

ABSTRACT

IMPROVING STUDENTS' WRITING IN RECOUNT TEXT THROUGH THE USE OF GUIDING QUESTIONS AT SMAN 1 SEPUTIH MATARAM

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The aims of this research are to find out whether students' writing in the post increases after they learn writing through guiding question technique and to find out which of aspect of students' writing in post test increases the most after they learn writing through guiding questions technique. The subject of the research were 36 students of X MIA 3 class at SMA Negeri 1 Seputih Mataram in 2018/2019 academic year. In this research, the researcher administered five meetings. The beginning of the meeting, the researcher conducted the pretest to find out the students initial ability in writing a recount text. Next, the researcher had three times meetings of the treatments. At the end of the meeting, the researcher conducted the posttest to find out the students' writing ability after being taught by using guiding questions technique. The result of the students' writing test was measured in terms of content, organization, vocabulary, language use, and mechanic. The data were analysed by using Paired Sample t-test in which the significance was determined by sign <0.05 .

The result of the research shows that students' writing in the post is higher than the pretest after they learn writing through guiding questions technique. It can be seen from the mean score of the pretest which was 63.81 and the posttest's mean was 72.26. The score increases about 8.46. also, the increase includes all aspects of writing, namely language use (3), vocabulary (2.39), content (1.68), organization (0.81), and mechanic (0.58).

The result of the computation shows that the value of two tailed significance is 0.000. It means H1 is accepted and H0 is rejected since $0.000 < 0.05$. It proves that through the use of guiding questions technique in writing a recount text, students' score in the posttest is higher than the pretest.

Keywords: writing, recount text, guiding questions technique.