

## **ABSTRACT**

**THE IMPLEMENTATION OF GUIDING QUESTIONS TECHNIQUE IN  
TEACHING RECOUNT TEXT WRITING AT SECOND YEAR  
STUDENTS OF SMP NEGERI 2 SUKADANA  
LAMPUNG TIMUR  
(A Classroom Action Research)**

By

Tri Haryono

In acquiring a foreign language especially English, there are four skills that should be master by the learner (listening, reading, speaking, and writing). Writing is regarded as the most difficult language skill to master as it has many aspects to consider, such as, language use, organization, content, vocabulary, and mechanics.

In the pre-observation at SMPN 2 Sukadana Lampung Timur in class VIII. 2, the writer found that the students got difficulties in producing a recount text, only 11 students from 40 students; it means 27.50% students who can pass the passing grade. By implementing guided writing in the form of guiding questions technique the researcher hopes that this technique will be helpful to improve the teaching learning process in general and writing especially.

The aim of this research was to investigate the implementation of guiding questions technique used during teaching writing, precisely to see whether guiding questions technique can improve not only students' writing achievement significantly but also students' participation in teaching and learning process.

The research was conducted at SMPN 2 Sukadana Lampung Timur and the population of this research was the students of VIII.2 in that school. This Classroom Action Research (CAR) was conducted in two cycles. Each cycle was comprised of planning, implementing, observing, and analysis and reflection. The indicators of the research dealt with the learning product and learning process. Therefore, the instruments that were used in collecting the data were the writing test and observation sheets.

The result of the learning product indicated that guiding questions technique was applicable to improve students' writing ability. In Cycle I, there were 25 students (62.50%) out of 40 students whose writing scores achieved the target, that is, score 60 or higher. The result from Cycle II showed improvement that there were 32 students (80%) who got score 60 or higher. Concerning with the learning process, there were 30 students (75%) out of 40 students who did 80% of activities in the first cycle. After the second cycle was conducted, the result showed that there were 34 students (85%) who did 80% of activities observed by the researcher. Referring to the result of the research above, it can be concluded that guiding questions technique is recommended to be used by teachers to improve their students' writing ability.