the next meeting.

## **L. ACTIVITIES FOR ENRICHMENT LEARNING**

For students who have values above 75, they are given enrichment in the form of an independent task to create a simple recount text with a free topic. Then the task will be published by sticking on the wall.

Semarang, 25 June 2019

Understanding  
Teacher

Researcher

Noor Azizah, S.Pd

Laila Nurul Fadlilah

## **Student's Worksheet**

### **a. Worksheet for Group**

Group (1)

#### **My Holiday**

Last month, my family and I went to the beach. We went on holiday on Sunday. We went there by car. In my journey, I saw many building all the way. We also saw beautiful views like mountains, trees, bird and many more near of the beach.

After we arrived at the beach. We drove a boat to enjoy the view on the beach. My brother played football while I was playing with the sand. My mother saw beautiful scenery with binoculars while my father eating the burger. After that, we opened some food and drinks and enjoy it together.

Before we go home, we took a picture together to capture the moment. Finally, we went home in the evening.

Answer question below correctly!

1. Please identify the generic structure of recount text above!
2. Please identify the characteristic of past tense by underlining V2!
3. Please identify a time signal on the sentence above by underlining the sentence!
4. Please find out a regular and irregular verb that used in the recount text above!



## Group (2)

### Losing My Phone

Two days ago I was in the bus station to pick my brother up for his arrival.

I was playing my phone all the time that afternoon. I sat on the bench right near the ticket keeper. Then, I bought a bottle of water across the ticket keeper. I forgot to take my phone with me when I bought water. Then I saw my brother out of the bus. I ran to him and we were about to go. That time I thought I lost my phone. My brother told me to check it in the place before. I came back and the ticket keeper told me that he saved the phone for me. I thanked him and we said goodbye.

I was afraid that I would lose my phone. Lucky I still had it back.

Answer question below correctly!

1. Please identify the generic structure of recount text above!
2. Please identify the characteristic of past tense by underlining V2!
3. Please identify a time signal on the sentence above by underlining the sentence!
4. Please find out a regular and irregular verb that used in the recount text above!

### Group (3)

#### Shopping with My Sister

I went to the market yesterday with my sister, my mom wasn't at home yesterday so she told my sister and me to buy vegetable in the market.

My sister told me to write down any vegetable that I wanted to buy. I did it then gave it to her, we were ready to go ten minutes after that. My sister told me everything about things in the market. She told me which one is the fresh one of the vegetables, and why did the market was crowded, and also how to bargain with the seller.

I was so happy to be with my sister in the market. She told me everything until I understood how to buy something in the market.

Answer question below correctly!

1. Please identify the generic structure of recount text above!
2. Please identify the characteristic of past tense by underlining V2!
3. Please identify a time signal on the sentence above by underlining the sentence!
4. Please find out a regular and irregular verb that used in the recount text above!

#### Group (4)

##### Rainy Day

Two weeks ago was the season of rain. I had a lot of laundries to do even it was rainy.

I forgot to put my laundry under the glass roof to protect it from the rain. I was at my school and there was no one in my home. Then the rain was falling down so hard. I came to my home right after the rain and the class was over. But unfortunately, all my laundry was wet.

I totally forgot about the weather two weeks ago. Then I let my laundry wet and I was regret about it

Answer question below correctly!

1. Please identify the generic structure of recount text above!
2. Please identify the characteristic of past tense by underlining V2!
3. Please identify a time signal on the sentence above by underlining the sentence!
4. Please find out a regular and irregular verb that used in the recount text above!

## Group (5)

### Cooking Partner

Cooking was my hobby. When I cooked, good things happened to me.

I woke up in the morning and made a delicious breakfast with my mom. She asked me to go to the market and bought whatever I wanted to cook. We made a birthday cake when one of the family members had a birthday. We shared every receipt and she often gave me advice.

My mom wasn't only a mom. She was my best cooking partner.

Answer question below correctly!

1. Please identify the generic structure of recount text above!
2. Please identify the characteristic of past tense by underlining V2!
3. Please identify a time signal on the sentence above by underlining the sentence!
4. Please find out a regular and irregular verb that used in the recount text above!

## b. Worksheet for individual

Name: \_\_\_\_\_

Class: \_\_\_\_\_

- 1) Please create a recount text about bad experience by paying attention to the generic structure and grammatical feature of recount text.

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## *Appendix 10*

### **Documentation of The Research**

#### **Activities of The Experimental Class Pre-Test**



#### **Activities of The Treatment of Experimental Class**



### Activities of Experimental Class Post-Test



### Activities of Pre-Test of Control Class



### Activities of The Treatment of control Class



### Activities of Post-Test of Control Class



## The Documentation Picture After doing The Research







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

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Nomor: B- 6917/ Un.10.3/D.1/TL.00. /10/2019

17 Oktober 2019

Lamp : -

Hal : **Mohon Izin Riset**

a.n. : Laila Nurul Fadlilah

NIM : 1403046113

Yth.

Kepala SMP N 1 Pamotan  
di Rembang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Laila Nurul Fadlilah

NIM : 1403046113

Alamat : Dsn. Angkatan RT. 02 RW. 03 Ds. Ringin Kec. Pamotan Kab. Rembang  
Prov. Jawa Tengah

Judul Skripsi : THE IMPLEMENTATION OF GUIDING QUESTIONS TO TEACH  
RECOUNT TEXT WRITING (An Experimental Study to The Eight Grade  
Students of SMP N 1 Pamotan in The Academic Year of 2019/2020)

Pembimbing :

1. Dr. Siti Tarwiyah, S.S., M.Hum
2. Daviq Rizal, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama dua minggu, mulai tanggal 21 Oktober 2019 sampai dengan 02 November 2019.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

Dekan,  
Majlis Dekan Bidang Akademik  
  
Muhammad Junaedi, M.Ag.  
NIP.19690320 199803 1 004

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



**PEMERINTAH KABUPATEN REMBANG  
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA  
SMP NEGERI 1 PAMOTAN**

Jl Lasem No. 17 Pamotan 59261 Telpn. ( 0295 ) 531838

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**SURAT KETERANGAN PENELITIAN**

NO. 425.2 / 421 / 2019

Yang bertanda tangan di bawah ini kepala SMP Negeri 1 Pamotan menerangkan dengan sesungguhnya bahwa :

Nama : LAILA NURUL FADILAH  
NIM : 1403046113  
Fakultas : Tarbiyah dan Keguruan, Universitas Islam Negeri Walisongo Semarang  
Progdy : Pendidikan Bahasa Inggris, S1  
Judul : The Implementation of Guiding Question to Teach Recount Text Writing ( An Experimental Research to The Eighth Grade Year of 2019/2020 )

Yang bersangkutan benar – benar telah melaksanakan Penelitian di SMP Negeri 1 Pamotan pada tanggal 22 Oktober s.d 02 November 2019.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Pamotan, 26 November 2016  
Kepala Sekolah



**TRI BUDIYONO, S. Pd**  
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# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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**PENELITI** : Laila Nurul Fadlilah  
**NIM** : 1403046113  
**JURUSAN** : Pendidikan Guru Bahasa Inggris  
**JUDUL** : PROMOTING GUIDING QUESTIONS USING PICTURE SERIES TO  
TEACH RECOUNT TEXT WRITING (AN EXPERIMENTAL RESEARCH  
AT THE EIGHTH GRADE OF SMP N 1 PAMOTAN REMBANG IN THE  
ACADEMIC YEAR OF 2019/2020)

## HIPOTESIS:

**a. Hipotesis Uji Homogenitas Data Tahap Awal**

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

**b. Hipotesis Uji Homogenitas Data Tahap Akhir**

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

**c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal**

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

**d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir**

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

## HASIL DAN ANALISIS DATA

### Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	VIII E	VIII H
Mean	67.33333333	65.83333333
Variance	121.954023	77.72988506
Observations	30	30
df	29	29
F	1.568946396	
P(F<=f) one-tail	0.115582624	
F Critical one-tail	1.860811435	

### Keterangan:

Sig. = 0.11 > 0.05, maka  $H_0$  diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).



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## Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	VIII E	VIII H
Mean	74.5	68
Variance	95.43103448	85.51724138
Observations	30	30
df	29	29
F	1.115927419	
P(F<=f) one-tail	0.384863944	
F Critical one-tail	1.860811435	

### Keterangan:

Sig. = 0.0384 > 0.05, maka  $H_0$  ditolak artinya kedua kelas tersebut memiliki varians yang sama (Homogen).

## Uji Perbedaan Rata-Rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	VIII E	VIII H
Mean	67.33333333	65.83333333
Variance	121.954023	77.72988506
Observations	30	30
Pooled Variance	99.84195402	
Hypothesized Mean Difference	0	
df	58	
t Stat	0.581407129	
P(T<=t) one-tail	0.281609457	
t Critical one-tail	1.671552762	
P(T<=t) two-tail	0.563218914	
t Critical two-tail	2.001717484	

### Keterangan:

Sig. = 0.563 > 0.05, maka  $H_0$  diterima artinya bahwa tidak terdapat perbedaan rata-rata nilai Kelas Eksperimen dan Kelas Kontrol



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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## Uji Perbedaan Rata-Rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	VIII E	VIII H
Mean	74.5	68
Variance	95.43103448	85.51724138
Observations	30	30
Pooled Variance	90.47413793	
Hypothesized Mean Difference	0	
df	58	
t Stat	2.646651502	
P(T<=t) one-tail	0.005224209	
t Critical one-tail	1.671552762	
P(T<=t) two-tail	0.010448418	
t Critical two-tail	2.001717484	

### Keterangan:

Sig. = 0.010 < 0.05, maka  $H_0$  ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen dan Kelas Kontrol

Semarang, 04 Desember 2019

Kepala Laboratorium

Deden Istiawan, S.Si., M.Kom



## **CURRICULUM VITAE**

### **Personal Details :**

Name : Laela Nurul Fadlilah  
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### **Educational Background :**

1. SD N Ringin II
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3. MA Matholi'ul Falah Kajen Pati
4. English Language Education Department of Education and  
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Semarang, 30 November 2019

**Laila Nurul Fadlilah**

NIM. 1403046113