THE EFFECT OF GUIDED WRITING TECHNIQUE ON WRITING RECOUNT TEXT AT THE XI GRADE STUDENTS OF YAYASAN PENDIDIKAN SYEKH MUHAMMAD BAQI BABUSSALAM BASILAM BARU

A THESIS

Submitted to the State Istitute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Islamic Education (S.Pd) in English

Written by:

AMARA HALAWATUNNISA HSB
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TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2021

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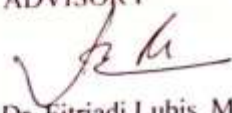
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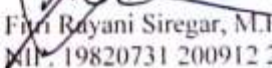Reg. No. 16 203 00027

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2021

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Term : Munaqosyah

Item   : 7 (seven) examplars

Padangsidimpuan,   December 2020

a.n. **Amara Halawatunnisa Hsb**

To: **Dean**

Tarbiyah and Teacher Training Faculty

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Padangsidimpuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Amara Halawatunnisa Hsb, entitled **"The Effect of Guided Writing Technique on Writing Recount Text at the XI Grade Students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

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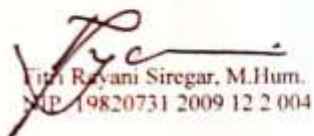
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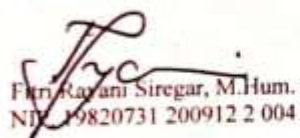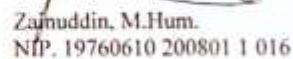|	
Thesis	: The Effect of Guided Writing Technique on Writing Recount Text at the XI Grade Students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru
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Title of Thesis : **The Effect of Guided Writing Technique on Writing Recount Text at the XI Grade Students of Yayasan Pendidikan Syekh Muhamaad Baqi Babussalam Basilam Baru.**

ABSTRACT

This research focused on using of Guided Writing Technique on Writing Recount Text at the XI Grade Students of Yayasan pendidikan Syekh Muhamad Baqi Babussalam Basilam Baru. The problems of this research are students writing achievement is low, The students are poor vocabulary and students have lack of writing motivation. The purpose of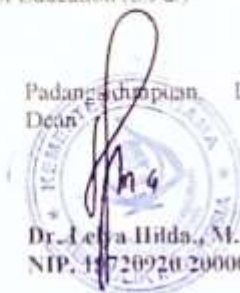 this research is to know whether there is the Effect of Guided Writing Technique on Writing Recount Text at the XI Grade Students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru.

This research has three formulations of the problems, they are how is the students writing ability in recount text before using guided writing technique, how is the students writing ability in recount text after using guided writing technique, and is there any significant effect of using guided writing technique. The purpose of this research are to find out the students writing ability in recount text before using guided writing technique, to find out the students writing ability in recount text after using guided writing technique, and to examine whether there is effect of guided writing technique to students writing recount text is significant or not.

The method that is used in this research use experimental research. Two classes were as the sample. They were XI-PUTRI as experimental class that consisted of 17 students and XI-PUTRA as control class that consisted of 17 students. It was conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that the mean score of experimental class after using Guided Writing Technique was higher than control class (73.12>70.8) and the mean score of experimental class before using guided writing technique was lower than control class (67<74), and the score of t_{count} was bigger than t_{table} (4.79>2.49), it meant that H_a was accepted. It was concluded that there was significant effect of using Guided Writing Technique on Writing Recount Text at the XI Grade Students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru.

Key Words : *Guided Writing Technique, Writing Recount Text.*

Nama	: Amara Halawatunnisa Hsb
Nim	: 16 203 00027
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Program Studi	: English Education (TBI-1)
Judul	:Pengaruh Teknik Guided Writing Terhadap Penguasaan Menulis Bahasa Inggris dalam Menulis Teks Recount pada Siswa Kelas XI Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru

ABSTRAK

Penelitian ini difokuskan pada penggunaan *Guided Writing Technique (GWT) terhadap Writing Recount Text at the XI Grade Students of Yaysan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru*. Masalah siswa dalam menulis bahasa Inggris disini adalah: Prestasi menulis siswa rendah, para siswa memiliki kosakata yang buruk, motivasi menulis siswa kurang . Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh teknik *GWT* terhadap penguasaan menulis bahasa inggris dalam menulis teks recount pada siswa kelas XI Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Bassilam Baru.

Penelitian ini memiliki tiga rumusan masalah, yaitu bagaimana kemampuan siswa dalam menulis teks recount sebelum menggunakan *GWT*, bagaimana kemampuan siswa menulis teks recount setelah menggunakan *GWT*, dan adakah pengaruh yang signifikan dari penggunaan *GWT*. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam menulis teks recount setelah menggunakan *GWT*, dan untuk menguji apakah ada atau tidak ada pengaruh yang signifikan dari penggunaan *GWT*.

Metode yang digunakan dalam penelitian ini adalah penelitian eksperimental. Dua kelas sebagai sampel. kelas XI-PUTRI sebagai kelas eksperimen yang terdiri dari 17 siswa dan kelas XI-PUTRA sebagai kelas kontrol yang terdiri dari 17 siswa. Dalam penelitian ini, dilakukan uji normalitas dan homogenitas. Data diperoleh dari pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan rumus uji-t.

Setelah menganalisis data, peneliti menemukan bahwa rata-rata nilai kelas eksperimen setelah menggunakan teknik *GWT* lebih tinggi daripada kelas kontrol. (73.12>70.8) dan rata-rata nilai kelas eksperimen sebelum menggunakan *GWT* lebih rendah daripada kelas control (67<74), dan skor t_{count} lebih besar dari t_{table} (4.79>2.49). Artinya H_a diterima.dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan *GWT* pada siswa kelas XI Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru.

Kata Kunci : *Teknik Guided Writing, Menulis Teks Recount.*

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ
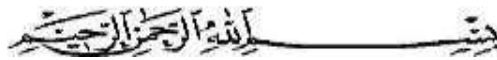
First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance so the researcher can accomplish her thesis entitled "The Effect of Guided Writing Technique on Writing Recount Text at the XI Grade Students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru". The Second, shalawat and salaam upon to the prophet Muhammad SAW that had guided the human beings from the bad character in Jahiliyyah era into the good one, which has created by knowledge like this era.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got a lot of guidance, helping, inspiration and motivation from many people. Although, in this opportunity I would like to express my deepest gratitude to the following people:

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2. Mr. Prof. Dr. H. Ibrahim Siregar, M.CL., as the Rector of IAIN Padangsidimpuan.

3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,   November 2020
Researcher

Amara Halawatunnisa Hsb
Reg. No. 16 203 00027

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills that should be mastered by students. Writing is a complex proces that produce and developing ideas, analyzing meaning and making conclusion about contents. However, writing is one of the language skills which to be acquired by the students.

In writing lesson, there are many types or genres of text namely, narrative, descriptive, recount, report, procedure, spoof, etc. the basic competence of the texts is the students are expected to use writing communicate both orally and written form. Based on syllabus of curriculum in senior high school, one of genres that should be mastered by students in the process of learning is recount text. Recount is one genre of text which learned at the eleven grade students.

Recount text is a text that tells events or experiences in the past, this text uses simple past tense, conjunction, and adverb of time. Usually, recount text tells about someone experience. In the other word, recount text is a kind of text that tells about events in the past time. The purpose of recount text is to retell about events or experiences in the past time.

The function of recount text is to give information and to entertain the reader. The social context this text is to retelling events. It can be experiences such us holiday and vacation. The social function of this text is to retell events or experiences in the past time. So, when writing

recount text, the writer must be able to explore their ideas into the text and make the reader can imagine what they have read.

The government has done some efforts to increase the quality of education, such us curriculum development, text book, selection, and teacher quality improvement. The school also has done some efforts to increase education, such us prepare school facilities and make some rules for practicing discipline. The teacher is an important in increasing the quality of education, in addition to teaching, the teacher also as a motivator for the students. From that explanation, all of these aims to increase the quality of education, including to increase students ability, especially in writing recount text.

In writing skills, students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru face some difficulties to write recount text. There are some problems. First, students writing achievement is low. Based on interview with the teacher in Ponpes Babusslam Basilam Baru, the teacher said "reveals the average of students writing achievement of grades XI is low. There are only a few of students who passed the passing grade standard (KKM) meanwhile the rest of the students did not".[1] Briefly, students writing achievement does not fulfill the expectation. Second, the students are poor vocabulary. The teacher said "they are difficult to write because they do not have many vocabularies. If the teacher orders them to write paragraph for instance, they are directly

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[1] Teacher, *Private Interview on September 26th , 2020 in Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru.*

open dictionary. For sequences in final semester, they are difficult to write paragraph".[2] The last, students have lack of writing motivation. Based on the writer's observation and information from English teacher, the teacher said "they are lazy to write, some students more active in Arabic than in English. Most of them cannot develop their mind when they write that they become lazy to write".[3] Besides, some students whom the researcher interviewed is admitted that they are not interested in writing due to some reasons, and even worst in writing paragraph.

From the writing problems above, Yasin in Herdi's Journal says "factors influence the improvement the students writing skill especially writing recount text are, material, media, classroom, activities, classroom management, teacher's strategy, teacher's approach and teacher technique".[4] These factors can be as a problem solving to teacher and the students in order to increase the students' writing but the researcher only focuses on technique as a problem solving in this research.

There are many kinds of technique that can be used and applied by teacher in teaching writing and make the students more interested. For example: clustering, guided writing, map, pictures set, mind mapping technique. The researcher is interested to conduct the research to solve the problems, to make the students understand the contents of the text easily, to think or to propose their ideas into sentences, paragraphs, story, or poem in writing.

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[2] Teacher.
[3] Teacher.
[4] Herdi, "An Analysis on Factors Influencing The Students' Writing Skill."

Guided writing technique is a lesson where the teacher shows the process of writing sentence or paragraph using appropriate English rules to the students, they are given opportunities to use the technique in their own work.[5] In guided writing, the teacher guides the students in composing a text, while they are working in a small group. It means guided writing technique can make the students more active and build confidence when they work together in process learning.

The role of guided writing is build students confidence and also support students understanding in writing. The teacher encourages the students to be more active in the class, guided writing enables the teacher the need of students. In Guided writing technique involves a teacher working with a group of learners on a writing task. This technique encourages the students to write a certain text with groups, some groups and individuals to produce a good writing.

Based on the above explanation, the researcher is interested in conducting Guide Writing Technique to teach writing recount text, entitled "The Effect of Guided Writing Technique on Writing Recount Text at the XI Grade Students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru."

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[5] Titisari, "The Effectivness Of Guided Writing For Teaching Writing Recount Text at the Eight Grade Students of SMP N 1 Tulis. In Academi Year of 2014/2015."

B. Identification of the Problem

Recount text is a text that retells the events or experiences in the past. Usually, recount text tells about someone experience. In the other word, recount text is a kind of text that tells about events in the past time.

There are several factors that can cause the writing recount text such as, material, media, classroom, activities, classroom management, teacher's strategy, teacher's approach and teacher's technique. So, The researcher interested in introducing guided writing technique to teach recount text.

C. The Limitation of the Problem

There are several factors that can cause the writing recount text such as, material, media, classroom, activities, classroom management, teacher's approach, teacher's strategy and teacher's technique.

This research did not discuss all the factors of students writing skill, this research only focuses on one of the factors, which is a guided writing technique to teach recount text.

This research focus on using guided writing technique on writing recount text because some factors. First, guided writing technique enables the teacher to adjust the needs of group on teaching lesson, Second guide writing technique can make the students build confidence and the students easier to understand in writing recount text.

D. The formulation of Study

Based on the above identification, finally the problem is formulated as follows:

1. How is the students' recount text before using guided writing technique at the XI grade of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru?

2. How is the students' writing ability in recount text after using guided writing technique at the XI grade of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru?

3. Is there any significant effect of using guided writing technique at the XI grade of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru?

E. The Purpose of the Research

From the formulation above, the purpose of this research are:

1. To find out the students' writing recount text before using guided writing technique at the XI grade of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru.

2. To find out the students' writing recount text after using guided writing technique at the XI grade of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru.

3. To examine whether the effect of guided writing technique to students' writing recount text is significant or not.

F. The Significances of the Research

The Purpose of this research are:

1. For Headmaster, as the information to convince the English teacher in teaching especially for writing.

2. For teacher, as the information to add references technique in teaching and learning.

3. For researcher, the result of this research is expected to develop all information for other researcher as references.

G. The Outline of the Thesis

The systematic of this research is divided into five chapter. Each chapter consists of many sub chapters are follow: Chaper one, consisted of introduction, they are: the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, the significances of the research, the definitions of operational variables, and the outline of thesis.

Chapter two consists of the desription of writing recount text, Guide writing technique, the related findings, the conceptual framework, and the hypothesis.

Chapter three consists of methodology of the research which is divided into sub chapter; the place and time of the research, the research methodology, the population and sample, the research instrument, procedure of data collection, technique of analyzing data.

Chapter four consists of data description, hypothesis testing, discussion and the treaths of the research.

Chapter five consists of the conclusion about the result of this research and suggestion that are given by the research.

CHAPTER II

LITERATURE REVIEW

A. **Theoritical Description**

1. **Writing Recount Text**

   a. **Defenition of Writing Recount Text**

   Writing is a process of transferring or expressing ideas by written form. According to Nunan in Septika's journal "writing is the mental work of inventing ideas, thinking about how to express them, and organizing into statements and paragraphs that will be clear to a reader".[6] According to Meyers in Rafida's journal "writing is a way to produce language".[7] It means writing is a process to transfer the ideas to communicate by written form.

   Recount text is a text that retells the events in the past time. S.B Panggabean said "recount text is a kind of text that contains about what had happened in series of events in sequence."[8] According to Warner in Dessy's journal "recount text is a text which tells the reader about something that has happened".[9] So, recount text is a text that telling about events or someone's

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[6]Septika Ariyanti, "The Correlation Between Students' Reading Motivation, Vocabulary Mastery and Writing Ability in Recount Text," *Premise Journal* 5, no. 2 (2016): 21–32, https://scholar.google.co.id

[7]TienRafida, "Observing Contextual Teaching and Learning on Students' Achievement in Writing Recount Text," *International Journal of English Language Teaching* 4, no. 9 (2016): 57–68, https://scholar.google.co.id

[8]S. B. Panggabean, "Applying Story Pyramid Strategy in Comprehending Recount Text," *English Education Journal* 03, no. 02 (2015): 106–21, https://scholar.google.co.id

[9] Dessy Senjawati, "Transitivy Analysis of Tenth Grade Students' Recount Text," *Journal of English and Education* 4, no. 1 (2016): 1–22, https://scholar.google.co.id.

experiences that happened in the past time. In the other word, recount text is a text that retells the events in the past time.

From the above statements, this research concluded that writing recount text is a process to transfer the ideas about events or someone's experiences that happened the past in written form.

b. **Purpose of Writing Recount Text**

The purpose of recount text is to retells about events or experiences in the past time. Hyland in Ratih and friends' journal states that "the purpose of recount text is to reconstruct past experience by retelling events in original sequence".[10] Derewianka in Ayu's journal state "the purpose of recount text is to inform and entertain the readers".[11] Similarly, Rojas in Ratih and friends' journal states that "recount text are to list and describe past experiences by retelling events in the order in which they happened".[12] According to Palmer in Dessy's journal "the purpose of recount text is to retell several events and usually it is from the point of view of someone who was there in a certain situation".[13] So, the purpose of recount text is to retelling events or someone's experience in the past for information or entertain the reader.

---

[10] Ratih Wulandari Hidayat, Lestari Setyowati, and Baruton Mabaroh, "Genre-Based Approach for Writing Recount Text at MTs. Darul Ulum Karang Pandan, Pasuruan," *Jurnal Bahasa Lingua Scientia* 10, no. 1 (2018): 61–80, https://scholar.google.co.id.

[11] Ayu Sonia Habibah Fisher, "Students' Reading Techniques Difficulties in Recount Text," *Journal of English and Education* 4, no. 2 (2016): 1–12, https://scholar.google.co.id.

[12] Hidayat, Setyowati, and Mabaroh, "Genre-Based Approach for Writing Recount Text at MTs. Darul Ulum Karang Pandan, Pasuruan."

[13] Senjawati, "Transitivy Analysis of Tenth Grade Students' Recount Text."

Based on the above statement, recount text is one of genre of text which the function is to retell the events or experiences that happened in the past time to give information and to entertain the reader.

c. Generic Structure of Recount Text

In writing a recount text, there is an important point which is worth knowing. Before writing activity it is important to understand the generic structure of recount text to make it well.

According to Fauziah et al in Suyadi's journal states that, there are three parts of generic structure of recount text, they are:

1) Orientation: Information about an event and its setting. It provides details of who, what, when, where or why.
2) Events: A sequence of events which happened in a choronological order. What happened? First…, Next…, Soon…, During…, After…, Later…, Eventually…, Finally…,
3) Closing (Re-Orientation): Conclusion/summary of the events what you think.], feel or decide about occurred events.[14]

To make an effective writing recount text people should understand more function of generic structure of recount text, the function of each generic structure are : First, Orientation is tells who was involved, what happened, where the events took place, and when it happened. Second, Events is tell what happened and in what sequence. Third, Reorientation is consist of events or ending.

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[14]Suyadi, "An Analysis of Students' Writing Skills in Recount Text At The Eighth Grade Students of SMP Negeri 2 Kota Jambi," *Journal of English Language Teaching* 1, no. 1 (2017): 114–26, https://scholar.google.co.id.

Based on the above explanations, recount text is a text that tells the reader about one story, action or activity. The purpose of recount text is to entertain or informing the reader and tells the reader what happened in the past. It begins with an orientation Which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the events are described some sort of order time. The last, it reorientation which is at the end of text contains about summarizes or conclusion the event.

d. Languange Features of Recount Text

In making recount text, the students who want to write must know the language features of recount text well. There are some language features of recount text. They are:

1) The use of nouns and pronouns. (e.g: David, we her).
2) The use of action verb. (e.g: went, run, played).
3) The use of past tense. (e.g: we went for a trip to zoo).
4) The use of time concjuction. (e.g: that, firts, next, then).
5) The use of adverbs of phrase. (e.g: in may house, two days ago, slowly).
6) Use adjectives. (e.g: beautiful, slow).[15]

Based one above statements, there are some language features that must be understood before writing recount text. Such as, using nouns and pronouns, these points is defenetly important, because as a performer. Then, Using action verb, conjuction, adverb of phrase, and the important one is using simple past tense,

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[15]Vita Ningrum, Ferry Rita, and Hastini, "Improving Writing Skill in Writing Recount Text Through Diary Writing," *E-Journal of English Language Teaching Society (ELTS)* 1, no. 1 (2013): 1–13, https://scholar.google.co.id

this point is the most dominant used, because recount text tells about past event.

e. Process of Writing Recount Text

Writing as one of productive skill that needs a process. Writing process involves a series of steps to follow in introducing a finished piece of writing. Process of writing has important role to make a good writing. The process of writing as follow:

1) Planning
    Planning is the stages when students begin to organize and put a structure on their writing. It is mainly about generating ideas.
2) Drafting
    Drafting is the core of writing process. Write the main body according to your planned paragraphing structure.
3) Responding
    You have gotten feedback about your composition from several of classmate.
4) Revising
    Revising means adding, changing, rewriting, and developing to get the conntent right.
5) Editing
    Editing also means adding, changing, rewriting and developing to get the content right.
6) Evaluating
    Implementation the corrections and rewriting the text. It means in this process, the writer check the written well.[16]

So, in writing activity, the writer must pay attention to each process well, if one of the process does not exist, it can make the results of writing are less than perfect.

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[16]Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education Journal* 02, no. 01 (2014): 61–76, https://scholar.google.co.id

f. Example of Recount Text

In the text book of senior high school, there are some examples of recount text. Such as Majapahit Kingdom, Bad Day, Bright Day, and Good Day.

So, the following is one of example of recount text on text book.

Majapahit Kingdom

Orientation: Have you heard about Majapahit Kingdom in Indonesian history? Majapahit it was a vast achipelagic empire based on the island of Java from 1293 to around 1500.

Event 1: Eastern Javanese history usually divided into three dynasty periods. The first was the period when the kings of Kadiri ruled over Java (10th-1222 AD) they were succeded by the kings of Majapahit (1293-early 16th century).

Events 2: Raden Wijaya was the son-in law of Kertanegara the last king of Singasari who had been murdered by Jayakatwang from Gelang-Gelang. Then Jayakatwang was defeated by Wijaya Utilizing the Mongol armies, who came to Java to punish Kartanegara. Finally by cunning tricks Wijaya defeated the Mongols and drove them away. Then Wijaya ascended the throne as the finest king of Majapahit on 1293 AD.

Event 3: The famous prime minister Gajah Mada assisted Tribhuwana in her reign, and would afterward serve King Hayam Wuruk also. During Tribhuwana's rule Majapahit grew to be a great kingdom and famous on all the seas of the Archipelago and a broad. Tribhuwana ruled until the death of her mother in 1350 AD. Then her son Hayam Wuruk ascended the throne.

Reorientation: Majapahit's power reached its summit under the rule of Hayam Wuruk whose reign from 1350 to 1389 marked by conquest which extended through Southeast Asia. Gajah Mada was again prime minister until his death in 1365 AD.[17]

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[17]Herman Benyamin, *Advanced Learning English 1*, 1st ed. (Bandung, 2014).

There are some exercises from the example above:

1. What is a grammatical structure of the recount text?
2. What are mentioned in the orientation?
3. What are the events?
4. In which tenses is the text written?
5. What is the purpose of the recount text?[18]

2. Guided Writing Technique

a. Definition of Guide Writing Technique

The Primary National Strategies said "Guided writing is an important element of the teaching sequence as exemplified in the primary Framework and is a key step between whole-class teaching and independent writing".[19] According to Carol Simpsom in Dionesia and friend's journal said that "Guided writing by definition is a form of teaching writing in which learners are given step by step instruction".[20] According to Parsons in Yosep's thesis said "Guided writing is a process where teacher develop and guide students writing through discussion, join text construction and evaluation of their independent writing and also Guided writing is a step by step recipe for writing that includes planning, writing, editing, revising and publishing".[21] It means guided writing involves a teacher working

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[18] Benyamin.

[19] Primary National Strategy, "Improving Writing with a Focus on Guided Writing," no. 09 (2007), https://dera.ioe.ac.uk.

[20] Dionesia Deviani, Sofian, and Luwardi Suhartono, "The Effectiveness of Guided Writing Technique in Teaching Writing Report Text," *English Education Study Program of Languages and Art Education Department Teacher Training and Education Faculty Tanjung Pura University Pontianak*, n.d., 1–9, https://untan.ac.id.

[21] Yoseph Dwi Anggana, "The Effectiveness Of Guided Writing In Improving the Students Writing Ability Of The Eight Grade Students at SMP N 2 Temon," 2013, p.21, https://uny.ac.id.

with a group of learners on a writing task and make students more independent in writing.

According to Oczkus in Bustami's journal said that "Guided Writing Technique is an essensial component of balanced writing curriculum, providing and additional supporting step towards independent writing".[22] Furthermore, Frase said that "the Guided Writing technique allows the teacher to work closely with small groups of students based on a common need".According to Brown in Tian Lestari's journal said that "Guided writing is teaching component designed to teach a specific skill or strategy to the whole group, a small group, or individuals, and to give students practice in writing.[23] It means guided writing technique is the best technique to teacher more closely with the students in small group.

From defenitions above it can be concluded that guided writing can be defined as a writing process guided by the teacher that can help the students towards independent of writing. Can be made a group, small group and individuals that can encourages the students to more active in learning process.

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[22] Bustami Usman and Rizki Zahratul, "Using The Guided Writing Technique To Teach Writing of Analitical Exposition Texts," *English Education Journal* 7, no. 1 (2016): 29–45, http://www.jurnal.unsyiah.ac.id.

[23] Tian Lestari, Sudarsono, and Arifin Zainal, "Teaching Writing a Descriptive Text by Using Guided Writing Strategy," *English Education*, 2014, 4, https://neliti.com.

b. Purpose of Guided Writing Technique

Guided writing technique is a kind of writing activity that involves a teacher working with a group of learners on a writing task. This technique encourages the students to write a certain text with groups, some group and individuals to produce a good writing.

According to Lori D. Oczkus, the purpose of guided writing technique is "to provide support that is going to help students to improve their writing and to work with increasing independent"[24]

> By statement in National primary Strategies the purpose of guide writing technique is "to provide support that is going to help students to improve their writing and to work with increasing independence. Guided writing technique gives enough opportunity for the students to be good writer. It helps students understanding about writing and students can follow the teaching and learning process well. Through guided writing, students were supported during the different stages of the writing process".[25]

From the purpose above it can be concluded that guided writing can make easier for the students in writing activity, build independent for the students and this technique can help the teacher also in teaching writing, especially in teaching writing recount text.

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[24] Lori D Oczkus, "Guided Writing Instructional Secuence," no. 2 (2009): p.1, https://ssrsbstaff.ednet.ns.ca.

[25] Primary National Strategy, *Improving Writing With a Focus on Guided Writing Department For Children School and Families*, 2007.

c. Step of Guided Writing Technique

Every technique has steps in use, include guided writing technique. There are some steps to guide teaching writing by using Guide writing strategy, there are:

Step 1: Model Paragraph
At the beginning, the teacher provides a model of the text. This can be written on the board or copied into the worksheet. Students consentrate on reading comprehension first, then study the features of the text given.

Step 2: Comprehension Question
The teacher may asks series of question based on the model paragraph given which include the basic information about the content of the paragraph.

Step 3: Language Based exercise
The teacher give exercise which focus on vocabulary building and sentence structure. It can be in the form of transformation, substitution, or complete pattern drills.

Step 4: Oral Composition
Another way guiding paragraph writing is to do oral preparation beforehand with the whole class. By Discussion, students make suggestions about what to write and the teacher make an outline or a list of key expressions on the board. It is used as a basic for students writing.

Step 5: Written Composition
Students may follow the model given by the teacher, but change all information that is not correct for them. Students may follow the model paragraph which is similar but involves some changes. They may take as many stuctures and words from the model as they can use in their paragraph. [26]

Based on the steps of guided writing above, guided writing has some steps in use to teach writing in a classsroom, especially in teaching

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[26] Suprihatin, "Improving Writing Skill In Recount Text By Using Guided Writing Technique the Second Semester Of The Eight Grade Of SMPN 2 Tanjungsari Lampung Selatan," 2018, https://repository.radenintan.ac.id.

writing recount text. If these steps not complete in use, it can make the result of written is not perfect.

d. The Advantages and Disadvantages of Guided Writing

Every technique has some advantages in use, include guided writing technique. Guided writing is in important factor in writing strategies Holdich and Chung[27] indicate "guided writing offers greater opportunities for young to make valuable connections between text, sentence and word level decisions and help children shape and redraft texts with particular criteria in mind". Most importantly, with such a writing strategy, the instructor should think how to guide young students into independent writing and help them discover their own abilities by providing opportunities for choice, peer response and further.

According to Parsons in Yosep's Journal there are some benefits of guided writing, there are :

1) Offers students opportunities to receive immediate teachers feedback on their writing offers.
2) Students understand that one ultimate goal is to take responsibility for their writing and put into practice learned problem solving strategies.
3) Students learn the value of combining their independent writing effort in a group of writing project.
4) Provides a supportive context foe specific instruction on the writing tools, for example at the text, sentence, and word level.
5) Guided writing demonstrates to students how to manage their writing time.

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[27] Yu-feng Lan, Chun-Ling Hung, and Hung-Ju Hsu, "The Effects of Guided Writing Strategies on Students Writing Attitudes Based on Media Richness Theory" 10, no. 4 (2011): 148–64, https://eric.ed.

In addition, Based on Primary National Strategy, there are some benefit of using guided writing for teaching writing, there are :

1) Enables the teacher to adjust the needs of the group.
2) Facilities the teaching and learning individual children. Although guided writing is a group activity that has focus on the needs of the group, the teacher is able to observe and respond to the needs of individuals within the group.
3) Provides the teacher with the opportunity to extend and challenge more groups of children.
4) Encourages the children to be more active in discussion.
5) Build confidence. Here all the group are given the same issue.
6) Allows the teacher to give feedback immediately and have opportunity to discuss further information for improvement. [28]

Guided writing gives many advantages for the students. It is not only for students' writing product, but it also gives advantages in social, cognitive, and practical contexts.

Despite guided writing's beneficial role in helping the students to produce written work with confidence, there are disadvantages about guided writing. The weakness of guided writing are as follows :

1) The model text given by the teacher might be too limiting the student creative thoughts about content of the writing.
2) Teachers take a long time in the learning process.
3) Teachers experience more difficulty in guiding learners who need guidance.
4) Classes with many learners will need teachers in providing tutoring. [29]

Based on explanation above, there are many of benefits guided writing in learning activities. However, there are some disadvantages of guided writing. It can be done by creative teacher. It can increase students ability in writing.

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[28] Suprihatin, "Improving Writing Skill In Recount Text By Using Guided Writing Technique the Second Semester Of The Eight Grade Of SMPN 2 Tanjungsari Lampung Selatan."
[29] Suprihatin.

3. Teaching Writing Recount Text by Using Guided Writing Technique

The findings of the current study can be concluded that teaching procedures in English teaching writing consist of pre-teaching, while-teaching, and post-teaching. Aditya Prabowo said "The pre-teaching contains the opening, greeting, praying, warming up process, giving motivation, and reviewing the materials. The while-teaching contains the teaching and practicing process. The post-test contains the evaluating and closing."[30] Guided writing technique has some steps, it can be found in while-teaching and post teaching.

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[30]Aditya Prabowo, "The Process of English Teaching Writing for Students with Special Needs at Harmony Junior High School of Surakarta," *Mathematical Journal Education* 1, no. 1 (2018): 75, https://doi.org/10.29333/aje.2019.423a.

Teaching writing recount text by using guided writing technique will be showed in this table below:

Table 1
Teaching Writing Recount Text by Using Guided Writing Technique

Process of Teaching	Teacher Activities	Steps	Students Activities
Pre Teaching	1. Teacher open the class. 2. Teacher asks the students to pray before start the lesson. 3. Teacher check the attend list. 4. Teacher asks the students about the last material. 5. Teacher tell about teacher's experience to active the students' background knowledge. 6. Teacher asks students to tell about their experience about their holiday.		1. Students listen to the teacher. 2. Students do the teacher command. 3. Students listen to the teacher.
While Teaching	1. Teacher prepare the material about recount text. 2. Teacher explain the material about recount text. 3. Teacher give an example about recount text. 4. Teacher provides a model of the text.	1. Model Paragraph	1. Students listen to the teacher explanation 2. Students pay attention to an example about recount text. 3. Students consentrate on reading

			comprehensi on first. 4. Students comprehend features of the text given by the teacher.
	1. Teacher ask the students to find the basic information of the text	2. Comprehension Question	1. Students find the basic information of the text. 2. Students answer what the teacher ask and telling what they get.
	1. Teacher give exercise which focus on vocabulary building and sentence structure	3. Language Based Exercise	1. Students find and build the vocabulary into sentence structure. 2. Students complete the exercise given by the teacher. 3. Students do the exercise.
	1. Teacher ask the students to share the vocabulary they have got. 2. The teacher write and make an outline or a list of key expresssion on the board.	4. Oral Composition	1. Students share the vocabulary what they have got. 2. Students make suggestion about what to write from example "Vocation". 3. Each group tells the vocabulary to teacher

			what they want to write.
	1. Teacher ask the students to develop the vocabulary into good writing.	5. Written Composition	1. Students follow the model given by teacher. 2. Students follow the model paragraph which is similar but involves some change. 3. They may take as many structure and words from the model as they can use in their paragraph.
Post Teaching	1. Teacher ask one of the students to read their writing result in front of the class. 2. Teacher gives a feedback and commence. 3. Teacher gives a conclusion and close the meeting by praying together.		1. Students perform the writing result. 2. Students listen to the teacher. 3. Students praying together.

The concept of lesson plan above is based on the steps of guided writing technique to teach writing recount text.

4. **Teachers' Strategy**

Strategy is the important thing in learning process. without strategy in learning process it makes makes the teacher difficult to explain the material and the students get difficult to understand about the material. So, if the teacher uses strategy in learning process, it makes the teacher easier to teach and makes the students easier to understand about the material that the teacher explain. So, by using strategy is very helpful in teaching and learning process.

There are some steps of strategy that the teacher uses in classroom at Ponpes Babussalam Basilam Baru, they are:

1. Teacher prepared teaching materials.
2. Teacher explained about the theory from the textbook.
3. Teacher gave the example about the theory.
4. Teacher asked the students to understand the example.
5. Teacher asked the students to answer the test.[31]

B. **The Review of Related Findings**

This research is not the first research that had been done. There are some related findings to this research. The first is Suprihatin in hisresearch.Improving writing skill in recount text by using guided writing.It was shown by finding of the score in the cycle I to cycle II that the students' writing skill was improve. In cycle I, it could be seen from the mean score of students writing was 60.12. in this cycle, students need

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[31] Dra. Ahadiah, *Private Interview on September 26th , 2020 in Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru*, n.d.

to improve their score in writing skill by using guided writing.[32] In cycle II, the students mean score in the test was 69.04. It means that students mean score improved from test I to test II. In the cycle III, students mean score in the test III was 77.68. It means that students mean score improved from test II to test III. It means guide writing strategy can improve students writing skill.

The second is Yosep Dwi Anggara, The effectiveness of guided writing in improving students writing ability. The result of the research shown it can be seen from the mean score in post test of the experimental class and control class. The mean score of the experimental class and control class (15.38> 11.36). Besides, it is proved by the result of the hypothesis testing through Ancova. The significance value of 0.0002 is less than the significance level of 0.05(0.002<0.05), which means that the result of this study to have a significant difference. Therefore, the hypothesis of this study accepted.[33] It means guide writing technique can improve students' writing skill.

The third is Dian Ayu Titisari, the result showed that it concludedthat guided writing is effective to be used in teaching writing recount text. The mean score of the experimental group was 67.93 and the contro group was 68.23. The result of post test of experimental group was

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[32]Suprihatin, "Improving Writing Skill In Recount Text By Using Guided Writing Technique the Second Semester Of The Eight Grade Of SMPN 2 Tanjungsari Lampung Selatan."
[33]Anggana, "The Effectiveness Of Guided Writing In Improving the Students Writing Ability Of The Eight Grade Students at SMP N 2 Temon."

81.89, while the control group was 74.21.[34] It means that guided writing technique can improve students' writing skill.

The fourth is Rizqi Fitriana Safira, the concluded that the implementation of guided question method improved students writing skills in recount text. The result of the research showed that the findings in cycle II was higher that the KKM (Minimum Mastery Criterion) of Mts Al Manar Tengaran on score 70 in the academic year of 2015/2016. The mean of score of post test in cycle II was 84,95.[35] It means guided writing technique can improve students' writing skill.

Due to the previous research, the researcher concluded that guided writing strategy has an effect on students' learning. Therefore, the researcher wants to try it in another location with different problem and situation.

C. Conceptual Framework

Many students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru feel difficult in writing recount text, especially at the XI grade students. They have some problems in writing recount text, they do not understand generic structure and language features of recount text, the students writing motivation is low they still have poor vocabularies, and many students have lack of writing motivation.

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[34]Dian ayu Titisari, "The Effectivness Of Guided Writing For Teaching Writing Recount Text at the Eight Grade Students of SMP N 1 Tulis. In Academi Year of 2014/2015," 2015, lib.unnes.ac.id.

[35] Rizqi Fitriana Safira, "Improving Students ' Writing Skills in Recount Text Through Guided Question (Classroom Action Research of the Second Grade Students of MTs Al-Manar Tengaran in the Academic Year Of," 2016, http://e-repository.perpus.iainsalatiga.ac.id.

Guided writing technique can help the students to encrich students' writing skill. So by applying this technique, the students will be easier to understand about writing recount text.

In order to get the data in this research, three procedures will take in this research, they are pre-test, treatment and post-test.

The pre-test was given a test to experimental class and control class before treatment to know the mean score of the experimental class and control class. After the pre-test, this research was given treatment with using guided writing technique for experimental class and conventional method for control class. The post- test was given a test to know mean score both of class whether the guided writing technique has a significant effect on the students' writing recount text.

Figure 1
Conceptual Framework

Students problems are:
1. The students writing result text is low.
2. Many students have poor vocabulary.
3. Many students have lack of writing motivation.

GuidedWriting Strategy

Pre Test

Experimental class with treatment

control class with Teacher's Strategy

Post Test

H_0

H_a
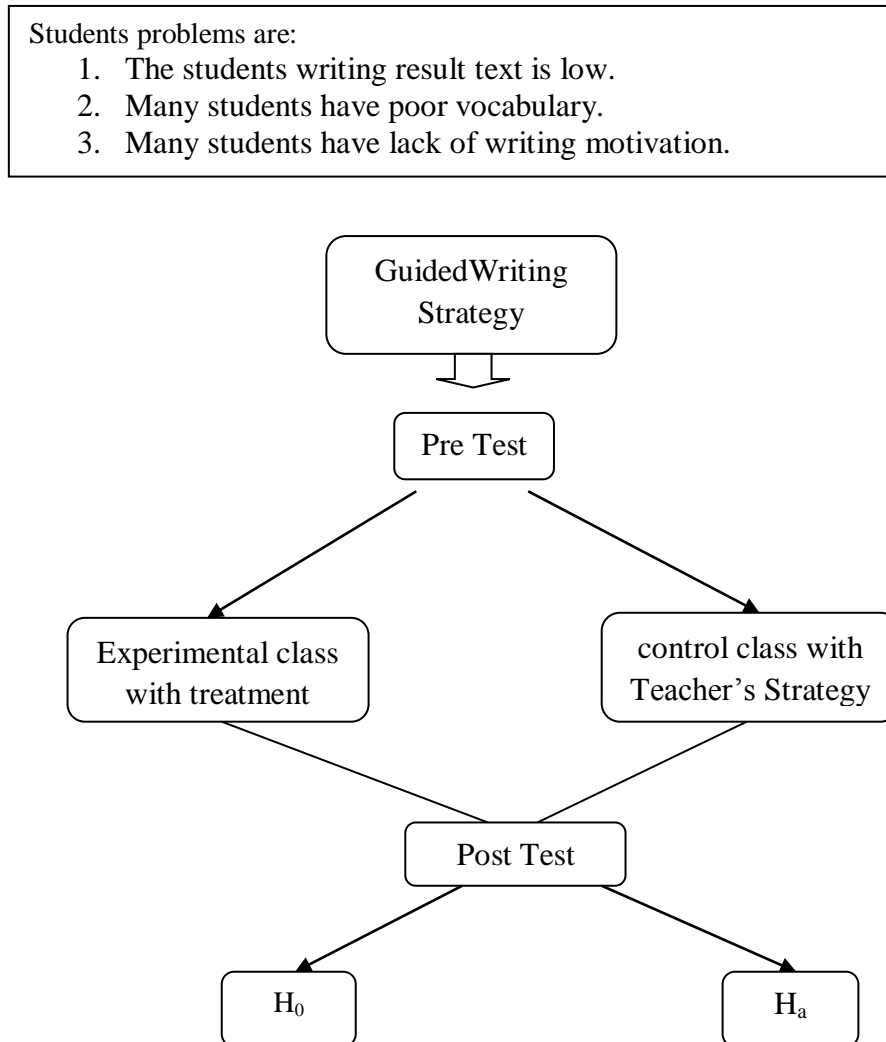
D. Hypothesis

The hypothesis of this research are:

1. There is significant effect of using guided writing technique on writing recount text at the XI grade students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru (H_a).

2. There is no significant effect of using guided writing technique on writing recount text at the XI grade students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru (H_0).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research is in Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru. It is located in Jl. Negara Km. 11.5 Kec. Batang Angkola, Tapanuli Selatan. The location is ±16 km from the central town to the south, The process of the research is from April 2020 until 27 October 2020.

B. Research Design

The type of this research is quantitative research in experimental research. This research used two classes, as an experimental class and a control class. The experimental class is the class that taught with guided writing technique as a treatment and control class is the class that taught with a teacher's strategy. The researcher used true experimental design with Pretest-Posttest Control Group Design. It means there are two classes would be chosen, then gave pre-test to know the basic condition of the two classes. Next, the both of class was given post-test. The result of the test was compared to know the different effect of treatment to experimental class. The research design for pretest-posttest control group design by using one treatment can be seen below:

Table 2
Pretest-Posttest Control Group Design

A	O_1	X	O_2
B	O_1	-	O_2

Where:
A: Symbol for experimental class
B: Symbol for control class
X: Symbol for treatment[36]

In this model, both of classes were give pre-test (O_1). Then, in experimental class will give a treatment (X) and control class was not given a treatment. After giving a treatment, both of classes were given post-test (O_2).

C. Population and Sample

a. Population

The population as the data sources of this research are all the students at XI grade of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru that consist of 2 classes with 34 students. The Headmaster of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru said that, the students are not grouped by IQ or level of intelligence means there is no placement test for them.[37] So that it can be concluded that the population is a homogeneous population. It can be seen from the table below:

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[36]John W. Creswell, *Research Design*, Third Edition (America, 2009).
[37] Gembira Siregar, "Private Interview on September 26th , 2020 in Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru."

Table 3
The Population of the XI Grade Students

No	Class	Students
1	XI-PUTRI	17
2	XI-PUTRA	17
Total Population		34

b. **Sample**

In this research, This research used total sampling to take the sample the research. This research used two classes as a sample. The researcher used XI-PUTRI consist of 17 students and XI-PUTRA consist of 17 students as a respondents. So the total sample of this research are 34 students. They are experimental class and control class. So that one class is as experimental class and the other is as control class.

Table 4
The Sample of Students in Ponpes Syekh Muhammad Baqi

No	Class	Number
1	Experimental Class XI-PUTRI	17
2	Control Class XI-PUTRA	17
	Total	34

D. **Definition of Operational Variable**

To avoid misunderstanding, this research is consisted of two variables, the key term of this research are defined as follows:

a. Guided Writing Technique (Variable X)

Guided writing is a technique that can encourages the students to more active and independent in learning process when they work together in a group or individual to produce the ideas.

b. Writing Recount Text (Variable Y)

Writing recount text is a process to produce the ideas that contains about experiences or events in the past time for informing and entertaining the reader..

E. The Instrument Research

Instrument is a toll that can be use by the researcher to collect the valid and reliable data. In this research, the researcher will use the test, the test is essay test as the instrument to collect the data.

To know the students' writing skill improved, there are some criterions that must be considered. Ngadiso formulates that there are five indicators should be measured in writing test, namely: content, mechanic, vocabulary, grammar, and organization of ideas.[38] Those all indicators of writing are correct, but the researcher limited the indicators in scoring the test only on students need based on the purpose and definition of writing itself in senior high school. Based on the teacher's book in PERMENDIKBUD k13 version, the indicators of writing test are The selected idea, Organization/structure text and content, Grammar, and Vocabulary.[39] It can be seen in the table below:

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[38]Ngadiso, "Assessing The Students' Writing Skill."
[39]Hasanah, Bashir, and Sinyanyuri, *Bahasa Inggris.*

Table 5
Indicators of Writing

Criteria	Skor 4	Skor 3	Skor 2	Skor 1
The selected idea	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
structure text and content	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of the text is very easy to understand.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Grammar	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.	There are some mistakes, but do not interfere the meaning and content.	There are many mistakes, but do not interfere the meaning and content.	Too much mistakes and interfere the meaning and content.
Vocabulary	Effective word or idiom choice and usage.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

Assessment:

$\frac{Students' score}{Score\ maximum} \times 100$

Note:

The total score obtained by students is the number of scores obtained students from criteria 1 to 5. The maximum score is the result of multiplying the highest score (4) by the number of criteria defined. So, the maximum score = 4x4=16

F. The Procedures of Research

In completing the data, the researcher continued to the next step sample. The function of data collecting is to determine the result of the research in collecting, the researcher used some steps. They are pre-test, treatment, and post-test.

i. Pre-test

The pre-test conducted to find out the homogeneity of the sample. The function of the pre-test is to find the mean score of guided writing technique and teacher method in teaching before the researcher give the treatment. In this case, the researcher hopes that the whole students' writing skill is same or if there is a difference is hopefully not significant.

ii. Treatment

The experimental class and the control class gave same material, which is consist of communication aspect that taught by the teacher in different ways. The experimental class gave treatment, it taught by using guided writing technique and control class taught by teachers' strategy.

c. Post-test

After giving the treatment, both of the classes again gave the final test in order to measure their writing skill. This test is used for investigating the difference of writing skill between the experimental class and control class.

G. Technique of Data Analyzing

The technique of data collection in this research is test technique. The test technique used to look the students' writing skill on the class XI (experimental and control class) at Yayasan Pendidkan Syekh Muhammad Baqi Babussalam Basilam Baru.

After experimental process, two of classes has been tested with using technique of data analysis as follow:

i. Requirement Test

1. Normality Test

In normality test, the data can be tested with Chi-quadrate:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:
x^2 = Chi-quadrate
fo   = obtained frequency
fh   =expected frequency[40]

To Calculate the result of *Chi- Square,* it will be used significant level 5% (0,05) and degree of freedom as big as of frequency is lessened 3 (dk=k-3). If result $x^2_{count} < x^2_{table}$.

2. Homogeneity Test

Homogeneity test is used to find homogeneity of the variances of each class. If the both of class are same, it is can be called homogeneous. To test it, researcher use formula as follow:

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[40]Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*.

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

Where:

n_1: total of the data that bigger variant

n_2: total of the data that smaller variant[41]

ii. Hypothesis Test

The technique analysis of data is to find out the achievement of the two groups that have been divided into experimental class and control class. To know the difference between the two classes, the researcher will use t-test as formula:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Where:

Tt: the value which the statistical significant

X_1: the average score of the experimental class

X_2: the average score of the control class

s_1^2: derivation standard of the experimental class

s_2^2: derivation standard of the control class

n_1: number of experimental class

n_2 : number of control class[42]

[41]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*.

[42]Sugiyono.

CHAPTER IV

THE RESULT OF THE RESEARCH

To analyze the data as mentioned is earlier chapter, in order to evaluate the effect of Guided writing Technique on writing recount text, the researcher has calculated the data using pre-test and post-test. Pre-test was done before conducting the treatment and post-test was done after conducting the treatment. Researcher applied quantitative analysis by using the formulation of T-test. It is done to know the effect of guided writing technique on writing recount text. Next, researcher described the data as follow:

A. Description of Data

The pre-test scores obtained before teaching in experimental class and control class.

1. Description of Data Before Using Guided Writing Technique

a. The Pre-test Score for Experimental Class

As the experimental class, the researcher took class XI-PUTRI. In pre-test for experimental class, the researcher calculated the result that had been gotten by the students' writing recount text (essay test). The researcher has calculated the students' score in appendix 6. The score of pre-test for experimental class can be seen in the following table:

Table 6
The Score of Experimental Class in Pre-test

Descriptive	Statistics
Total score	1.052
Highest score	75
Lowest score	50
Mean	67
Median	63
Modus	64.5
Range	25
Interval	5
Standard deviation	9.3
Variant	79.36

Based on the above table, the total score of pre-test for experimental class was 1.052, mean was 67, standard deviation was 8, 45, variant was 9.3, median was 63, range was 25, modus was 64.5, interval class was 5. The researcher got the lowest score was 50 and highest score was 75. Next, the calculation of how to get it could be seen in appendix 7. Then the calculation of the frequency distribution of the students' score as follow:

Table 7
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	50-54	52	4	23%
2	55-59	57	3	18%
3	60-64	62	3	18%
4	65-69	67	5	29%
5	70-74	72	0	0%
6	75-79	77	2	12%
	i=5		17	100%

From the table above, the students' score in class interval between 50-54 was 4 students (23%), class interval between 55-59 was 3 students, (18%), class interval between 60-64 was 5 students (18%), class interval between 65-69 was 5 students (29%), class interval between 70-74 was 0 students (0%) and the last class interval between 75-79 was 2 students (12%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
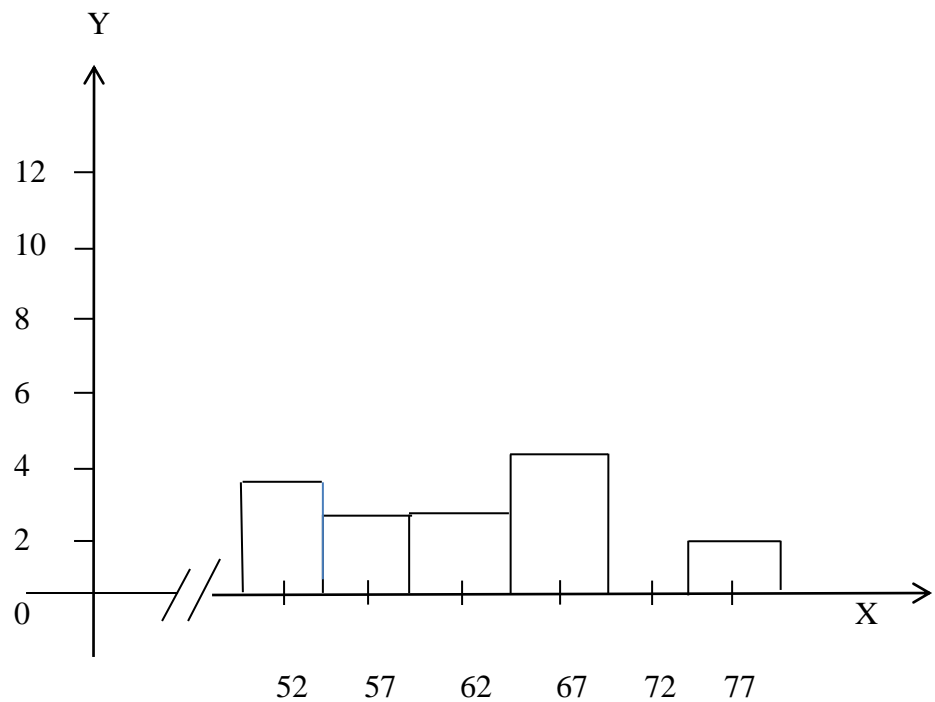
Figure 1: Description Data of Students' Writing Recount Text in Experimental Class (Pre-test)

From the histogram above shows that, the data was normal.

b. The Pre-test Score for Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by students' writing recount text (essay test). The score of pre-test for control class can be seen in the following table:

The Score of Control Class in Pre-test
Table 8

Descriptive	Statistics
Total score	1.014
Highest score	75
Lowest score	50
Mean	74
Median	67
Modus	64.5
Range	25
Interval	5
Standard deviation	6.65
Variant	61.36

Based on the above table, the total score of pre-test for control class was 1.014, mean was 74, standard deviation was 6.65, variant was 61,36, median was 67, range was 25, modus was, 64.5, interval class was 5. The researcher got the lowest score was 50 and highest score was 75. Next, the calculation of how to get it could be seen in appendix 7. Then the calculation of the frequency distribution of the students' score as follow:

Table 9
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	50-54	52	4	23%
2	55-59	57	5	29%
3	60-64	62	4	24%
4	65-69	67	3	18%
5	70-74	72	0	0%
6	75-79	77	1	6%
	i=5		17	100%

From the table above, the students' score in class interval between 50-54 was 4 students (23%), class interval between 55-59 was 5 students (29%), class interval between 60-64 was 4 students (24%), class interval between 65-69 was 3 students (18%), class interval between 70-74 was 0 students (0%) and the last class interval between 75-79 was 1 students (6%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
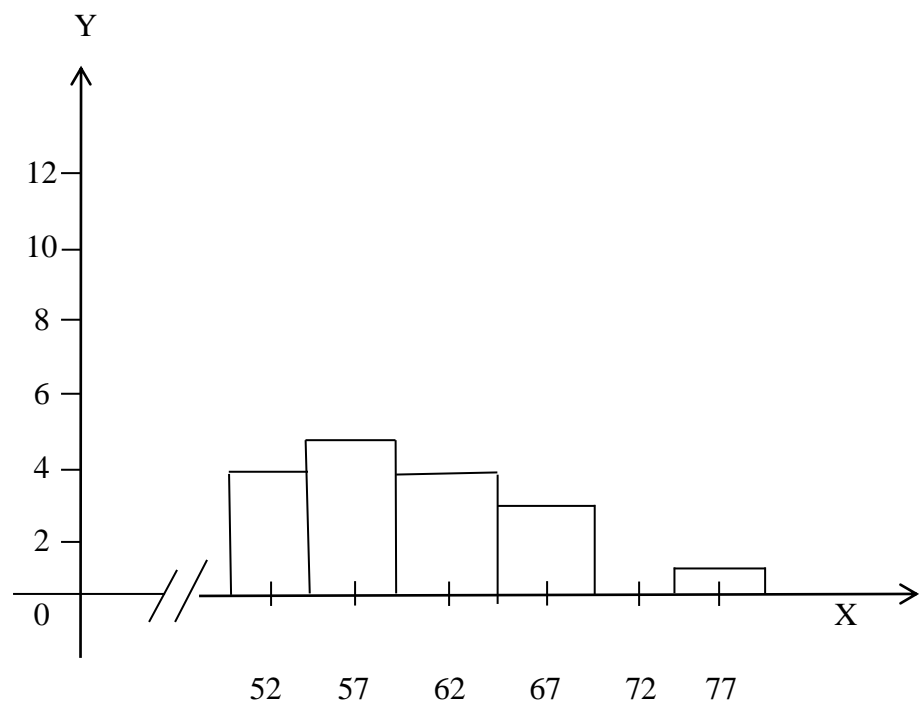
Figure 2: Description Data of Students' Writing Recount Text

in Control Class (Pre-test)

From the histogram above shows that, the data was normal.

2. Description of Data After Using Guided Writing Technique

a. Score of Post-test for Experimental Class

In post-test for experimental class, the researcher calculated the result that had been gotten by students' writing recount text (essay test). The researcher has calculated the students' score in appendix 9 and 10. The score of post-test for experimental class can be seen in the following table:

Table 10
The Score of Experimental Class in Post-test

Descriptive	Statistics
Total score	1.115
Highest score	81
Lowest score	50
Mean	73.12
Median	68.25
Modus	68.82
Range	31
Interval	6
Standard deviation	8.76
Variant	87.632

Based on the above table, the total score of post-test for experimental class was 1.115, mean was 73.12, standard deviation was 8.76, variant was 87.632, median was 68,25, range was 31, modus was 68.82, interval class was 6. The researcher got the lowest score was 50 and highest score was 81. Next, the calculation of how

to get it could be seen in appendix 10. Then the calculation of the

frequency distribution of the students' score as follow:

Table 11
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	50-55	52	2	12%
2	56-61	58	2	12%
3	62-67	64	5	29%
4	68-73	70	4	23%
5	74-79	76	2	12%
6	80-85	82	2	12%
	i=6		17	100%

From the table above, the students' score in class interval

between 50-55 was 2 students (12%), class interval between 56-61

was 2 students, (12%), class interval between 62-67 was 5 students

(29%), class interval between 68-73 was 2 students (12%), class

interval between 74-79 was 2 students (15%) and the last class

interval between 80-85 was 2 students (12%).

In order to get description of the data clearly and completely,

the researcher presents them in histogram on the following figure:
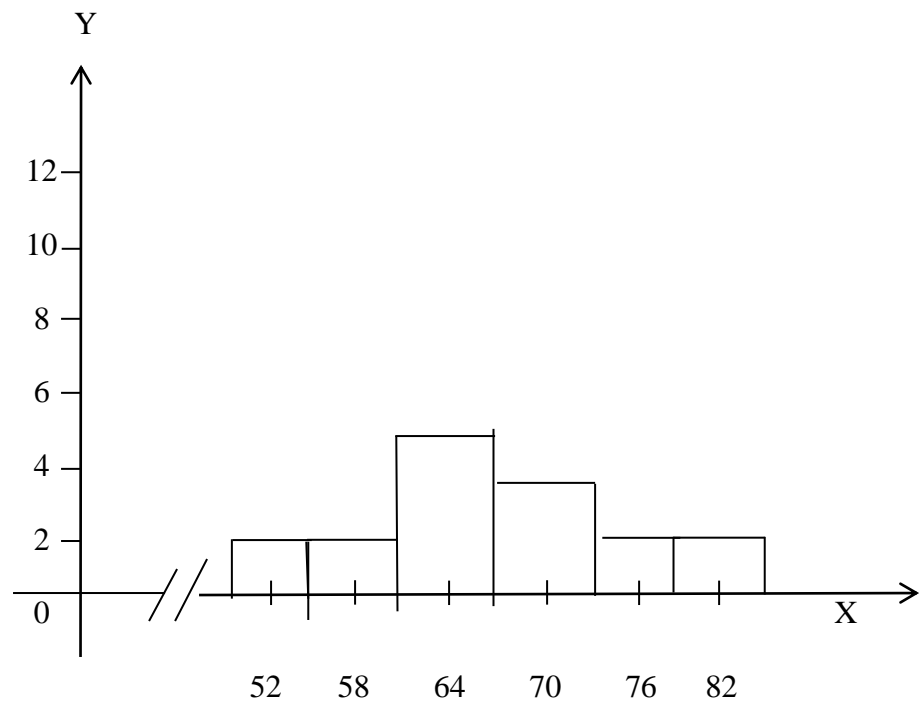
Figure 1: Description Data of Students' Writing Recount Text

in Experimental Class (Post-test)

From the histogram above shows that, the data was

normal.

b. The Post-test Score for Control Class

In post-test for control class, the researcher calculated the result that had been gotten by students' writing recount text (essay test). The researcher has calculated the students' score in appendix 9. The score of post-test for control class can be seen in the following table:

Table 12
The Score of Control Class in Post-test

Descriptive	Statistics
Total score	1.064
Highest score	75
Lowest score	50
Mean	70.8
Median	63.87
Modus	64.5
Range	25
Interval	5
Standard deviation	8.8
Variant	103.757

Based on the above table, the total score of post-test for control class was 1.064, mean was 70,8, standard deviation was 8,8, variant was 103,757, median was 63,87, range was 25, modus was 64,5, interval class was 5. The researcher got the lowest score was 50 and highest score was 75. Next, the calculation of how to get it could be seen in appendix 10. Then the calculation of the frequency distribution of the students' score as follow:

Table 13
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	50-54	52	5	29%
2	55-59	57	2	12%
3	60-64	62	2	12%
4	65-69	67	4	24%
5	70-74	72	0	0%
6	75-79	77	4	23%
	$i=5$		17	100%

From the table above, the students' score in class interval between 50-54 was 5 students (29%), class interval between 55-59 was 2 students, (12%), class interval between 60-64 was 2 students

(12%), class interval between 65-69 was 4 students (24%), class interval between 70-74 was 0 student (0%) and the last class interval 75-79 was 4 students (23%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
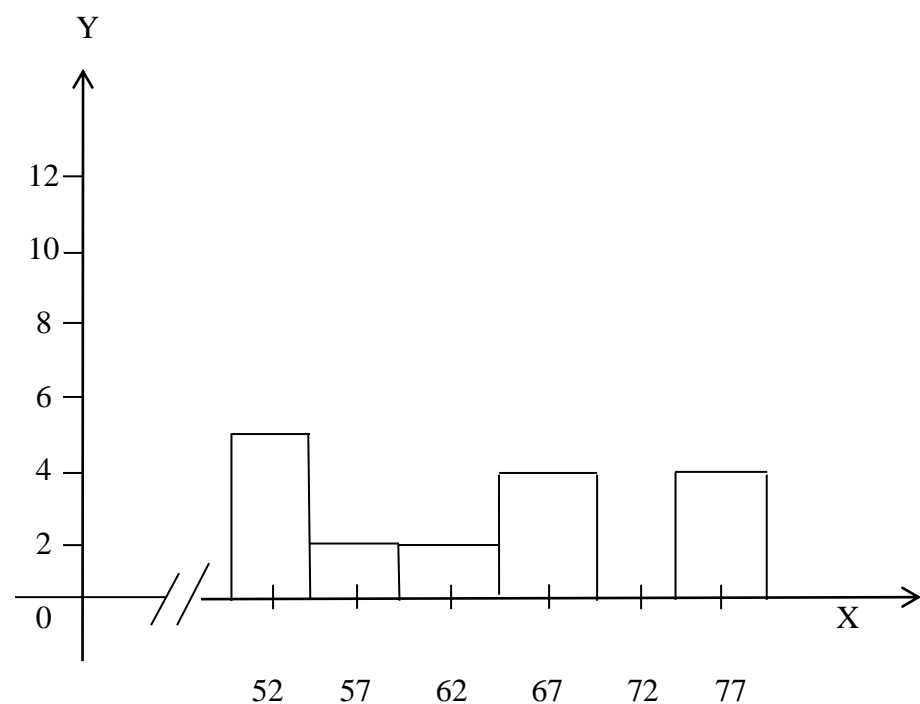
Figure 2: Description Data of Students' Writing Recount Text

in Control Class (Post-test)

From the histogram above shows that, the data was normal.

B. Hypothesis Test

After calculating the data of post-test, researcher found that the post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research

was "Guided Writing Technique has effect on students' Writing Recount Text at the XI Grade of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru." The calculation can be seen in appendix 12. The result of t-test was as follow:

Table 14
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
2.25	2.49	4.79	2.49

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, H_0 is accepted. Second, if if $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre-test, researcher found t_{count} 2,25 while t_{table} 2.49with opportunity ($1-\alpha$) = 1- 5% = 95% and dk = $_{n1}$ + $_{n2}$ − 2 = 17 + 17 − 2 = 32. Cause $t_{count} < t_{table}$ (2.25<2.49), it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, two classes were same. There is no difference in the both classes. But, in post-test, researcher found that t_{count} 4.79 while t_{table} 2.49 with opportunity ($1-\alpha$) = 1- 5% = 95% and dk = $_{n1}$ + $_{n2}$ − 2 = 17 + 17 − 2 = 32. Cause, $t_{count} > t_{table}$ (4.79>2.49), it means that hypothesis H_a was accepted and H_0 was rejected. The calculation can be seen on the appendix 12. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 67 and in post-test was 73.12. Then the mean score of control class in pre-test was 74 and in post-test was 70.8. The gain score was 9.32. The calculation can be seen on appendix 14.

C.   Discussion

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 67 and in post-test was 73.12. The proof was 6.12. Then the mean score of control class in pre-test was 74 and in post-test was 70.8. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically, Guided Writing Technique had the effect on Writing Recount Text.

It also discussed with the theory and compared with the related finding that has been stated by researcher. Related to the theory from Lori D. Oczkus journal defines guided writing is "an essential tool in a balanced writing curriculum, providing an additional supported step towards independent writing."[43] Based on the related findings, Thesis by first is Suprihatin in his research.Improving writing skill in recount text by using guided writing. It was shown by finding of the score in the cycle I to cycle II that the students' writing skill was improve. In cycle I, it could be seen from the mean score of students writing was 60.12. in this cycle, students need to improve their score in writing skill by using guided writing.[44] In cycle II, the students mean score in the test was 69.04. It means that students mean score improved from test I to test II. In the cycle III, students mean score in the test III was 77.68. It means that students

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[43] Oczkus, "Guided Writing Instructional Secuence."
[44]Suprihatin, "Improving Writing Skill In Recount Text By Using Guided Writing T the Second Semester Of The Eight Grade Of SMPN 2 Tanjungsari Lampung Selatan."

mean score improved from test II to test III. It means guide writing strategy can improve students writing skill.

The second is Yosep Dwi Anggara, The effectiveness of guided writing in improving students writing ability. The result of the research shown it can be seen from the mean score in post test of the experimental class and control class. The mean score of the experimental class and control class (15.38> 11.36). Besides, it is proved by the result of the hypothesis testing through Ancova. The significance value of 0.0002 is less than the significance level of 0.05(0.002<0.05), which means that the result of this study to have a significant difference. Therefore, the hypothesis of this study accepted.[45] It means guide writing technique can improve students' writing skill.

The third is Dian Ayu Titisari, the result showed that it concludedthat guided writing is effective to be used in teaching writing recount text. The mean score of the experimental group was 67.93 and the contro group was 68.23. The result of post test of experimental group was 81.89, while the control group was 74.21.[46] It means that guided writing technique can improve students' writing skill.

After looking the score of using guided writing technique, this technique is good to be used an innovation for teaching writing. It aims the students to build independent, share the idea, and develop the idea into a

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[45]Anggana, "The Effectiveness Of Guided Writing In Improving the Students Writing Ability Of The Eight Grade Students at SMP N 2 Temon."

[46]Dian ayu Titisari, "The Effectivness Of Guided Writing For Teaching Writing Recount Text at the Eight Grade Students of SMP N 1 Tulis. In Academi Year of 2014/2015," 2015, lib.unnes.ac.id.

good written. Although not all of the aspect in writing can be covered by this technique, but this technique help students to be more confidence, to share and develop the idea. As the conclusion this technique recommended to be used for teaching writing especially in recount text.

D. The Threats of the Research

There were some aspect that could threat for this research as follow:

1. The researcher did not know how serious the students were in answering the test.

2. The students need more time in answering the test.

3. There were some of students were noisy while answering the test. So, it can disturb the concentration of the others.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using guided writing technique, the mean score of pre-test for experimental class was 67 and the mean score of pre-test for control class was 74.

2. After using guided writing technique, the mean score of experimental class was higher than before using guided writing technique. The mean score of post-test for the experimental class was 73.12 and the mean score of post-test for control class taught by teachers' strategy was 70.8.

3. The researcher found the research result of t-test where t_{count} was higher than t_{table}. t_{count} was 4.79 and t_{table} was 2.49 (4.79>2.49). It means that H_a was accepted, so there was a significant effect of guided writing technique on writing recount text at the XI Grade students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru.

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher

showed some things need to be proven. It makes the researcher give some suggestion, as follow:

1. From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using guided writing technique in teaching, because this technique can achieve the students writing especially in writing recount text.

2. From the research result it is also as the information to the English teacher to use guided writing technique as a reference in teaching writing recount text to make learning process more active.

3. The researcher suggests to another researchers to use this strategy in solving another problems and find another factors that face by students in learning English process.

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CURRICULUM VITAE

A. Identity

Name : Amara Halawatunnisa Hsb

Registration Number : 16 203 00027

Place/ Date of Birthday : Batahan, March 24th 1999

Sex : Perempuan

Religion : Islam

Address : Jl. Pembangunan, Kelurahan Pasar Baru Batahan, Kecamatan Batahan, Kabupaten Mandailing Natal.

B. Parents

Fathers' Name : Ahmad Gunayari

Mother's Name : Risna Murni

C. Educational Background

1. Elementary School : SDN 142710 Sigalangan
2. Junior High School : SMP Negeri 1 Batahan
3. Senior High School : SMAN 4 Padangsidimpuan
4. Institute : IAIN Padangsidimpuan

Lesson Plan

(RPP)

Experimental Class

Nama Sekolah   : **Ponpes Babussalam Basilam Baru**

Mata Pelajaran   : **Bahasa Inggris**

 Kelas/Semester   : **XI / I (satu)**

Alokasi waktu   : **2 X 40 minutes (2JP)**

Topik Pembelajaran   : **Recount Text**

 Skill   : **Writing (Menulis)**

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptua ldan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9 Menganalisis fungsi social, struktur teks dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

4.13 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.

4.14 Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator

5.1 Menyimak contoh teks *recount* tentang pengalaman sederhana.

5.2 Mengamati fungsi sosial, struktur teks dan unsur kebahasaannya.

5.3 Membuat teks *recount* sederhana.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami teks *recount* sederhana

2. Siswa mampu membuat teks *recount* sederhana.

E. Materi Pembelajaran

1. Sosial Function

To retell about experiences, events that happened in the past.

2. Generic structure

a. Orientation   : Opening the text (who,where, when).

b. Events   : Tells what happened and in what sequences.

c. Reorientation   : Conclusion

3. Language Features

a. The use of noun and pronouns

b. The use of action verbs

c. The use of past tense

d. The use of time conjunction

e. The use of adverb

f. The use of adjective

F. Metode Pembelajaran : Guided Writing Technique

G. Langkah-Langkah Pembelajaran :

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
Guru mengucapkan salam ketika masuk ruang kelas.	Membalas salam guru.	10 menit
Guru meminta siswa untuk membuka kelas dengan berdo'a	berdoa bersama dengan guru.	
Mengecek kehadiran siswa.	Menyatakan kehadirannya dengan berkata, "Yes" atau "Present"	
Menanyakan kesiapan peserta didik untuk belajar.	Siswa menyatakan kesiapan nya dalam belajar.	
Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai oleh guru.	Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru.	

2) Kegiatan Inti

Teacher Activities	Steps	Students Activities
5. Teacher prepare the material about recount text. 6. Teacher divides students into groups. 7. Teacher explain the material about recount text. 8. Teacher give an example about recount text. 9. Teacher	1. Model Paragraph	5. Students sit in their group 6. listen to the teacher explanation 7. Students pay attention to an example about recount text. 8. Students concentrate on reading comprehension first. 9. Students comprehend features of the text given by the teacher.

provides a model of the text.		
3. Teacher ask the students to find the basic information of the text	4. Comprehension Question	4. Students find the basic information of the text. 5. Students answer what the teacher ask and telling what they get.
2. Teacher give exercise which focus on vocabulary building and sentence structure	6. Language Based Exercise	6. Students find and build the vocabulary into sentence structure. 7. Students complete the exercise given by the teacher. 8. Students do the exercise.
3. Teacher ask the students to share the vocabulary they have got. 4. The teacher write and make an outline or a list of key expression on the board.	9. Oral Composition	4. Students share the vocabulary what they have got. 5. Students make suggestion about what to write from example "Vocation". 6. Each group tells the vocabulary to teacher what they want to write.
2. Teacher ask the students to develop the vocabulary into good writing.	10. Written Composition	4. Students follow the model given by teacher. 5. Students follow the model paragraph which is similar but involves some change. 6. They may take as many structure and words from the model as they can use in their paragraph.

3) Kegiatan Penutup

Guru	Siswa	Waktu
Memberi panduan menyimpulkan hasil pembelajaran	Memberi kesimpulan dengan panduan guru	10 menit
Menutup kelas dengan berdoa bersama		

H. Media/Alat, Bahan dan Sumber Belajar

1. Media
   a. Whiteboard
   b. Boardmarker
2. Sumber
   a. Buku siswa
   b. Buku Guru
   c. Internet

I. Penilaian

Bentuk test : essay test

J. Instrument :

Title   : **Holiday**

Key words   : Go, Buy, Eat, Drink, Feel, Visit, Have, Swim, Arrive, Stay, Come, Wait, Delay, Need, Leave.

Questions :

Orientation

1. When did you have holiday?
2. Where did you go on holiday?
3. Who did you go with?

Events

4. What did you do?

Re-orientation

5. How did you feel?

Make a recount text paragraph by using answering the questions above !

K. Indikator Penilaian

Criteria	Skor 4	Skor 3	Skor 2	Skor 1
Ide yang dipilih (The selected idea)	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Organisasi/ Struktur teks dan isi (organization/ structure text and content)	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of the text is very easy to understand.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Tata bahasa (Grammar)	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.	There are some mistakes, but do not interfere the meaning and content.	There are many mistakes, but do not interfere the meaning and content.	Too much mistakes and interfere the meaning and content.
Perbendaharaan kata (Vocabulary)	Effective word or idiom choice and usage.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

Pedoman Penilaian :

$$\frac{jumlah\ skor\ yang\ siperoleh\ siswa}{skor\ maksimal} \text{x}100$$

Keterangan :

1. Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa kelima kriteria
2. Skor maksimal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal adalah 4x4=16

Padangsidimpuan,   Oktober 2020

Validator   **Researcher**

Dra. Ahadiah   **Amara Halawatunnisa Hsb**
                                                   1620300027

Lesson Plan

(RPP)

Control Class

Nama Sekolah : **Ponpes Babussalam Basilam Baru**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **XI / I (satu)**

Alokasi waktu : **2 X 40 minutes (2JP)**

Topik Pembelajaran : **Recount Text**

Skill : **Writing (Menulis)**

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptua ldan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9 Menganalisis fungsi social, struktur teks dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

4.13 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.

4.14 Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator

5.1   Menyimak contoh teks *recount* tentang pengalaman sederhana.

5.2   Mengamati fungsi sosial, struktur teks dan unsur kebahasaannya.

5.3   Membuat teks *recount* sederhana.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami teks *recount* sederhana

2. Siswa mampu membuat teks *recount* sederhana.

E. Materi Pembelajaran

4. Sosial Function

To retell about experiences, events that happened in the past.

5. Generic structure

d. Orientation   : Opening the text (who,where, when).

e. Events   : Tells what happened and in what sequences.

f.   Reorientation   : Conclusion

6. Language Features

g. The use of noun and pronouns

h. The use of action verbs

i.   The use of past tense

j.   The use of time conjunction

k. The use of adverb

l.   The use of adjective

F. Metode Pembelajaran : Teachers' Strategy

G. Langkah-Langkah Pembelajaran :

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
Guru mengucapkan salam ketika masuk ruang kelas.	Membalas salam guru.	10 menit
Guru meminta siswa untuk membuka kelas dengan berdo'a	berdoa bersama dengan guru.	
Mengecek kehadiran siswa.	Menyatakan kehadirannya dengan berkata, "Yes" atau "Present"	
Menanyakan kesiapan peserta didik untuk belajar.	Siswa menyatakan kesiapan nya dalam belajar.	
Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai oleh guru.	Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru.	

2) Kegiatan Inti

Guru	Siswa	Waktu
Guru menyiapkan bahan ajar tentang recount text.	Siswa mempersiapkan diri untuk belajar.	
Guru menjelaskan tentang teks recount. Guru membahas kosakata dan tata bahasa yang berkaitan dengan recount text (noun, verb, past tense, adverb).	Siswa mendengarkan penjelasan guru.	
Guru memberikan contoh tentang teks recount kepada siswa.	Siswa memperhatikan contoh teks recount yang diberikan guru.	
Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.	Siswa bertanya kepada guru tentang pelajaran.	
Guru menyuruh siswa menulis teks recount sederhana.	Siswa menulis teks recount sederhana.	

3) Kegiatan Penutup

Guru	Siswa	Waktu
Memberi panduan menyimpulkan hasil pembelajaran	Memberi kesimpulan dengan panduan guru	10 menit
Menutup kelas dengan berdoa bersama		

H. Media/Alat, Bahan dan Sumber Belajar

3. Media

    c. Whiteboard

    d. Boardmarker

4. Sumber

    d. Buku siswa

    e. Buku Guru

    f. Internet

I. Penilaian

Bentuk test : essay test

J. Instrument :

-Make a recount text based on the topic given
-Pay attention to the generic structure of recount text (orientation, events, and re-orientation) and the use of past tense
Topic: Going to the recreation place (Zoo, Beach, or the other places)

K. Indikator Penilaian

Criteria	Skor 4	Skor 3	Skor 2	Skor 1
Ide yang dipilih (The selected idea)	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Organisasi/ Struktur teks dan isi (organization/ structure text	The text is suitable with genre, the term and features are followed	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions

and content)	perfectly, the information is relevant, the content of the text is very easy to understand.			set.
Tata bahasa (Grammar)	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.	There are some mistakes, but do not interfere the meaning and content.	There are many mistakes, but do not interfere the meaning and content.	Too much mistakes and interfere the meaning and content.
Perbendahara an kata (Vocabulary)	Effective word or idiom choice and usage.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

Pedoman Penilaian :

$$\frac{jumlah\ skor\ yang\ siperoleh\ siswa}{skor\ maksimal}x100$$

Keterangan :

1. Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa kelima kriteria
2. Skor maksimal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal adalah 4x4=16

Padangsidimpuan,   Oktober 2020

Validator   **Researcher**

Dra. Ahadiah   **Amara Halawatunnisa Hsb**
                                                    1620300027

APPENDIX 3

INSTRUMENT PRE-TEST

Name   :

Class   :

Direction   :

- Make a recount text based on the topic given
- Pay attention to the generic structure of recount text (orientation, events, and re-orientation and the use of past tense)

Topic : Going to the recreation place (Zoo, Beach, or the other places)

_____

_____

_____

_____

_____

_____

_____

_____

_____

                         Padangsidimpuan,   Oktober 2020

Validator   **Researcher**

Dra. Ahadiah   **AmaraHalawatunnisa Hsb**
                                       16 203 00027

APPENDIX 4

INSTRUMENT POST-TEST

Name   :

Class   :

Title   : **Holiday**

Key words   : Go, Buy, Eat, Drink, Feel, Visit, Have, Swim, Arrive, Stay, Come, Wait, Delay, Need, Leave.

Questions :

Orientation

1. When did you have holiday?
2. Where did you go on holiday?
3. Who did you go with?

Events

4. What did you do?

Re-orientation

5. How did you feel?

<u>Make a recount text paragraph by using answering the questions above !</u>

....

....

....

Padangsidimpuan,   Oktober 2020

Validator   **Researcher**

<u>Dra. Ahadiah</u>   **<u>Amara Halawatunnisa Hsb</u>**
                                                       16 203 00027

APPENDIX 5

Score of Experimental Class and Control Class in Pre-Test

  A. Score of Experimental Class Pre-Test

No	Students Initial Name	Pre-test	X^2
1	AP	69	4761
2	APA	63	3969
3	BS	69	4761
4	FPA	50	2500
5	LM	56	3136
6	LWL	50	2500
7	MP	69	4761
8	NMP	50	2500
9	NS	63	3969
10	RHA	75	5625
11	RHA	69	4761
12	SIS	63	3969
13	SF	50	2500
14	SAH	69	4761
15	SN	56	3136
16	STPH	75	5625
17	SAS	56	3136
Total		**1.052**	**66.370**

B. Score of Control Class Pre-Test

No	Students Initial Name	Pre-test	X^2
1	AP	63	3969
2	ASR	63	3969
3	ARN	56	3136
4	AM	56	3136
5	DR	50	2500
6	FHS	69	4761
7	HDG	63	3969
8	HD	56	3136
9	MJ	56	3136
10	NR	75	5625
11	PM	69	4761
12	PMT	50	2500
13	RWH	50	2500
14	RY	63	3969
15	UMH	56	3136
16	AFAL	50	2500
17	ZA	69	4761
Total		**1.014**	**61.464**

APPENDIX 6

RESULT OF NORMALITY TEST IN PRE TEST

RESULT OF THE NORMALITY TEST OF XI- PUTRI IN PRE-TEST

1. The score of XI- PUTRI in Pre-test from low score to high score:

50	56	63	69	75
50	56	63	69	
50	56	69	69	
50	63	69	75	

2. High $\quad$ = 75
   Low $\quad$ = 50
   Range $\;$ = High – Low
   $\qquad$ = 75 – 50
   $\qquad$ = 25

3. Total Classes $\;$ = 1 + 3,3 log (n)
   $\qquad\qquad\qquad$ = 1 + 3,3 log (17)
   $\qquad\qquad\qquad$ = 1 + 3,3 (1.23)
   $\qquad\qquad\qquad$ = 1 + 4,06
   $\qquad\qquad\qquad$ = 5,06
   $\qquad\qquad\qquad$ = 5

4. Length of Classes $\quad = \dfrac{range}{total\ of\ class} = \dfrac{25}{5} = 5$

5. Mean

Interval class	F	Mid Point	x	Fx	x^2	fx^2
50-54	4	52	+3	12	9	36
55-59	3	57	+2	6	4	12
60-64	3	62	+1	3	1	3
65-69	**5**	**67**	**0**	**0**	**0**	**0**
70-74	0	72	-1	0	1	0
75-79	2	77	-2	-4	4	8
i=5	17			17		59

$$M_x = M^1 + i\,\frac{\sum fx^1}{N}$$

$$= 67 + 5\left(\frac{17}{17}\right)$$

$$= 67 + 5 \ (0)$$

$$= 67 + 0$$

$$= 67$$

$$SD_t = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'^1}{n}\right)^2}$$

$$= 5\sqrt{\frac{59}{17} - \left(\frac{17}{17}\right)^2}$$

$$= 5\sqrt{3,47 - (0)^2}$$

$$= 5\sqrt{3,47 - 0}$$

$$= 5\sqrt{3,47}$$

$$= 5 \ x \ 1,86$$

$$= 9,3$$

Table of Normality Data Test with Chi kuadrad Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F_e	F_o	$(fo - fe)$	$\dfrac{(fo - fe)}{fe}$
50-54						4		
	54,5	-1,34	0,4099	0,12	2,04		1,96	0,96
55-59						3		
	59,5	-0,80	0,2881	0,18	3,06		-0,06	-0,01
60-64						3		
	64,5	-0,26	0,1026	0	0		-3	-1
65-69						5		
	69,5	0,26	0,1026	0,18	3,06		1,94	0,63
70-74						0		
	74,5	0,80	0,2881	0,12	2,04		-2,04	-1
75-79						2		
	79,5	1,34	0,4099	0	0		2	2
								1,58

Based on the table above, the researcher found that $x^2_{count} = 1{,}58$ while $x^2_{table} = 5{,}591$ cause $x^2_{count} < x^2_{table}$ (1,58<5,591) with degree of freedoom (dk) = 5-3 = 2 and significant level $\alpha = 5\%$. So, distribution of XI-PUTRI class (pre-test) is normal.

6. Median

Interval class	F	Fk
50-54	4	4
55-59	3	7
60-64	3	10
65-69	**5**	15
70-74	0	15
75-79	2	17

Position of Me in the interval of classes is number 4, that:

Bb   : 64, 5

Fk   : 10

fm   : 5

i : 5

n   : 17

1/2n   : 8,5

So,

$$\text{Me} = Bb + i[\frac{n/2 - Fk}{fm}]$$

$$\text{Me} = 64{,}5 + 5[\frac{17/2 - 10}{5}]$$

$$\text{Me} = 64{,}5 + 5[\frac{8{,}5 - 10}{5}]$$

$$\text{Me} = 64{,}5 + 5[\frac{-1{,}5}{5}]$$

$$\text{Me} = 64{,}5 + 5(-0, 3)$$

$$\text{Me} = 64{,}5 + -1{,}5$$

Me   = 63

7. Modus

Interval class	F	Fk
50-54	4	4
55-59	3	7
60-64	3	10
65-69	**5**	15
70-74	0	15
75-79	2	17

Mo $= L + \dfrac{d_1}{d_1+d_2} i$

L   = 64,5

d_1 = 0

d_2 = 3

i   = 5

Mo $= L + \dfrac{d_1}{d_1+d_2} i$

So,

Mo $= 64,5 + \dfrac{0}{0+3} 5$

Mo $= 64,5 + \dfrac{0}{3} 5$

Mo $= 64,5 + (0)5$

Mo $= 64,5 + 0$

Mo $= 64,5$

RESULT OF THE NORMALITY TEST OF XI-PUTRA IN PRE-TEST

1. The score of XI-PUTRA in Pre-test from low score to high score:

50	56	56	63	75
50	56	63	69	
50	56	63	69	
50	56	63	69	

2. High   = 75
   Low   = 50
   Range   = High – Low
             = 75 – 50
             = 25

3. Total Classes   = 1 + 3,3 log (n)

             = 1 + 3,3 log (17)
             = 1 + 3,3 (1.23)
             = 1 + 4,06
             = 5,06
             = 5

4. Length of Classes $= \frac{range}{total\ of\ class} = \frac{25}{5} = 5$

5. Mean

Interval class	F	Mid Point	x	fx	x^2	fx^2
50-54	4	52	+3	12	9	36
55-59	5	57	+2	10	4	20
60-64	4	62	+1	4	1	4
65-69	**3**	**67**	**0**	**0**	**0**	**0**
70-74	0	72	-1	0	1	0
75-79	1	77	-2	-2	4	4
i=5	17			24		64

$$M_x = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 67 + 5\left(\frac{24}{17}\right)$$

$$= 67 + 5\ (1,41)$$

$$= 67 + 7{,}05$$

$$= 74{,}05$$

$$= 74$$

$$SD_t = i\sqrt{\frac{\sum fx'^2 -}{n}\left(\frac{\sum fx'^1}{n}\right)^2}$$

$$= 5\sqrt{\frac{64}{17} - \left(\frac{24}{17}\right)^2}$$

$$= 5\sqrt{3{,}76 - (1{,}41)^2}$$

$$= 5\sqrt{3{,}76 - 1{,}98}$$

$$= 5\sqrt{1{,}78}$$

$$= 5 \times 1{,}33$$

$$= 6{,}65$$

Table of Normality Data Test with Chi kuadrad Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F_e	F_o	$(fo - fe)$	$\dfrac{(fo - fe)}{fe}$
50-54						4		
	54,5	-2,93	0,4083	0,07	1,19		2,81	2,36
55-59						5		
	59,5	-2,18	0,4854	0,06	1,02		3,98	3,90
60-64						4		
	64,5	-1,42	0,4222	0,17	2,89		1,11	0,38
65-69						3		
	69,5	-0,67	0,2486	0,22	3,74		-0,74	-0,19
70-74						0		
	74,5	0,07	0,0276	0,26	4,42		-4,42	-1
75-79						1		
	79,5	0,82	0,2939	0,11	1,87		-0,87	-0,46
								4,99

Based on the table above, the researcher found that $x^2_{count} = 4{,}99$ while $x^2_{table} = 5{,}591$ cause $x^2_{count} < x^2_{table}$ (4,99<5,591) with degree of freedoom (dk) = 5-3 = 2

and significant level $\alpha = 5\%$. So, distribution of XI-PUTRA class (pre-test) is normal.

6. Median

Interval class	F	Fk
50-54	4	4
55-59	5	9
60-64	4	13
65-69	**3**	16
70-74	0	16
75-79	1	17

Position of Me in the interval of classes is number 4, that:

Bb   : 64,5

Fk   : 13

fm   : 3

i : 5

n   : 17

1/2n   : 8,5

So,

Me $= Bb + i[\frac{n/2 - Fk}{fm}]$

Me $= 64,5 + 5[\frac{17/2 - 13}{3}]$

Me $= 64,5 + 5[\frac{8,5 - 13}{3}]$

Me $= 64,5 + 5[\frac{-4,5}{3}]$

Me $= 64,5 + 5(-1, 5)$

Me $= 64,5 + (-7, 5)$

Me $= 57$

7. Modus

Interval class	F	Fk
50-54	4	4
55-59	5	9
60-64	4	13
65-69	**3**	16
70-74	0	16
75-79	1	17

Mo $\quad = L + \frac{d_1}{d_1+d_2} i$

L $\quad = 64,5$

$d_1 \quad = 0$

$d_2 \quad = 4$

$i \quad = 5$

Mo $\quad = L + \frac{d_1}{d_1+d_2} i$

Mo $\quad = 64,5 + \frac{0}{0+4} 5$

Mo $\quad = 64,5 + \frac{0}{4} 5$

Mo $\quad = 64,5 + (0)5$

Mo $\quad = 64,5 + 0$

Mo $\quad = 64,5$

APPENDIX 7

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are use homogeneity test by using formula:

$$S^2 = \frac{n \sum x_1^2 - (\sum x_i)^2}{n(n-1)}$$

Hypotheses:

H_o $: \delta_1^2 = \delta_2^2$

H_1 $: \delta_1^2 \neq \delta_2^2$

A. Variant of the XI-PUTRI class is:

No	Students Initial Name	Pre-test	X^2
1	AP	69	4761
2	APA	63	3969
3	BS	69	4761
4	FPA	50	2500
5	LM	56	3136
6	LWL	50	2500
7	MP	69	4761
8	NMP	50	2500
9	NS	63	3969
10	RHA	75	5625
11	RHA	69	4761
12	SIS	63	3969
13	SF	50	2500
14	SAH	69	4761
15	SN	56	3136
16	STPH	75	5625
17	SAS	56	3136
	Total	**1.052**	**66.370**

n   = 17

$\sum x_i$ = 1.052

$\sum x_i^2$ = 66.370

So,

$$S^2 = \frac{n \sum x_1{}^2 - (\sum x_i)^2}{n\,(n-1)}$$

$$= \frac{17\,(66.370\,) - (1.052)^2}{17\,(17-1)}$$

$$= \frac{1.128.290 - 1.106.704}{272}$$

$$= \frac{21.586}{272}$$

$$S^2 \quad = 79,\ 3602$$

B. Variant of XI-PUTRA class is:

No	Students Initial Name	Pre-test	X^2
1	AP	63	3969
2	ASR	63	3969
3	ARN	56	3136
4	AM	56	3136
5	DR	50	2500
6	FHS	69	4761
7	HDG	63	3969
8	HD	56	3136
9	MJ	56	3136
10	NR	75	5625
11	PM	69	4761
12	PMT	50	2500
13	RWH	50	2500
14	RY	63	3969
15	UMH	56	3136
16	AFAL	50	2500
17	ZA	69	4761
	Total	**1.014**	**61.464**

n $\quad = 17$

$\sum x_i \ = 1.014$

$\sum x_i{}^2 = 61.464$

So,

$$S^2 = \frac{n \sum x_1{}^2 - (\sum x_i)^2}{n\,(n-1)}$$

$$= \frac{17\,(61.464)-(1.014)^2}{17\,(17-1)}$$

$$= \frac{1.044.888-1.028.196}{272}$$

$$= \frac{16.692}{272}$$

$$S^2 = 61{,}3676$$

The formula was used to test hypothesis was:

1. XI PUTRI and XI PUTRA:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

$$F = \frac{79{,}3602}{61{,}3676}$$

$$= 1{,}29$$

After doing the calculation, researcher found that $F_{count} = 1{,}29$. It had been compared to F_{table} with α 5% and dk numerator and dominator were same (n_1 and $n_2 = 17$; dk= 17-1= 16). From the distribution list F, researcher found that $F_{table}= 4{,}49$ because $F_{count} < F_{table}$ (1,29 <4,49). So, there is no difference the variant between the XI-PUTRI class and XI-PUTRA class. It means that the variant is homogenous.

APPENDIX 8

Score of Experimental Class and Control Class on Post-Test

A. Score of Experimental Class Post-Test

No	Students Initial Name	Post-test	X^2
1	AP	63	3969
2	APA	69	4761
3	BS	69	4761
4	FPA	63	3969
5	LM	50	2500
6	LWL	50	2500
7	MP	63	3969
8	NMP	63	3969
9	NS	75	5625
10	RHA	81	6561
11	RHA	75	5625
12	SIS	69	4761
13	SF	56	3136
14	SAH	63	3969
15	SN	69	4761
16	STPH	81	6561
17	SAS	56	3136
	Total	**1.115**	**74.533**

B. Score of Control Class Post-Test

No	Students Initial Name	Post-test	X^2
1	AP	69	4761
2	ASR	75	5625
3	ARN	50	2500
4	AM	69	4761
5	DR	50	2500
6	FHS	50	2500
7	HDG	69	4761
8	HD	75	5625
9	MJ	50	2500
10	NR	75	5625
11	PM	56	3136
12	PMT	63	3969
13	RWH	69	4761
14	RY	56	3136
15	UMH	50	2500
16	AFAL	63	3969
17	ZA	75	5625
Total		**1.064**	**68.254**

APPENDIX 9

RESULT OF NORMALITY TEST IN POST TEST

RESULT OF THE NORMALITY TEST OF XI-PUTRI IN POST-TEST

1. The score of XI-PUTRI in Post Test from low score to high score:

50	63	63	69	81
50	63	69	75	
56	63	69	75	
56	63	69	81	

2. High   = 81
   Low   = 50
   Range = High – Low
          = 81 – 50
          = 31

3. Total Classes = 1 + 3,3 log (n)
                  = 1 + 3,3 log (17)
                  = 1 + 3,3 (1.23)
                  = 1 + 4, 05
                  = 5, 05
                  = 5

4. Length of Classes $= \frac{range}{total\ of\ class} = \frac{31}{5} = 6,2 = 6$

5. Mean

Interval class	F	Mid Point	x	Fx	x^2	fx^2
50-55	2	52	+3	6	9	18
56-61	2	58	+2	4	4	8
62-67	5	64	+1	5	1	5
68-73	**4**	**70**	**0**	**0**	**0**	**0**
74-79	2	76	-1	-2	1	2
80-85	2	82	-2	-4	4	8
i=6	17			9		41

$$M_x = M^1 + i\frac{\sum fx^1}{N}$$

$$= 70 + 6\left(\frac{9}{17}\right)$$

$$= 70 + 6\,(0{,}52)$$

$$= 70 + (3{,}12)$$

$$= 73{,}12$$

$$\mathrm{SD_t} = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'^1}{n}\right)^2}$$

$$= 6\sqrt{\frac{41}{17} - \left(\frac{9}{17}\right)^2}$$

$$= 6\sqrt{2{,}41 - (0{,}52)^2}$$

$$= 6\sqrt{2{,}41 - 0{,}27}$$

$$= 6\sqrt{2{,}14}$$

$$= 6 \times 1{,}46$$

$$= 8{,}76$$

Table of Normality Data Test with Chi kuadrad Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F_e	F_o	$(fo - fe)$	$\dfrac{(fo - fe)}{fe}$
50-55						2		
	55,5	-2,01	0,4778	0,07	1,19		0,81	0,68
56-61						2		
	61,5	-1,32	0,4066	0,16	2,72		-0,72	-0,26
62-67						5		
	67,5	-0,64	0,2389	0,22	3,74		1,26	0,33
68-73						4		
	73,5	0,04	0,0160	0,24	4,08		-0,08	-0,01
74-79						2		
	79,5	0,72	0,2642	0,15	2,55		-0,55	-0,21
80-85						2		
	85,5	1,41	0,4207	0,05	0,85		1,15	1,35
							X^2	1,88

Based on the table above, the researcher found that $x^2_{count} = 1,88$ while $x^2_{table} = 5,591$ because $x^2_{count} < x^2_{table}$ (1,88<5,591) with degree of fredoom (dk) = 5-3 = 2 and significant level $\alpha = 5\%$. So, distribution of XI-PUTRI class (post-test) is normal.

6. Median

Interval class	F	Fk
50-55	2	2
56-61	2	4
62-67	5	9
68-73	**4**	13
74-79	2	15
80-85	2	17

Position of Me in the interval of classes is number 4, that:

Bb   : 67,5

Fk   : 9

fm   : 4

i : 6

n   : 17

1/2n   : 8,5

So,

$$Me = Bb + i[\frac{n/2 - Fk}{fm}]$$

$$Me = 67,5 + 6 [\frac{17/2 - 9}{4}]$$

$$Me = 67,5 + 6 [\frac{8,5 - 9}{4}]$$

$$Me = 67,5 + 6 [\frac{0,5}{4}]$$

$$Me = 67,5 + 6 (0,125)$$

$$Me = 67,5 + 0,75$$

Me   = 68,25

7. Modus

Interval class	F	Fk
50-55	2	2
56-61	2	4
62-67	5	9
68-73	**4**	13
74-79	2	15
80-85	2	17

Mo $= L + \dfrac{d_1}{d_1 + d_2} i$

L $= 67,5$

d_1 $= 2$

d_2 $= 5$

i $= 6$

Mo $= L + \dfrac{d_1}{d_1 + d_2} i$

Mo $= 67,5 + \dfrac{2}{5+4} 6$

Mo $= 67,5 + \dfrac{2}{9} 6$

Mo $= 67,5 + (0,22)6$

Mo $= 67,5 + 1,32$

Mo $= 68,82$

RESULT 0F THE NORMALITY TEST OF XI-PUTRA IN POST-TEST

1. The score of XI-PUTRA in Post Test from low score to high score:

50	50	63	69	75
50	56	69	75	
50	56	69	75	
50	63	69	75	

2. High = 75
   Low   = 50
   Range = High – Low
        = 75 – 50
        = 25

3. Total Classes = 1 + 3,3 log (n)
          = 1 + 3,3 log (17)
          = 1 + 3,3 (1.23)
          = 1 + 4,05
          = 5,05
          = 5

4. Length of Classes $= \frac{range}{total\ of\ class} = \frac{25}{5} = 5$

5. Mean

Interval class	F	Mid Point	X	Fx	x^2	fx^2
50-54	5	52	+3	15	9	45
55-59	2	57	+2	4	4	8
60-64	2	62	+1	2	1	2
65-69	**4**	**67**	**0**	**0**	**0**	**0**
70-74	0	72	-1	0	1	0
75-79	4	77	-2	-8	8	8
$i=5$	17			13		63

$M_x = M^1 + i \frac{\sum fx^1}{N}$

$= 67 + 5 \left(\frac{13}{17}\right)$

$= 67 + 5 \ (0,76)$

$$= 67 + (3,8)$$

$$= 70,8$$

$$SD_t = i\sqrt{\frac{\sum fx'^2 -}{n}(\frac{\sum fx'^1}{n})^2}$$

$$= 5\sqrt{\frac{63}{17} - \left(\frac{13}{17}\right)^2}$$

$$= 5\sqrt{3,70 - (0,76)^2}$$

$$= 5\sqrt{3,70 - 0,57}$$

$$= 5\sqrt{3,13}$$

$$= 5 \times 1,76$$

$$= 8,8$$

Table of Normality Data Test with Chi kuadrad Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F_e	F_o	$(fo - fe)$	$\frac{(fo - fe)}{fe}$
50-54						5		
	54,5	-1,85	0,4678	0,06	1.02		3,98	3,90
55-59						2		
	59,5	-1,28	0,3997	0,13	2,21		-0,21	-0,09
60-64						2		
	64,5	-0,71	0,2612	0,20	3,4		-1,4	-4,76
65-69						4		
	69,5	-0,14	0,0557	0,10	1,7		2,3	1,35
70-74						0		
	74,5	0,42	0,1628	0,17	2,89		-2,89	-1
75-79						4		
	79,5	0,98	0,3365	0,13	2,21		1,79	0,8
								0,2

Based on the table above, the researcher found that $x^2_{count} = 0,2$ while x^2_{table}

$= 5,591$ because $x^2_{count} < x^2_{table}$ (0,2<5,591) with degree of free doom (dk)

= 5-3 = 2 and significant level α = 5%. So, distribution of XI-PUTRA class (post-test) is normal.

6. Median

Interval class	F	Fk
50-54	5	5
55-59	2	7
60-64	2	9
65-69	**4**	**13**
70-74	0	13
75-79	4	17

Position of Me in the interval of classes is number 4, that:

Bb : 64,5

Fk : 9

fm : 4

i : 5

n : 17

1/2n : 8,5

So,

Me $= Bb + i \left[\dfrac{n/2 - Fk}{fm}\right]$

Me $= 64,5 + 5 \left[\dfrac{17/2 - 9}{4}\right]$

Me $= 64,5 + 5 \left[\dfrac{8,5 - 9}{4}\right]$

Me $= 64,5 + 5 \left[\dfrac{-0,5}{4}\right]$

Me $= 64,5 + 5 \ (-0,125)$

Me $= 64,5 + -0,625$

Me   = 63,875

7. Modus

Interval class	F	Fk
50-54	5	5
55-59	2	7
60-64	2	9
65-69	**4**	**13**
70-74	0	13
75-79	4	17

Mo $= L + \dfrac{d_1}{d_1 + d_2} i$

L $= 64,5$

d_1 $= 0$

d_2 $= 2$

i $= 5$

Mo $= L + \dfrac{d_1}{d_1 + d_2} i$

Mo $= 64,5 + \dfrac{0+}{0+2} 5$

Mo $= 64,5 + (0)5$

Mo $= 64,5$

APPPENDIX 10

HOMOGENEITY TEST POST TEST

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are use homogeneity test by using formula:

$$S^2 = \frac{n \sum x_1{}^2 - (\sum x_i)^2}{n\,(n-1)}$$

Hypotheses:

H_O : $\delta_1{}^2 = \delta_2{}^2$

H_1 : $\delta_1{}^2 \neq \delta_2{}^2$

A. Variant of the XI-PUTRI class is:

No	Students Initial Name	Post-test	X^2
1	AP	63	3969
2	APA	69	4761
3	BS	69	4761
4	FPA	63	3969
5	LM	50	2500
6	LWL	50	2500
7	MP	63	3969
8	NMP	63	3969
9	NS	75	5625
10	RHA	81	6561
11	RHA	75	5625
12	SIS	69	4761
13	SF	56	3136
14	SAH	63	3969
15	SN	69	4761
16	STPH	81	6561
17	SAS	56	3136
Total		**1.115**	**74.533**

n

= 17

$\sum x_i$ = 1.115

$\sum x_i{}^2 = 74.533$

So,

$$S^2 = \frac{n \sum x_1{}^2 - (\sum x_i)^2}{n\,(n-1)}$$

$$= \frac{17\,(74.533) - (1.115)^2}{17\,(17-1)}$$

$$= \frac{1.267.061 - 1.243.225}{272}$$

$$= \frac{23.836}{272}$$

$S^2 = 87,632$

B. Variant of the XI-PUTRA class is:

No	Students Initial Name	Post-test	X^2
1	AP	69	4761
2	ASR	75	5625
3	ARN	50	2500
4	AM	69	4761
5	DR	50	2500
6	FHS	50	2500
7	HDG	69	4761
8	HD	75	5625
9	MJ	50	2500
10	NR	75	5625
11	PM	56	3136
12	PMT	63	3969
13	RWH	69	4761
14	RY	56	3136
15	UMH	50	2500
16	AFAL	63	3969
17	ZA	75	5625
	Total	**1.064**	**68.254**

n $= 17$

$\sum x_i = 1.064$

$\sum x_i{}^2 = 68.254$

So,

$$S^2 = \frac{n \sum x_1{}^2 - (\sum x_i)^2}{n\,(n-1)}$$

$$= \frac{17\,(68.254\,) - (1.064)^2}{17\,(17-1)}$$

$$= \frac{1.160.318 - 1.132.096}{272}$$

$$= \frac{28.222}{272}$$

$$S^2 = 103,\,757$$

The formula was used to test hypothesis was:

2. XI- PUTRI and XI PUTRA

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

$$F = \frac{106,941}{103,757}$$

$$= 1,03$$

After doing the calculation, researcher found that $F_{count} = 1,03$. It had been compared to F_{table} with α 5% and dk numerator and dominator were same (n_1 and $n_2 = 17$; dk=17-1=16). From the distribution list F, researcher found that $F_{table} = 4,49$, cause $F_{count} < F_{table}$ (1,03<4,49). So, there is no difference the variant between the XI-PUTRI class and XI-PUTRA class. It means that the variant is homogenous.

APPENDIX 11

T-test of the Both Averages in Pre-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{(\frac{(n_1-1)s_1{}^2+(n_2-1)s_2{}^2)}{n_1+n_2-2})(\frac{1}{n_1}+\frac{1}{n_2})}}$$

$$Tt = \frac{63 - 57}{\sqrt{(\frac{(17-1)79,3602+(17-1)61,3676}{17+17-2})(\frac{1}{17}+\frac{1}{17})}}$$

$$t = \frac{63 - 57}{\sqrt{(\frac{(16)79,3602+(16)61,3676}{32})(0,05 + 0,05)}}$$

$$t = \frac{63 - 57}{\sqrt{(\frac{1269,7634+981,8816+}{32})(0,1)}}$$

$$t = \frac{63 - 57}{\sqrt{(\frac{2,251,645}{32})(0,1)}}$$

$$t = \frac{63 - 57}{\sqrt{(70,3639(0,1)}}$$

$$t = \frac{6}{\sqrt{7,03639}}$$

$$t = \frac{6}{2,6526}$$

$$t = 2.25$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that t_{count} = 2.25 with opportunity (1-α)= 1 - 5% = 95% and dk= n1+n2-2= 17+17-2= 32, researcher found that t_{table} =2,49 cause t_{count}<t_{table}

(2,25<2,49). So, Ha was rejected, it means that there is no difference in average between experimental class and control class in pre test.

APPENDIX 12

T-test of the Both Averages in Post-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{(\frac{(n_1-1)s_1{}^2+(n_2-1)s_2{}^2)}{n_1+n_2-2})(\frac{1}{n_1}+\frac{1}{n_2})}}$$

$$Tt = \frac{68 - 63,875}{\sqrt{(\frac{(17-1)106,941+(17-1)103,757)}{17+17-2})(\frac{1}{17}+\frac{1}{17})}}$$

$$Tt = \frac{68 - 63,875}{\sqrt{(\frac{(16)87,6321+(16)103,757)}{17+17-2})(0,05+0,05)}}$$

$$t = \frac{68 - 63,875}{\sqrt{(\frac{1402,1136+1660,112}{32})(0,1)}}$$

$$= \frac{68 - 63,875}{\sqrt{(\frac{242,0016}{32})(0,1)}}$$

$$t = \frac{68 - 63,875}{\sqrt{0,75}}$$

$$t = \frac{4,125}{0,86}$$

$$t = 4.79$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that t_{count} = 4,79 with opportunity (1-α)= 1 - 5% = 95% and dk =n1+n2-2= 17+17-2= 32, researcher found that t_{table} =2,49 cause t_{count}>t_{table} (4,79>2,49). So, Ha was accepted, it means that there was a difference average

between experimental class and control class in post test. It can be conclude that there was the significant effect of Guided Writing Technique on Writing Recount Text at the XI Grade Students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru.

APPENDIX 13

INDICATOR OF WRITING IN PRE-TEST AND POST-TEST

A. Assesment Indicator Writing in Pre-test and Post-test or Experimental Class

No	Pre-test						Post-test					
	The Initial Name of Students	**I**	**O /S**	**G**	**V**	**SCORE**	**The Initial Name of Students**	**I**	**O /S**	**G**	**V**	**SCORE**
1	AP					69						63
2	APA					63						69
3	BS					69						69
4	FPA					50						63
5	LM					56						50
6	LWL					50						50
7	MP					69						63
8	NMP					50						63
9	NS					63						75
10	RHA					75						81
11	RHA					69						75
12	SIS					63						69
13	SF					50						56
14	SAH					69						63
15	SN					56						69
16	STPH					75						81
17	SAS					56						56

B. Assesment Indicator Writing in Pre-test and Post-test or Control Class

No	Pre-test						Post-test					
	The	**I**	**O**	**G**	**V**	**SCORE**	**The**	**I**	**O**	**G**	**V**	**SCORE**

	Initial Name of Students		/S				Initial Name of Students		/S				
1	AP					63							69
2	ASR					63							75
3	ARN					56							50
4	AM					56							69
5	DR					50							50
6	FHS					69							50
7	HDG					63							69
8	HD					56							75
9	MJ					56							50
10	NR					75							75
11	PM					69							56
12	PMT					50							63
13	RWH					50							69
14	RY					63							56
15	UMH					56							50
16	AFAL					50							63
17	ZA					69							75

APPENDIX 14

GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

Class	Pre-test score	Post-test score	Enchancement	Gain Score
Experimental	67	73.12	6.12	9.32
Control	74	70.8	-3.2	

APPENDIX 15

DOCUMENTATION

A September 2019

Kepada Yth
1. Dr. Fitriadi Lubis, M. Pd   (Pembimbing I)
2. Fitri Rayani Siregar, M. Hum   (Pembimbing II)

di –Padangsidimpuan
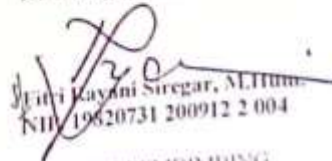
Assalamu'alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut.

Nama	: Amara Halawatunnisa Hsb
NIM	: 1620300027
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Guided Writing Technique on Writing Recount Text at the XI Grade Students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

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NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

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Nomor : B - 1158   /In.14/E.1/TL.00/10/2020   13 Oktober 2020
Hal : Izin Penelitian
      Penyelesaian Skripsi

Yth. Kepala Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Amara Halawarunnisa Hsb

NIM   : 1620300027

Program Studi   : Tadris/Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang
sedang menyelesaikan Skripsi dengan Judul "The Effect of Guided Writing Technique on
Writing Recount Text at the XI Grade Students of Yayasan Pendidikan Syekh
Muhammad Baqi Babussalam Basilam Baru".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian
sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan Bidang Akademik

Nizar Rangkuti, S.Si., M.Pd.
0413 200604 1 002

129/PPS/BB/2020

Basilam Baru, 27 Oktber 2020

Izin Penelitian
Penyelesaian Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri
Padangsidimpuan (IAIN) Padangsidimpuan

d-

Tempat

Assalamu'alaikum Wr.Wb

Dengan hormat, sehubungan dengan surat permohonan bapak dengan nomor : 1158 /
In 14/E.1/TL.00/10/2020 tentang Izin Penelitian Penyelesaian Skripsi Mahasiswa
Bapak di sekolah kami, kami selaku Pimpinan Pondok Pesantren Syekh Muhammad
Baqi Babussalam menerangkan bahwa

Nama	: Amara Halawarunnisa Hsb
Nomor Induk Mahasiswa	: 16.203.00027
Jurusan/Prog.Studi	: Tadris/Pendidikan Bahasa Inggris
Alamat	: Jl.Pembangunan no.1 Pasar Baru Batahan, Kec.Batahan
	Kab.Mandailing Natal

Telah menyelesaikan penelitian di sekolah kami untuk keperluan skripsi dengan judul
"**The Effect of Guided Writing Technique on Writing Recount Text at the XI
Grade Students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam
Basilam Baru"**

Demikian kami sampaikan, semoga dapat dipergunakan dengan semestinya.

Ketua Yayasan

Akhmad Darwis Hasibuan