

**THE IMPLEMENTATION OF GUIDING QUESTION  
TECHNIQUE IN TEACHING STUDENTS' WRITING OF  
RECOUNT TEXT AT THE SECOND GRADE OF SMP  
NEGERI 2 TALANG PADANG**

**(A Script)**

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BANDAR LAMPUNG  
2021**

## ABSTRACT

### THE IMPLEMENTATION OF GUIDING QUESTION TECHNIQUE IN TEACHING STUDENTS' WRITING OF RECOUNT TEXT AT THE SECOND GRADE OF SMP NEGERI 2 TALANG PADANG

By  
**Rahman Yusuf**

Writing is one of the four language skills that are the most difficult skill to learn and to master because writing is an active or productive skill in which students who are learning writing have to learn how to find ideas and express them in writing. This research was about the implementation of the guiding questions technique in teaching students' writing of recount text at the second grade of SMP Negeri 2 Talang Padang. The eight grade students' problems in learning writing were the students were not interested in learning writing skills and they could not gather their ideas and got difficulties writing sentences. The guiding questions technique gives enough opportunity for the student to be a good writer. It helps students understanding writing and following the teaching and learning process well.

In this research, the researcher used quantitative research based on the pre-experimental method. It was conducted into three phases – Pre-test, treatment, and post-test. Pre-test, treatment, and post-test consist of one, three, and one meetings respectively. The research data were collected using a writing test. The subject of this research was A class of the eighth grade of SMPN 2 Talang Padang which consists of 30 students.

From the paired sample T-test analysis that the result of the computation is that the value of two-tailed significance is 0.000. It means that H1 is accepted since  $\text{Sig.2 tailed} = 0.00 < 0.05$ . It proves that the treatments which were given by the researcher have a better effect on the students' achievement in writing recount text. The mean score of the pretest result is 56.69 while in the post-test is 65.77 in which the improvement is 9.09. Based on the result of this research, it can be concluded that there was a statistical improvement in the students' writing skill in recount text by using guiding questions at the eighth grade of SMPN 2 Talang Padang, and that guiding question technique helps the students generate their ideas more easily.

**Key Words:** *Writing, Guiding Questions Technique, Recount Text.*

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**By  
Rahman Yusuf**

**A Script Submitted in a Partial Fullfilment of  
The Requirement for S-1 Degree**

**In  
The Language and Art Department of  
The Faculty of Teacher Training and Education**



**TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2021**

Research Title : **THE IMPLEMENTATION OF GUIDING QUESTIONS TECHNIQUE IN TEACHING STUDENTS' WRITING OF RECOUNT TEXT AT THE SECOND GRADE OF SMP NEGERI 2 TALANG PADANG**

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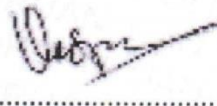
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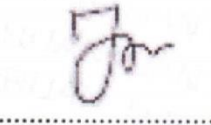
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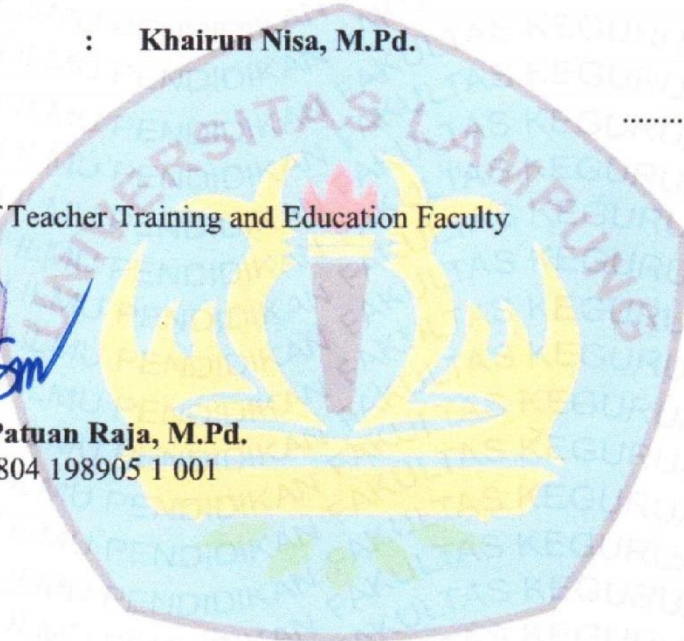
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## **CURRICULUM VITAE**

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## **DEDICATION**

This Script is proudly dedicated to:

My beloved mother and father, Zalyana Rifmah and Kurman

My beloved sister and brother, Devi Eka Qurniana and Rahmat Hidayatulloh

My dearest future, Nur Annisa binti Sulwan

All My Friends in English Education Program 2014



**MOTTO**

“Success is not final, failure is not fatal, it is the courage to continue that counts”

(Winston Churchill)

## ACKNOWLEDGEMENT

Praise are merely rendered to Allah SWT for gracious mercy and blessing that enabled the writers finish this script entitled “The Implementation of Guiding Questions Technique in Teaching Students’ Writing of Recount Text at the Second Grade of SMP Negeri 2 Talang Padang”. This script submitted as a partial fulfillment of the requirements for S1 degree of English Education Study Program at Teacher Training and Education Faculty, University of Lampung.

Gratitude and honor are addressed to all people and institutions that helped and supported the writer in completing this script. Here, the writer would like to acknowledge his sincere gratefulness and respect to:

1. Dr. M. Sukirlan, M.A. as the first advisor, for his critics, motivation, and encouragement in supporting me to finish this script.
2. Khairun Nisa, M.Pd. as the second advisor, for his ideas, guidance, and carefulness in correcting this research.
3. Drs. Mahpul, M.A., Ph.D. as the examiner, for his encouragement, ideas, and suggestions in supporting the writer.
4. Drs. Sudirman, M.Pd. (alm) as the late advisor, who gave the writer motivation, and encouragement to finish this research.
5. Dr. Ari Nurweni, M.A., as the Head of English Education Study Program and all lecturers of English Education Study Program who have contributed their guidance directly and indirectly on this work.

6. English Lecturers who have educated and broadened the writer's knowledge especially about English during studying in this university.
7. My beloved parents, Kurman and Zalyana Rifmah, or their love, care, motivation, and timeless prayers which were definitely the strongest supports for me to finish this study.
8. My sister and brother, Devi Eka Qurniana and Rahmat Hidayatulloh, for their love, support, encouragement, and for being great siblings.
9. Nur Annisa who give the jokes and laughs all these times, always giving support, and reminding the writer of completing the script.
10. All Friends which can not be mentioned one by one for giving their support and motivation to the writer in completing the script.

Bandar Lampung, Agustus 2021

The writer,

Rahman Yusuf

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## **I. INTRODUCTION**

This chapter presents the background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1.1 Background of the study**

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. English is taught at schools so that students are able to master the four skills, they are listening, speaking, reading, and writing.

Among the four skills, writing is the most difficult skill to learn and to master because writing is an active or productive skill in which students who are learning writing have to learn how to find ideas and express them in writing. According to the basic competence in the junior high school curriculum 2013, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps.



Writing is one of the abilities that every student needs to master, given the importance of writing for junior high school students, although writing is the most complicated skill to learn. As indicated by Byrne (1988:4) that writing is difficult for most people both in their mother tongue and in a foreign language. Because, writing perhaps is the most complex of all the language skills that students must learn because there are many aspects to produce a piece of good writing, such as grammar, vocabulary, content, organizations, and mechanic. Supported by Jordan (1997), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors. This is the main reason why writing is considered very complicated because, in this process, students must express their thoughts by arranging words into sentences and developing them into paragraphs to make a written text.

According to Jafar (2009), writing can be defined as a skill of communicating ideas based on a system to convey meaning so that others can understand the messages of the writer. From his statement, it can be said that in writing we must express ideas, feelings, and thoughts arranged in the sentence. But in reality, many students attempt to stay away from this, because they prefer not to think hard to write, on the other hands there are also students who already have thoughts, but they are stuck by how to pour the contents of their thoughts on paper. This is the main problem why writing is considered very important. Because of the difficulty of how to pour thoughts, this is an obstacle for students to communicate in writing.

Writing is very important in education, especially for students who study in junior high school. Based on basic competencies from above, this research was used recount text, because recount text is included in the 2013 curriculum so the students must solve it well. The researcher conducted pre-observation at SMP N 2 Talang Padang on 19<sup>th</sup> July 2019, and the researcher found that in English language learning especially in writing skills many students' got under minimum criteria in learning (KKM) because students were confused to develop their ideas in writing.

Based on the interview with the English teacher most students had problems in developing ideas. For example, students feel confused about making ideas when the teacher requested them to write something especially in the form of text. Besides that, they have problems organizing sentences in the text and are still confused to distinguish orientation, event, reorientation on the generic structure of the text. They also find it difficult to distinguish between Verb 1 and Verb 2 as well as present and past sentences, because of their lack of understanding of the rules of grammar.

One of the issues may be the students feel exhausted because the systems or techniques utilized by the teacher are tedious and do not attract students' attention. English teachers need to make students more interested and motivated with the aim that students have great progress in their writing skills.

From the issues stated above, students may need techniques to help them in learning writing skills. The technique must inspire the students to compose and

allow them to enjoy the writing, with the goal that the troubles can be limited. Teachers can use some techniques as their strategy because by using techniques teachers can improve students' motivation and make an interesting learning environment. According to Wilkins (1983: 14), the students' learning depends on the effectiveness of the teachers' techniques. Therefore, the use of techniques is very important to motivating the students to learn English, and teaching using techniques can make the teaching and learning process alive. There are some techniques that can be used in teaching writing such as Guiding questions, Clustering technique, Number head together, etc, and the researcher tried to apply the guiding questions technique to solve the students' problem in writing.

According to Traver (1998:70), a guiding questions technique is the fundamental query which directs the search for understanding. This technique provides a list of questions that make the students think about the answer based on the topic. Not only that but also this technique is expected to give guidance about what should be included in students' writing.

Based on the statement above, the researcher used this technique especially for second grade because by using the guiding questions technique, the students will not be confused about what to write first and next because they have guidance in its process. Through the application of guiding questions, it is easier for students to write something based on what topics they have by answering several questions. In addition, the technique of guiding questions can also overcome their difficulties in writing text.

There are several previous studies on the guiding questions technique. The first is conducted by Sahaja (2017). The result shows that the guiding questions technique can be used in teaching writing and the finding of her study concludes that the guiding questions technique can improve students' writing descriptive. The second was conducted by Nabila Marsya (2018) the research was conducted in SMAN 1 Natar on Eleventh-grade students. The goal of her research is to find out if the guiding questions technique can increase the students' writing of analytical exposition text. The result of her research showed that there is an increase in the students' writing of analytical exposition text from pre-test to post-test after being taught through the guiding questions technique.

According to previous studies above, the researcher applied the teaching of writing by using the guiding questions technique. The researcher considers it is important because it can make students focus and organize the writing texts easily. Furthermore, this technique has never been applied yet in this school and the researcher focused on improving students' writing skills on recount text.

## **1.2 Research Questions**

The research questions of this research are formulated as follows:

- 1). Is there any a statistical improvement of students' writing achievement on recount texts after the implementation of the guiding questions technique?

## **1.3 Objectives of the Research**

It is intended that the objectives of this research are:

- 1). To see whether there is statistical improvement of students writing ability on recount texts after the implementation of the guiding questions technique.

#### **1.4 Uses of the Research**

The result of this research can be used as follows:

- 1). Theoretically, it can be used as a contribution to the English teacher and researchers who are interested in conducting future research in the same field.
- 2). Practically, it can be used as an alternative technique in teaching writing recount text and as a reflection for the teacher in the learning process to improve students' creativity.

#### **1.5 Scope**

This research was an experimental quantitative one because the data was obtained in the form of numbers from the pre-test and post-test. The subject of this research was one class of the second-grade students of SMP N 2 Talang Padang. It focused on the result of the implementation of the guiding questions technique in teaching writing of recount text and to find out what aspect of writing improves the most and the least. Teaching and learning materials are recount text mainly recounting of daily events. In collecting data, the researcher used the main concept of writing referred to Raimes, (1983) and recount text referred to Anderson (1997). The students' achievement of writing skills is evaluated in five aspects of writing: content, organization, vocabulary, grammar, and mechanics.

#### **1.6 Definition of terms**

To avoid misunderstanding, the definitions of terms are provided as follows :

**1). Writing**

It is a skill in which people express their ideas, feeling, and thoughts which are arranged in words, sentences, and paragraphs using eyes, brain, and hand (Raimes, 1983: 76).

**2). Recount Text**

Recount text is a text which is used to tell about events and experiences that already happened in the past.

**3). Guiding Questions Technique**

It is a technique in which the students are guided to express their ideas in the written form by giving them some questions related to the topic (Traver, 1998).

**4). Achievement**

It is something that is achieved so that it increases value after doing a lot of effort, in this research after the implementation of guiding questions.

This chapter has discussed the background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

## **II. LITERATURE REVIEW**

In this chapter, the researcher presents the definition of writing, aspect of writing, teaching writing, recount text, guiding questions technique, previous researchers about guiding questions, the procedure of teaching recount text writing through guiding questions, advantages and disadvantages of guiding questions technique, theoretical assumption, and hypothesis and previous study.

### **2.1 Writing**

Writing is a representation of language in a textual medium through the use of a set of signs or symbols (Prasetya, 2009:15). Writing skill deals with the ability to arrange the graphic system for example letters, words, and sentences of certain languages being utilized in written communication so that the reader can understand the information. It means that writing is used for communicating one's thoughts in written form to the readers. Moreover, Jafar says that writing can be defined as a skill of communicating ideas based on a system to convey meaning so that others can understand the messages of the writer (Jafar, 2009:15).

Students can convey ideas from their thoughts to others through writing forms such as letters, messages, or invitations to communication. This skill includes the following abilities; the ability to write words, the ability to compose words into

phrases, the ability to write sentences, paragraph writing skills, and the ability to complete text.

Raimes (1983: 76) explains writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand. So, writing is the process of expressing the ideas and thoughts of the writer using knowledge of the structure and vocabulary to combine the writer's ideas as a means of communication.

Writing is viewed as complex recursive and creative that is similar in this general outline for first and second language writers. Drawing from the work of first language composition theory and practice, ESL students were soon being taught processes such as planning, drafting, revising, and editing and how to give feedback (Nahar, 2009).

From these statements, it can be concluded that writing is an activity not immediately produced. First, the author must think about the topic, try to find out the topic, and then find some information about the topic. Writing involves several attempts such as trying, choosing, adding, revising, and rearranging the words or sentences that have been written. And Guide Questions can be used to help students develop their ideas.

From the explanations above, the writer concludes that by writing, the students can express everything such as feeling, emotion, attitudes, ideas, etc. Writing is one of the language skills and indirect communication that conveys meaningful



and expressive information from the writer to the readers in form of written language.

## **2.2 Aspects of Writing**

In writing, several aspects must be considered by students to be able to write well. The researcher explained aspects of writing according to Brown, Allison, and Jacobs.

The first comes from Brown (2001: 15) who proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with the thesis statement, related ideas, development ideas, and the use of description. The organization covers the effectiveness of the introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include a topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

In addition, Alison (1999:130) states there are five aspects of writing namely content (the substance of writing), form (the organization of the content), vocabulary (the selection of words that are suitable with the content), language use (concerned with the correct use of language) and mechanic (organized the pieces of information into sentence and paragraph). Similarly, Jacobs *et. all.*, (1981:1), also states there are five aspects of writing, as follows:

a). **Content**

It consists of knowledgeable, substantive, thorough development of thesis, relevant to the assigned topic, as well as: groups of related statements that a writer presents as a unit in developing a subject. Content paragraphs do the work of conveying ideas rather than fulfilling the special function of transition, restatement, and emphasis.

b). **Organization**

It refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

c). **Vocabulary**

It refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can.

d). **Language use**

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

e). **Mechanic**

It refers to the use of graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of the structure and some others related to one another.

Based on the explanation above, the researcher has chosen those aspects of writing as stated by Jacobs to assess students writing recount text, because the aspects of writing are detailed in a scoring system.

### **2.3 Teaching Writing**

Teaching is showing or helping someone learn how to do something that provides knowledge, which causes them to know or to understand. Regarding foreign language teaching that is only intended to teach foreign languages is the ability to use it, to understand speech and native culture and targets in terms of their meaning and their great ideas in achievement.

Teaching writing is to teach the students how to express the idea of imagination in writing form. The teacher must choose the material presented, it must relevant to their needs, interest, capacities, and ages until they can make a composition with a view or even without mistakes. Harmer says that The reason for teaching writing to students of English as a foreign language includes reinforcement, language development, learning style, and most importantly writing as a skill in its own right (Harmer, 1998:79).

Based on the statement above, it is clear that in writing the teacher should guide the students to write or how to express the ideas in writing form. In practicing their writing, Langan says that they have to follow the steps to make their writing more effective. The writing process can be summarized as follows: prewriting, revising, editing (Langan, 2005:22)

### 1). **Pre-writing**

In pre-writing, the writer used techniques that help to develop a topic and get words on paper: freewriting, questioning, making a list, clustering, and preparing scats outline.

### 2). **Revising**

The writer evaluates her or his writing, they are: correcting the content and the form, correcting the vocabularies, content, language use, correcting writing errors, mechanics, organization.

### 3). **Editing**

The student after revising their paper must rewrite again with a field note from the teacher.

From the process of writing above, guiding questions play important roles in the three stages of writing. That to be successful in writing the English teacher should guide the students when composing their writing.

## **2.4 Recount Text**

Recount text is one of the writings that reviews and recreates occasions, encounters, and accomplishments from the past in a logical sequence. The aim of recount text is both to inform and to entertain. According to Anderson (1997: 49), a recount is a piece of text that retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. Knapp and Watkins (2005: 223) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a

narrative text in terms of the problems in the sequence of events. Another view that comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews, and eyewitness accounts.

It is a point when writers try to create a piece of a recount text. Anderson (1997: 53) states that a recount text has three main parts:

**1). Orientation.**

It gives background information about who, what, where, and when.

**2). A series of paragraphs (Events)**

It consists of paragraphs which retell the events in the order in which they happened.

**3). Re-orientation (Optional)**

It is a paragraph that contains a personal comment of the writer to the story.

In conclusion, a recount text tells the reader what happened in a past. It begins with an orientation that tells the reader who was involved, what happened, where this event took place, and when it happened. Then, the sequences of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

An example of recount text :

Last Holiday to Kuta Beach

**Orientation:**

Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach. We chose Bali because we thought that Bali was the most beautiful place and it was the island of The God.

**Events:**

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach. Next day, I swam on the beach and dived under the sea.

The view was beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea. On the last day, I sunbathed in the beach like other tourists. Then my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

**Re-orientation:**

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

**2.5 Guiding Questions Technique**

A Guiding Questions in writing is used for guiding students to write something by asking questions to express their idea. One way to write is to provide learners with several questions as guides before writing, so that by answering questions students can express their idea in writing. According to Bramer and Sedley (1981:24) asking and then answering questions is a good method to discover details of experience. So, giving questions to students is expected to increase students' thinking and they can compose the paragraph by answering questions given to them.

Other than that, Robinson (1967: 2) defines guided writing as writing in which one cannot make a serious error so long as he follows directions. From the statement, if it is applied during research, it seems that the guide is used to avoid a serious error made by the students and the condition is that they must follow the

direction. Moreover, Roestiyah (2001:129) says that to make class interactive in process teaching and learning teacher must giving certain related questions, In purpose the student can remember what the fact has learned before.

When trying to phrase guiding questions, begin with the starter words: *who*, *what*, *when*, *where*, *how*, and *why*, especially *what* and *how* (SACE Board of South Australia, 1998:2).

In addition, Langan (2005:25) suggests that we should consider more carefully what kind of guidance we should give them, we must generate ideas and details by asking a subject question, include why? when? where? who? and how?

On the other hand, Brown (2001:169) says that the question can help learners to express ideas because communication can make class interactive.

Appropriate questioning in an interactive classroom can fulfill several different functions, Cristenbury and Kelly (in Brown, teaching by principles: 169) says that:

- 1). Teacher question give students the impetus and opportunity to produce language comfortably without having to risk initiating language themselves.
- 2). Teacher question can serve to initiate a chain reaction of student interaction among themselves.
- 3). Teacher question give the instructor immediate feedback about student comprehension.
- 4). Teacher question provide students with opportunities to find out what they think by hearing what they say.

Based on this idea, the writer assumes that one of the possibilities to be used as giving guiding questions, so that by answering the questions, the students can write something easily. And then the researcher concludes that guiding questions is an activity in process teaching-learning are guided to express the students' ideas into the written form by giving them some questions related to the topic which is going to be written by the students, to minimize the mistakes made by the students and to help them organize their ideas coherently as long as they follow the questions given by the teacher.

## **2.6 Guiding Questions in Teaching Writing**

As we know that writing is the last skill which should be mastered by everyone. However, the students think that writing is difficult and boring activity (Hall: 1999 and Harris: 1998 in Waldron: 2005, 25). This is the reason for the teachers that should have good technique in teaching writing.

As indicated by Jennifer Crider (2000) in her book "On Teaching Writing" states that without guidance, some students will never learn to write. Thus, by having a list of questions, the students are guided to elaborate their answers into a text.

A Guiding Questions in teaching writing is used for the teacher to guide the students to write something by asking questions to express their idea. One way to write is to provide learners with several questions as guides before writing, so that by answering questions students can express their idea in writing. So, giving questions to students is expected to increase students' thinking and they can compose the paragraph by answering questions given to them.



Here is an example of question list of guiding questions in recount text:

- 1). What is your unforgettable experience?
- 2). When did it happen?
- 3). Where did it happen?
- 4). What happened first? next? and last?
- 5). What was the last thing that happened?
- 6). How did it finish?
- 7). Etc.

## **2.7 Previous Researches about Guiding Questions**

There are some previous researches about the implementation of the guiding questions technique in teaching writing. One of them is Agustina Jayanti conducted research entitled Teaching Narrative writing through Guiding Questions at the Second grade of SMA Negeri 1 Belitang. The result of the data showed that the use of guided questions can improve the students' achievement in writing narratives. Another research has been done by Sahaja entitled Improving students' ability in writing descriptive text through guided questions technique at the second grade of SMP Negeri 23 Bandar Lampung. The result of the learning product indicated that the guiding questions technique was appropriate to improve students' writing ability.

On the other hand the researchers about guiding questions conducted by Sahaja (2017). The result shows that the guiding question technique can be used in teaching writing and the finding of her study concludes that the guiding questions technique can improve students' writing descriptive. The next conducted by

Nabila Marsya (2018) the research was conducted in SMAN 1 Natar on the Eleventh-grade students. The goal of her research is to find out if the guiding questions technique can increase the students' writing of analytical exposition text. The result of her research showed that there is an increase in the students' writing of analytical exposition text from pre-test to post-test after being taught through the guiding questions technique.

The last previous research is conducted by Sunyan (2012). The research was conducted in SMPN 1 Toba on the Eighth grade-A students. This aims at describing the improvement on speaking ability about the question and giving answer through WH- question. The result of this research is there is an increase between the pre-test and post-test.

Based on previous researches above, it has been approved that guiding questions can be implemented successfully to teach writing and speaking skill.

## **2.8 The Procedure of Teaching Recount Text Writing Through Guiding Questions**

Teaching recount to students of junior high schools is not different from teaching writing to students in common. The topic chosen can be based on the students' activity because a recount text tells a certain event which emphasizes the sequences. Through collaborative writing, the teaching of recount texts can be easier because it provides some steps which are the wheel process of writing and the activities based on the nature of the collaborative writing technique.

According to Storch (2005: 164), the first phase is the planning phase. It is spent on generating some preliminary ideas, reading, and clarifying instructions. In the planning phase, students describe a theme of a recount text that they are planning to write to their pairs. Pairs who are listening carefully, probe with a set of questions and outline the idea of their friends. It helps the students to complete their ideas because their pairs give useful materials for them. Besides, the students are encouraged to think in terms of positive collaboration between partners, which means that they are not thinking competitively and individualistically but rather cooperatively in terms of the group. The students are also autonomous or even independent in their choice of what to write about (topic) and how to write it. They apply imaginative ideas to create their compositions based on familiar experiences and settings. It helps them to have a clear goal for their independent writing in the next phase.

Second, in the drafting phase the students work together to write their first paragraph of the text. They write each composition to ensure that they both have a clear start on their composition. Then, they write their idea individually. It provides them the responsibility in improving their writing skills when they elaborate their idea through their writings. This phase also stimulates the development of the grammatical components of the students when they write their compositions in a form of recount texts.

Third, in the editing phase, the students have completed their writings and revised the compositions by correcting capitalization, punctuation, spelling, language usage, and other aspects of writing. They can also give suggestions for revision

and ensure that each composition is error-free. This phase gives a good contribution to students' writing products because the feedback given in this stage is very useful. They immediately know the mistakes found in their compositions and it can help them to generate a positive attitude toward their writing process. Besides, they are able to assess their progress in achieving goals of writing and evaluate the effectiveness of their written products. Therefore, they can make self-improvement for better writing skills.

Last, in the final draft, the students re-write their writing by taking into accounts any correction given by their peers. In this last phase, students are also given the idea that writing a text is determined by the process and it is not merely about the final product they have written. Therefore, based on the combination of the nature of the writing process and collaborative writing, it is expected that the student's writing skills on recount texts can be effectively improved.

## **2.9 Advantages and Disadvantages of Guiding Questions Technique**

There are two advantages and disadvantage of guiding questions technique based on explanations above are as follows:

- 1). The students will not be confused to write since they have guidance to make a text.
- 2). The students will have a good organization while developing the ideas since they pay attention to the questions.

Despite guiding questions' beneficial role in helping the students to produce written work with confidence, there is a disadvantage about guiding questions:

This technique is difficult to be applied in guiding the writing process in big group students. It is caused because the class will be difficult to be controlled by the teacher. The teacher will be difficult when the teacher controls the students in writing a descriptive paragraph (Wulandari, 2015).

### **2.10 Theoretical Assumption**

Guiding questions technique is a technique in teaching writing to guide students in writing text such as recount text since a list of questions can lead them to have critical thinking to produce recount text. So the researcher assumes, this technique can be used for teaching writing because it helps students to describe their ideas.

From the explanation above, the researcher assumes that the guiding questions technique can improve students' writing recount text. This is because the students are also helped to focus on the idea they want to write and to link sentences into coherent ideas in the target language. By using the guiding questions technique, the students will also have different answers or opinions while they answer a list of questions about a certain topic. So, the students will write recount text in the correct grammar, organization, content, mechanics, and vocabulary.

Based on the statement above, the researcher assumes that there is an improvement in students' writing recount text after being taught by using the guiding questions technique.

### **2.11 Hypotheses**

Based on the theoretical assumption above, the researcher formulates hypothesis as follows:

- 1). There is an improvement in students' writing achievement of recount text through the guiding questions technique.
- 2). The aspect of writing that improves the most after the implementation of the guiding questions technique is content and organization.

This chapter has discussed the definition of writing, aspect of writing, teaching writing, recount text, guiding questions technique, previous researchers about guiding questions, the procedure of teaching recount text writing through guiding questions, advantages and disadvantages of guiding questions technique, theoretical assumption, and hypothesis and previous study.

### **III.METHOD**

This chapter discusses research design, population, and sample, data collecting technique, procedures of data collecting technique, scoring criteria, research instrument, validity, reliability, data analysis, data treatment, hypothesis testing.

#### **3.1 Design**

In this study, the researcher conducts quantitative research based on the pre-experimental method. This research applies a one-group pre-test – post-test design of pre-experimental design (Setiyadi, 2006). The research was conducted in five meetings. Every meeting requires two lesson hours (2x45 minutes). The pre-test took place in the first meeting to find out the students' initial ability, then the three meetings are the treatment sessions for students and the last meeting was the posttest to see the students' performance after the treatment. The researcher used one class as the sample of the research. It can be illustrated as follows:

#### **T1 X T2**

T1:Pretest

X: Treatment (guiding questions)

T2: Posttest

(Setiyadi, 2006)

### **3.2 Population and Sample**

The population and sample of this research were second-grade students of SMP Negeri 2 Talang Padang in the academic year 2019/2020. There are eight classes of the second grade (VIII-A- VIII-H) and the number of students varies from 25-35 students. The researcher took one class of second-grade students which is taken randomly by using a lottery. The name of each class was written in small papers, then the papers are rolled up and put into a box to be shaken to get the chosen class. The lottery is used so that all classes have the same opportunity to be selected.

### **3.3 Data Collecting Technique**

The data will be collected by administering a writing test. There are pre-test and post-test. The test is described as follows:

#### **3.3.1 Pre-test**

The pre-test is administered before the students are taught by using the guiding questions technique or before the treatment process. The pre-test is given to find out how far the students' achievement of recount writing is before being taught through the guiding questions technique.

#### **3.3.2 Post-test**

The post-test is administered after the students are taught by the guiding questions technique or after the treatment process. The teacher gives post-test to measure their improvement in writing achievement after being taught through the guiding questions technique. The test of post-test is similar to the pre-test. The test is in form of writing.



### **3.4 Procedures of Data Collecting Technique**

In collecting the data, this research uses the following steps:

1). Selecting materials for treatment

In selecting materials for treatment, the researcher selected and adapted some samples of recount text from English books.

2). Determining the population and selecting sample

The population of this research will be the second year of SMP N 2 Talang Padang. The researcher chose one class as the experimental class randomly by using a lottery, since every class has the same opportunity to be chosen.

3). Administering the pre-test

The pre-test will be conducted to measure students' preliminary ability before treatment. Here, students in experimental class are assigned to write a recount text. The topic of daily activity and the time allocation is 80 minutes.

4). Conducting the treatment

After giving the pre-test to the students, the experimental class was given treatment by using the guiding questions technique. The treatment was conducted in 90 minutes, based on the time allocation in the syllabus of the second grade of Junior High School. The treatment was conducted in three meetings. In those three meetings, the students are guided to write a recount text. After the treatment is given, the post-test will be given to the students to be evaluated after the implementation of the guiding questions technique.

#### 5). Administering the post-test

To see the improvement of students' writing achievement, the posttest will be conducted in the experimental class after they are given the treatment. The test will be in form of writing. The students are asked to develop their recount text writing based on the topic given. The researcher administered the post-test for 80 minutes.

#### 6). Analyzing the test result (pre-test and post-test)

After scoring the pre-test and post-test, the data will be analyzed by using the SPSS software program. It is used to find out the means of pre-test and post-test and how significant the improvement is.

Those are the procedures of how the researcher conducts the research to collect the data that is needed for the research.

### **3.5 Scoring Criteria**

The students succeed in writing if their writing contains five aspects of writing. Therefore, the aspects of writing are evaluating in the students' paragraph writing in the form of recount text. They are a content, organization, grammar, vocabulary, and mechanics.

The scoring criteria are adopted from the ESL composition profile designed by Jacobs et.al.(1981). The score of the test in writing recount text can be seen as follows:

### **Aspect of Writing**

#### **1). Content**

##### **Score and Criteria:**

**30-27: Excellent to very good:** knowledgeable, substantive, through the development of thesis, relevant to the assigned topic.

**26-22: Good to average:** some knowledge of the subject, adequate range, limited development of the topic.

**21-17: Fair to poor:** limited knowledge of the subject, little substance, inadequate of the topic.

**16-13: Very poor:** does not show knowledge of the subject, non-substantive, not pertinent, or not enough to evaluate.

#### **2). Organization**

##### **Score and Criteria:**

**20-18: Excellent to very good:** fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive.

**17-14: Good to average:** somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

**13-10: Fair to poor:** non-fluent, ideas confused or disconnected, lacks logical sequencing and development.

**9-7: Very poor:** does not communicate, no organization or not.

### 3). Vocabulary

#### Score and Criteria:

**20-18: Excellent to very good:** sophisticated range, effective word or idiom choice and usage, a word from mastery, appropriate register.

**17-14: Good to average:** adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured.

**13-10: Fair to poor:** limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured.

**9-7: Very poor:** essentially translation; little knowledge of English vocabulary, idioms, the word form or not enough to evaluate

### 4). Language use

#### Score and Criteria:

**25-22: Excellent to very good:** effective complex construction; few errors or agreement, tense, number, word order or function, articles, pronouns, prepositions.

**21-18: Good to average:** effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, preposition but meaning seldom obscured.

**17-11: Fair to poor:** a major problem in simple or complex constructions; frequent errors of negotiation, agreement, tense, number, word order or function articles, pronouns, prepositions, and or fragments run-ons, deletion; meaning confused or obscured.

**10-5: Very poor:** virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate

### 5). Mechanics

#### Score and Criteria:

**5: Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.

**4: Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

**3: Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured.

**2: Very poor:** no mastery of conventions: dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate.

The score of writing based on five components could be compared in the percentage as follows:

Content	30 %
Organization	20%
Vocabulary	20%
Language use	25%
<u>Mechanic</u>	<u>5%</u>
<u>Total =</u>	100%

### **3.6 Research Instruments**

The instrument of this research is writing recount text tests in form of an essay. In the first meeting, the researcher administered a pre-test for the students, and for the last meeting after conducting the treatment there was a post-test. These tests assign the students to write recount text based on the topics which have been given by the researcher by following the given instructions. In addition, the students have to choose the same topic in the pre-test and post-test. For the pre-test the students have to write a minimum of 100 words and a maximum of 150 words and the students do the same thing for the post-test that is writing at least 100 words and not over 150 words.

### **3.7 Validity**

Validity is the extent to which an instrument measures the objective to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). A test can be considered to be valid if it can precisely measure the quality of the test. According to Hatch and Farhady (1982: 281), there are two basic types of validity; content validity and construct validity. In order to measure whether the test has good validity, those two types of validity are analyzed.

#### **3.7.1 Content Validity**

Content validity finds out the validity of what instrument containing. It is used to analyze the writing test that is applied to measure students' writing skills. According to Setiyadi (2006: 23) to fulfill this type of validity the researcher should be aware of all the indicators of the test items and analyze whether the instrument has represented the material that was measured. This research is using

a recount text writing test which is supposed to be comprehended by the second grade of junior high school students. The test is considered as valid in content validity since the test of writing constitutes a representative sample of the language skill and structure and also the material that was used was chosen based on the English Curriculum of 2013 Curriculum for second grade of junior high school.

### **3.7.2 Construct Validity**

Construct validity is about the instrument form. It investigates the research instrument's appropriateness to the research object. Since this research needs the data of writing score, the instrument must truly examine the students' ability in writing a paragraph. It means that the test construction is already in line with the objective of learning (Hatch and Farhady, 1982: 251). Related to this research, the test items should involve the aspects of writing such as content, organization, vocabulary, grammar and mechanics.

### **3.8 Reliability**

Hatch and Farhady (1982:243) established that the reliability of a test can be defined as the extent to which a test produces consistent results when it is administered under similar conditions. A test can be considered reliable if the test has a consistent result. Before scoring the students' recount text writing, it is important to make sure that all raters use the same criteria of scoring. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there is inter-rater reliability.

Inter-rater reliability is used when scores on the testis independently estimated by two or more judges or raters. To measure how reliable the scoring is, this research uses *Rank– order Correlation* with the formula:

$$P = 1 - \frac{6\sum d^2}{n(n^2-1)}$$

p: Coefficient of rank order

d: Difference of rank order

n: Number of students

1-6: Constant number

(Hatch and Farhady, 1982:206)

In this case, the coefficient of rank correlation is analyzed with the standard of reliability as follows:

1. 0.80000 - 1.00000: very high reliability
2. 0.60000 - 0.79000: high reliability
3. 0.40000 - 0.59000: medium reliability
4. 0.20000 - 0.39000: low reliability
5. 0.00000 - 0.19000: very low reliability

Based on the standard of reliability above, it can be concluded that the writing tests will be considered reliable if the tests reach at least 0.60 (high reliability).



### 3.9 Data Analysis

In order to get the result of this research, the researcher will analyze the data using some steps as follows:

1). Scoring the pre-test and post-test.

In scoring the students' writing product, the researcher as the first rater and the English teacher as the second-rater use the criteria of writing score which is adopted from Jacob et.all (1981:90)

2). Tabulating the result of the test and finding the mean of the pre-test and post-test by using the following formula:

#### 3.1 Formula Table of finding the mean of the pre-test and post-test

$M d = \frac{\sum d}{N}$
<p>Md = refers to mean</p> <p><math>\sum</math> = refers to the total score of students</p> <p>N = refers to the number of students</p>

3). Concluding the tabulated result of the pre-test and post-test administered that use statistical computerization Repeated Measured test of Statistical Package for Social Science (SPSS) to test whether the increase of students' gain is significant or not, in which the significance is determined by  $\alpha > 0.05$ .

### 3.10 Data Treatment

According to Setiyadi (2006:168-169), using T-Test for hypothesis testing has three basic assumptions that can be described as follows:

- a. The data is an interval.
- b. The data is taken from a random sample in population.
- c. The data is distributed normally.

Therefore, before testing the hypothesis using a T-test, it is necessary to find out whether the data in the experimental class is normally distributed or not. Since the objective of this research has to find out the improvement of students' writing ability, the data is treated only using a normality test. This test is used to measure whether the data normally distribute or not. The data test by One-sample Kolmogorov-Smirnov Formula (SPSS). The criteria of a normal distribution are:

**H0: the distribution of the data is normal**

**H1: the distribution of the data is not normal**

The hypothesis will be accepted if the result of the normality test is higher than 0.05 ( $\text{sign} > \alpha$ ). In this case, the researcher uses the level of significance of 0.05

### 3.11 Hypothesis Testing

Hypothesis testing is intended to see whether the hypothesis proposed in this research is accepted or not. The tests of hypothesis, paired-sample T-test will conduct at the significant level 0.05 ( $P < 0.05$ ). The hypotheses are:

H1: There is a significant improvement in the students' writing ability after being taught through the guiding questions Technique.

$$H1: X1 < X2$$

(Hatch and Farhady, 1982)

This chapter has discussed research design, population and sample, data collecting technique, procedures of data collecting technique, scoring criteria, research instrument, validity, reliability, data analysis, data treatment, hypothesis testing.

## **V. CONCLUSIONS AND SUGGESTIONS**

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use guiding questions in teaching writing and for those who want to conduct similar research.

### **5.1. Conclusion**

Referring to the discussion of the research findings in the previous chapter, the researcher comes to the following conclusion.

Based on the result of this research, the guiding questions technique can increase students' writing skills and it also improves the students' skill in five aspects of writing namely: content, organization, vocabulary, language use, and mechanic. Furthermore, the content has the highest score than the other aspect. It is because reconstructing the answer to questions gives a chance to the students to organize their ideas before writing recounts in paragraphs.

### **5.2. Suggestion**

Considering the finding of the research, the researcher would like to recommend some suggestions as follows:

### **5.2.1 Suggestions for English Teachers**

- a. Since the guiding questions technique can improve students' recount text writing ability, the teacher should use the guiding questions technique to help students more easily generate ideas before making recounts into paragraphs.
- b. The teacher should ask the students to bring along their dictionary so that they will not depend on the teacher and their friends to understand the meaning of new vocabulary.

### **5.2.2 Suggestions for further researchers**

- a. In this research, the researcher only focused on the increase of students' recount text writing ability. The researcher suggests other researchers find out the effect of the guiding questions technique in other skills such as reading, listening, and speaking.
- b. Other researchers also can try to find out other types of texts besides recount text, such as hortatory, procedure text, and news item text.
- c. The researcher recommends to comparing guiding questions with other techniques of teaching to know which technique is more effective to improve students' writing ability.

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use guiding questions in teaching writing and for those who want to conduct similar research.

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