

## **ABSTRACT**

### **IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXT THROUGH GUIDED QUESTIONS AT THE FIRST YEAR OF SMA N 1 SEPUTIH AGUNG 2010**

**By**

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School Based Curriculum 2006 /Kurikulum Tingkat Satuan Pendidikan (KTSP) states that the goal of teaching English at Senior 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. Writing is not only difficult to master by the students but also difficult to teach by the teachers.

This research was designed to investigate whether Guided Questions could improve the student's ability in writing recount text of the first year students of SMA N 1 Seputih Agung Lampung Tengah. The objective of this research is to find out whether there is significant improvement of the students' ability in writing recount text after being taught using Guided Questions. The design employed in this research is control group pretest-posttest design. The subjects were the first year students of SMA N 1 Seputih Agung Lampung Tengah.

The finding of the research shows that the use of Guided Questions improves the students' ability in writing recount text. The computation of hypothesis test result

using T-test shows that there is significant improvement of the students' ability in writing recount text after being taught using Guided Questions. The improvement of the average score of the students' writing can be seen from the experimental class pre-test (54.33) up to (70.08) in the post-test.

Based on the result of the implementation of Guided Questions for teaching writing recount text, it is suggested that English teachers apply the technique, mainly to teach writing recount text. Moreover, for the future researchers, especially those who are interested in applying Guided Questions, it is suggested that they apply this technique for writing of other text types for examples descriptive, narrative, procedure, report other short functional text.