



**THE EFFECT OF USING GUIDED QUESTION
TECHNIQUE IN WRITING RECOUNT TEXT AT
GRADE VIIIMTS OF BAHARUDDIN TAPANULI
SELATAN**

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN)

Padangsidimpuan as a Partial Fulfillment of the Requirement for the

Graduate Degree of Education (S.Pd) in English

Written By:

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**TARBIYAH AND TEACHERTRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2021



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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Annisa Nur Nasution**, entitled "**The Effect of Using Guided Question Technique in Writing Recount Text at Grade VIII MTs of Baharuddin Tapanuli Selatan**". 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 Padangsidempuan.

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 Padangsidempuan. Thank you.


Wassalam 'alaikum wr.wb.

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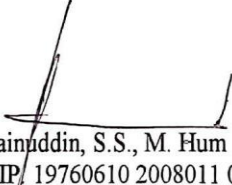

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ABSTRACT

This research is intended to investigate the effect of using guided question technique in writing recount text at grade VIII Mts of Baharuddin Tapanuli Selatan. The problems that faced by students in writing recount text were: 1) The students lack of vocabularies, 2) The students difficult understanding about past tense, 3) The students can not different each generic structure of the text, 4) The students do not know how to make paragraph well

The formulations of the problem in this research are: 1) How is the students result in writing recount text before learning guided question technique, 2) How is the students result in writing recount text after learning using guided question technique, 3) Is there any significant effect of using guided question technique in writing recount text at grade VIII Mts of Baharuddin Tapanuli Selatan. The purpose of this research was to answer the formulation of the problem in this research.

This research used experimental quantitative method with pre-test and post-test design. The population is all of the students at grade VIII MTS Baharuddin Tapanuli Selatan. The sample were VIII-2 as experimental class that consisted of 34 students and VIII-1 as control class that consisted of 34 students. The data were collected through pre-test and post-test in essay test form and analyzed by using t-test formula.

The result of research showed that the mean score of experimental class was higher than the mean score of control class after using guided question technique. The mean score of experimental class in pre-test was 58 and the mean score of control class in pre-test was 58. Meanwhile, the mean score of experimental class in post-test after doing treatment by using guided question technique was 80 and the mean score of control class in post-test without treatment was 60. In addition, after doing T-test, the researcher found that $t_{count} > t_{table}$ ($4.65 > 1.66827$). Therefore, alternative hypothesis (H_a) of this research was accepted and null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of using guided question technique in writing recount text at grade VIII Mts of Baharuddin Tapanuli Selatan.

Key Words: *Guided Question Technique in Writing Recount Text*

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This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidempuan (IAIN Padangsidempuan) as partial fulfillment of the requirement for degree strata 1 (S1).

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Researcher

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CHAPTER I

INTRODUCTION

A. The Background of The Research

Writing can produce something that express of idea, increase the knowledge, because when people write they look for and comprehend some informations or references which are relevant with the topic for supporting the writing. Logically, when writers write their ideas in a paragraph, text, or story the activating left brain which concern with analysis and rationality while the right-brain will free for intuiting and feeling.

Basically, writing is one of language products as well as the means of communication. The written language can be expressed through written products which need specialized skills. The written products can be measured as the students' achievement in a process of learning the language.

As a result, writing skills become an important part in students' English learning process. Writing is an activity of putting thoughts, idea and feeling of the person expressed in writing language. Brown stated writing is a thinking process. The writing can be planned and given with an unlimited number of revision before its release.

There are many kinds of writing text must be learnt by students of senior high schools in learning writing skills. They are report text, recount text, narrative text descriptive text and others. The researcher will be focus on recount text. Recount text is a type of text that main function or communicative purpose to persuade the reader that something should or

should not be the case. Writing recount text contain three components. They are Orientation, Event and Reorientation.

Recount text is text about the past or the story about the last. The text is a kind of text that retells past event and it is usually based on sequence of the story occurred. It is stated in Standard Basic Competence at the second grade of Junior High School that the students should be able to compile short and simple recount text in oral and written about experience/activity/event by paying attention to the purpose, organization, and language feature of the text accurately and contextually.

The illustrated of the problem they are; First, students are lack of vocabularies. Second, students are unable to make paragraph well by using correct tense because they are lack understanding of grammar, especially the function of tense and the use of tense. Third, students could not different each generic structure of text, such as identify generic structure in recount text, narrative text, and descriptive text. Finally, student do not know how to make paragraph well.

Based on interview the English teacher¹ Mr. Deprizal Rangkuti said that most of students' ability in writing recount text is still low, the students lack of vocabulary, students difficult in understanding about past tense (V2) and difficult to make a sentence. Indicated writing has been studied since first English studied. So, as simple past tense has too but studentd there still found

¹ Deprizal Rangkuti as English Teacher at Grade VIII of MTS Baharuddin, *Private Interview*, (MTS Baharuddin, November 26th 2020, at: 09.00 a.m)

so difficult in studying writing especially in writing recount text though writing recount text is important for them as shown above.

When teaching writing recount text, the teacher just asking the students to open the text book, write down the passage, translate it to Indonesian language, then collect it. Then the teacher gives the mark on students worksheet. After giving mark, the teacher gives back the task to students.²

There is another factor that influenced students' difficulty in writing recount text. Most of students did not know how to write recount text easily. They did not know about the technique, did not have idea and did not understand to determine the generic structure of recount text. To overcome this problem, the teacher should use an appropriate technique to guide students and make them easier in writing recount text. According to Hyland, teacher has an important function to guide students in writing process and help them build up strategies for generating, drafting, and refining ideas³.

A technique is one of the important components in teaching and learning process. Technique can be applied to help students and to solve their problem in writing, by using technique can make the students easier in learning English especially in writing ability. Then, the teacher needs to use and introduce the technique which can guide students in writing recount text.

There are many techniques actually in teaching writing and one of them is

²Marsya, et.al as Students of MTS Baharuddin in the 8th class, *Private Interview*, (MTS Baharuddin Tapanuli Selatan: November 26th 2020, at: 10.55 a.m)

³Ken Hyland, *Second Language Teaching* (New York: Cambridge University Press, 2004), p.12.

guided question technique. Guided question is the basic question that directs students for understanding.

This technique can lead students in order to choose, find and create the ideas of writing and then develop students' ideas. This technique can also guide and help students in organizing and generating their ideas. Besides, students can express their ideas easily by answering the questions given and make their writing will be better organized. Therefore, in this study, the writer intends to conduct the research with the title **“The Effect of Guided Question Technique on Students' Writing Skill of Recount text.”**

B. Identification of The Problem

Based on the background above, the researcher identified the problems as follow:

1. The students are lack of vocabularies.
2. The students are difficult understanding about past tense
3. The students can not different each generic structure of the text.
4. The students do not know how to make paragraph well.

C. Limitation of The Problem

From the identifications of problems above, many problems involving in this research. The researcher only focuses on teaching technique in writing. For this matter, so many teaching techniques which can be used by teachers, however, all of techniques is impossible to be used. So, the researcher focuses in using Guided Question Technique. In this research, the researcher using Guided Question Technique and will

focus on measure and evaluate them based on content, grammar, and organization because it has included component in writing recount text at grade VIII Mts Baharuddin. The researcher focuses on recount text because it is appropriate material for junior high school students.

D. Formulation of The Problem

Based on the background of the research, the research question can be formulated as follows:

1. How is the students result in writing recount text before learning by using the guided question technique?
2. How is the students result in writing recount text after learning by using the guided question technique?
3. Is there any significant effect before and after learning by using guided question technique in writing recount text?

E. Objectives of the Research

Based on formulation of the problem above, the purpose of this research can be formulated as follows:

1. To describe the students writing recount text before learning by using guided question technique at grade VIII Students of MTS Baharuddin.
2. To describe the students writing recount text after learning by using the guided question technique at grade VIII Students of MTS Baharuddin.
3. To examine whether there is significant effect of after using guided question technique at grade VIII students of MTS Baharuddin.

F. Significances of the Research

1. For the head master, as one domain measurement of teaching progress.
2. For the English teachers, to help students in writing recount text and enhance the quality of teaching and learning.
3. For the students, to solve their difficulties in writing.
4. For another researchers, as the information to do more research related to the problem.

G. The Definition of Operational Variables

There are some terms that used in this research, they are :

1. Guided Question Technique (Variable X)

A guided question is the fundamental query that directs the search for understanding. It means that guiding questions technique is believed as a technique that can guided the students' idea in writing process and also can help in finding out the ideas in writing. Using this technique could help the students produced their writing, because by answering the question they would write easily. The students could starts their writing easily by answering the questions. It was very motivating. Teacher asked the questions, and then the students analyzed and answered the question to produce their writing.

2. Recount Text (Variable Y)



Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.

H. Outline of the Research

This research is organized into five chapters. Each chapter consists of many sub chapters with detail. Chapter one consists of introduction, they are: the background of the problem, the identification of the problem, the limitation of the problem, the definition of operational variables, the formulation of the problem, the purposes of the research, the significances of the research, and the outline of the thesis.

Chapter two consist of theoretical description with some sub theory about writing, recount text, guided question technique, review of related findings, framework of thinking, and the hypothesis of the research.

Chapter three consist of methodology of the research, included in the place and schedule of the research, the research design, the population and sample, the instrument of the research, the validity and reliability of instrument, the procedures of the research and technique of data analysis.

Chapter four is the result of the research talking about the analysis of the data. It is consist of description of data, hypothesis testing, discussion and the threats of research.

Chapter five consist of conclusion about the result of research and suggestion which is given by researcher.

CHAPTER II

Theoretical Description

A. Theoretical Description Research

1. Writing Recount Text

a. Writing

1) Definition of writing

Writing is a process how to generate letters, words, and sentences. Therefore, students must be able to combine the words that easier to understand by human. According to Richard writing is the most difficult skills for second language learner to master of putting together strings of grammatical correct sentence.⁴ Meanwhile Raymond stated writing is a way of remembering and thinking. Through writing, people need to recall what in their memory is about and what they are going to write.⁵ So, writing is way of membering and thinking of students by combining the words.

According to Basturmen writing is a way to express the ideas, emotion, feels and opion in written form.⁶ Furthermore Harmer stated that writing is a way to produce language and express idea, feeling and opinion.⁷ So, writing is one way to

⁴Richard Bulldock, *Guide to Writing*, Second Edition, (United States of American Pearson Education, 2009), p.5-6.

⁵Raymond L Calabrese and Page A Smith, *Mentor ' S Wisdom*, n.d.

⁶Warsidi, *Basic Academic Writing*, p.50.

⁷“Jeremy Harmer - How to Teach Writing, (Longman: Person Education Limited),” 2004.

communicate with other people and writing very simple and easy to understanding.

From the explanations above, the writer infers that writing skill is one of the productive English skills which is difficult to master because the writer needs to concern several things. They are planning, organizing, spelling, punctuation, translating, word choice, language rule, etc. Even so, writing can be mastered by working hard or practice because it is a skill not an automatic process.

2) The Purposes of Writing

Writing has many purposes or objectives. The purposes are not only to share opinion or to copy something that is in someone mind, but the purpose of writing can be to inform a new information and also examine a process of something. There are some purposes of writing into three categories, they are:

(a) To inform

In giving information, a written generally explains or describes an idea, a process, an event, a belief, a person, a place or thing.

(b) To persuade

The language style is used in category is obviously different with previous category. In this category, a writer tries to change the audience or behave differently.

(c) To entertain

One written has its own language style. The writer gives some efforts to make readers laugh, smile, fascinated, suprised, or even angry.⁸It means to make the reader feeling what they read the text.

⁸Jeremy Harmer, *How to Teach Writing*, (Longman: Person Education Limited),” 2004, p.216.

Based on the explanation above, the researcher concludes that the purpose of writing is to inform the information, to persuade, to entertain and also examine a process of something.

3) Process of Writing

According to Alice Oshima and Ann Hogue writing is a process that involves several steps. They are:

In the first step, create the ideas, choose an interest topic and collect ideas to explain the topic. The second step, organize the ideas into a simple outline. In the third step, write a rough draft as quickly as you can without stopping. Just get the ideas and write down what you are thinking in your paper without worry about spelling, grammar, punctuation or the best wording. Next, in the fourth steps, analyzed the rough draft by editing and making revisions.⁹

According to Jack C. Richards and Willy Renandya the writing process comprising four main stages, they are; planning, drafting, revising and editing.

(a) Prewriting (planning)

Prewriting is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started.

(b) Drafting

Drafting is beginning the step of writing. Drafting stage is to take the outline, focus on the content and developing the topic clearly.

(c) Revising

Revising is re-read the text and repair the content.

(d) Editing

Editing is review the revising, re thinking the content and check grammar, sentence structure and word choice.

⁹Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 2017.

(e) Publishing

Publishing is the last stage in writing process. Before publishing must be eliminated errors written. The students must have intended their written to make it readable.¹⁰

Based on the explanation above, can be said that there are some steps must be followed by the autors to make a good writing. The general step, they are; prewriting, drafting, revising, editing and publishing.

4) Assesment of Writing

Writing assessment is important to measure the ability in writing whether the students' ability good or bad, to see the skill of the students in writing, Hyland says that "assessment refers to the variety of ways used to collect information on learner's language ability achievement".¹¹ So, assessment is the way to measure the students' ability in writing.

There are some criterias to make scoring of students; writing ability as follows:

(a) Grammar

Errors of grammar or wors order fairly frequent, occasional reading necessary for full comprehension.

(b) Vocabulary

Uses wrong ideas or inappropriate words fairly frequently, expression of ideas may be limited because of inadequate vocabulary.

(c) Mechanics

Errors in punctuation or spelling fairly frequent, occasional re-reading necessary for full comprehension.

¹⁰Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching an Anthology of Current Practice* (United Kindom: Cambrige University Press, 2002), p. 316-317

¹¹Hyland, *Second Language Teaching*, p.213.

(d) Fluency

Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

(e) Organization

Some lack of organization, re-reading required for clarification of ideas.¹²

So, the criteria for making scoring of students, they are; grammar, vocabulary, mechanics, fluency and organization.

b. Recount Text

1) Definition of Recount Text

Recount text is a text that retells past events, usually in the order in which they occurred. According to Coogan, recount text is written to retell an event with the purpose of either informing or entertaining their audience or readers (or both).¹³ Meanwhile, Grace stated that recount text is a text that retells the reader or listener what happened in the past through a sequence of events.¹⁴ So, recount text that retells an event for the purpose of informing or entertaining.

Recount is the unfolding of a sequence of events over time. It is about recreating past experience in using language to keep the past alive and to interpret the

¹²Arthur Hughes, *Testing for Language Teachers* (UK: Cambridge University, 2003), 101–2.

¹³A T Inclusion Classes, “LET : Linguistics , Literature And English Teaching Journal Students’ Difficulties In Writing Recount Text” 9, no. 1 (2019): 52–76.

¹⁴Syari et al., “Applying Guided Writing Technique In English Teaching To Develop Ability Of Grade X Students At Smkn 2 Palu In Writing Tour Itinerary.”

experience.¹⁵ Knap and Swathins stated that the purpose of a recount text is to list and describe past experiences by retelling events in order in which they happened.¹⁶ So, recount is about past experience in using language by expressing the writer's attitude and feeling in the sequence of events in order to inform or entertain the reader.

From the explanation above the writer concludes that recount text is a text which is used to inform about past events or series of events that happened in the past. Then provide the audience a description of what occurred and when it occurred. So, if the students want to tell their experience, they are able to understand the recount text.

2) **Generic Structure of Recount Text**

We must have the stages that must be followed in arranging the text as we call generic structure. Generic structure is something important in text construction. So, there are three generic structures of recount text, they are:

(a) Orientation

Provide the setting and introduce participants. It provides information about 'who', 'where', 'when' content of text.

¹⁵Blake Education, Targetting Text Recount, Procedures, Exposition (Sinagpure; Green Giara Press, 2000), p.4.

¹⁶Wenny Saswita and Busmin Gurning, "Improving Students' Achievement in Writing Recount Text through Focus Group Discussion . (Unimed: 2012), p. 9.

(b) Events

Tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and evaluative remark, which are interspersed throughout the record of the the event.

(c) Re-orientation

Optional-closure of events. It is rounds off the sequence of events.¹⁷

Based on the explanation above, there are three generic structure in recount text, they are; orientation (tell about place, time and characters), events (the sequence of event) and re-orientation (the ending of the text sad/happy).

3) The Language Features of Recount Text

In making recount text, we should pay attention to the language features. Language features refers to the structure and grammar that is used in writing text. Recount has several language features that make differences with other texts. The language features include the following :

- (1) Nouns and pronouns are used to identify people, animals, or things involved in the story.
- (2) Action verbs are used to refer to events.
- (3) Past tense is used to located events in the writers time.
- (4) Conjunction and times connectives are used to sequence the series of events
- (5) Adverbs and adverbial phrases are used to indicate place and time.
- (6) Adjectives are used to describe nouns.¹⁸

¹⁷Pardiyono, Mastering English Trough Content, p.61

¹⁸Classes, "LET : Linguistics , Literature And English Teaching Journal Students ' Difficulties In Writing Recount Text."

Based the language features above, researcher conclude that writing recount text is easy if know the anguage features well. But not just language features, then also there are generic structure of recount text.

4) Example of Recount Text

“Journey to Sibolga”

Generic structure	Text
Orientation	I and my friends went to Sibolga last year. We want there by car. We stayed there for two days.
Events	On first day, we went to Bosur beach. It was very beautiful place. The beach was clean and water was clear. We also found the big stone like elephant there. We took a lot of pictures there. On the second day, we went to Mursala Island. It was very wonderful place. We swam on the sea together there. We also took a lunch in the beach together. We were very happy. We had great time but we have a little problem, the time was short. I and my friends had to leave Sibolga and go back to Sidimpuan.
Re-orientation	It was fantastic holiday. We were very enjoyable.

c. Conventional Strategy

1) Definition of Conventional Strategy

Conventional strategy is a traditional way that is used by a teacher in teaching and learning process. Conventional strategy is a technique or the way that usually used by the teachers to teach the text to the students.¹⁹ According to Hudson that conventional strategy is a technique used by the teachers based on mutual agreement in the school.²⁰ So, the researcher concludes that conventional strategy is a technique used by a teacher in common ways.

2) The Kinds of Conventional Strategy

Conventional strategy can be divided in some kinds. They are; lecturer method, project method, discuss method, problem solving method, and demonstration method. In this research, the researchers uses the lecturer method in teaching writing.

a) Lecturer Method

Lecturer method is traditional method because this method use long since is an oral communication tool between teacher and students in interaction educative. Moreover in educative and traditional teaching it

¹⁹Jhon Deriden, Conventional Strategy, retrieved from: <http://www.britania.com/> .

²⁰Hudson, The Meaning of Conventional Strategy, retrieved from <https://www.conventional-strategy/topic/54327-strategy/52993/conventional-strategy> on September 7th 2020 at 10.00.p.m.

is like in rural that have weakness in learning facilities and teacher.

b) The Strength and Weakness of Lecturing Method

The strengths of lecturing method are:

- (1) In short time, teacher is able to convey the matery as many as possible
- (2) The organization of class more simple
- (3) Teacher can handle overall of the class.
- (4) Teacher esay to prepare the material and convey it to the students.

The weaknesses of lecturing method are:

- (1) Teacher is difficult to know the student's comprehension about the material that had been given
- (2) If the teacher uses this method for long time, it can make the syudents felt bored
- (3) This method can make the students became passive students.

3) The Steps of Lecturing Method

The steps of lecturing method are as follows :

- (1) Preparation (create the learning condition to the students)
- (2) Implementation (teacher conveys the material than opportunity to students for connecting and comparing the material of lecturer that had accepted through catechizing)
- (3) Evaluation (give the test to the students for looking students comprehension about material that have been learned)²¹

From above explanation, conventional teaching method is traditional teaching method that often applied by teacher. One of conventional method is lecturer method with a

²¹Syaiful Bahri Djamarah, Strategy Belajar Mengajar,(Jakarta: Rineka Cipta, 2006), p. 97
-98.

teaching style that use for convey information about some subject. Researcher concluded that conventional technique is way that is used by teachers in teaching a material base on agreement of teacher at school.

Based on observation, researcher concludes that procedure used by English teacher at Mts of Baharuddin Tapanuli Selatan, are as follows:

- (a) Explain the subject matter
- (b) Identify the difficult words
- (c) Ordering the students make paragraph of recount text
- (d) Ordering the students make their guided questions.

d. Guided Question Technique

1) The Definiton of Guided Question Technique

Guided question technique is the process to guided the students idea in writing process and this technique could help the students to generate their writing skills. According to Traver guided question technique that direct the search for understanding. As a teaching technique, it can be very useful for helping students to explore a topic or information they need to write a text.²²

Meanwhile Mayers stated that questions can be way to help exploring topic in writing skill and any good paragraph or

²²Cathy H C Hsu, Andrew Chan, and Songshan Huang, "Tour Guide Performance and Tourist Satisfaction : A Tour Guide Performance And Tourist Satisfaction : A Study Of," No. November 2018 (2009): 2–33, <https://doi.org/10.1177/1096348009349815>.

essay goes through many stages before its finished. Frist you may simply explore your subject by using questions.²³ So, the guided question technique as of technique can be used in writing and it can be very useful for helping the students to make writing easy.

Moreover, by asking question about your subject, you can also generate ideas and detail such questions including Why, What, When, Where, Who and How.²⁴ It means that guided question technique can be used 5w+1H in recount text. Fred D.White in Elishabeth also said that needs to know the topic might consider by using the questions. He called this method by 5Ws and the H grid. It works because the question generates and provides a wrap around understanding of the topic.²⁵

Based on the explanation above, it can be concluded that guided question is a technique of writing in which the students are guided to express their ideas into a written form by giving some questions related to the topic,it can be using 5w+1h which is going to be written by the students, in order to

²³“Alan Meyers - Longman Academic Writing Series 5_ Essays to Research Papers- Pearson Education ESL (2013).pdf,” n.d.

²⁴Raymod Turvey,Good Question and Good Answer, *Good Question, Good Answer*, 2005.

²⁵Elisabeth Milaningrum, Lilik Damayanti, And Abdul Gafur, “Menerapkan Guided Writing Pada Teks Narasiuntuk Meningkatkan Writing Skill Mahasiswa Politeknik Negeri Implementing Guided Writing In Narrative Text To Improve Students ’ Writing Skill Of Balikpapan State Polytechnic,” No. 2 (2017).

minimize the mistakes made by the students and help them organize their ideas coherently as long as they follow the questions given by the teacher.

2) Kinds of Questions

There are some questions can be used as a guided question to direct students in writing, they are:

(a) What

This question word has several functions. First, it can ask for a connection between a name or word and object or phenomenon. Second, it may ask a description of a particular object, process or idea. Moreover, 'what' can be used to look for more generalized or universal definitions and theories.

(b) Who, Whom

Who and whom can ask for an identification of people or group of people. 'Who' requests to identify who do things for some events, while 'Whom' asks for the people who affected by an event or action. The word 'Whom' can be followed by preposition to, for, by, with, amongst.

(c) Where, when

These kinds of question word ask for the location, time, and duration of events and objects because every event has the setting where and when it happened. This also can establish detailed issues of frequency, distribution, extent, regularity, and other important topics.

(d) How

This question word can be used in a number of ways. First, it can ask for a description of a process rather than a phenomenon or an object. Second, it can be a request for various feature or characteristics. Finally, it can a request for an explanation.

(e) Why

Why is often a request for an explanation and a theory. It can be used in several ways. First, it can be used for asking causal explanation which means the causes of some event or phenomenon. Second, why can ask for purposive explanation such as the reasons, aims, and purposes of those responsible for some action,

event or phenomenon. Third, why can be a request for functional explanation for asking what function does something have or what role does it play. The last, why can be a request for deductive explanation which asks what combinations of conditions people to infer a logical conclusion.²⁶

Based on the explanation above, what, who, where, when, why and how are kinds of 5W+1H question which can make the students easily making questions. These question can be used as a guided question which is given to students when they are writing a story or event to direct them in writing and generate their ideas.

3) The Procedure of Guided Question Technique

According to Axelrod and Cooper, there are several steps in using question for invention. They are:

- (a) Thinking about the writers' subject. Subject means that something the writers want to write such as idea, event, person, or problem
- (b) Starting from the first question then move to the next. The writer should follow the questions from the first then answer it to make their writing organize well.
- (c) Writing the writers responses quickly without much planning. They should write as quick as possible to anticipate of forgetting about the answer.²⁷

Besides, the using of the guided question in teaching writing is also explained by Taylor in his book entitled *A Student's Writing Guide*. They are:

²⁶Khairatul Ummah, Rusdi Thaib, And Saunir Saun, "Journal Of English Language Teaching Types Of Questions Asked By English Teachers In Teaching And Learning Process At Sma Pembangunan" 5, no. 1.

²⁷Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's guide to writing*, (New York: ST. Martin Press,2013), p. 475.

- (a) Choose an essay topic that is interest for the writer. Such a topic that the writer already has idea about that.
- (b) Ask the questions about the topic. The questions can be 5W+1H questions which is related to the topic that will be written.
- (c) Answer the questions and write down the answer in no more than a sentence or two.
- (d) Develop the answers of the question become the paragraph. The writer can add more ideas that can support the answers to make them detail.
- (e) Consider the paragraph as temporary answer before the writer's eventual answer. This paragraph become a foundation of the text but it can be changed.²⁸

Based on the procedure that explained by the experts above, the researcher used the statement by Taylor in guided question technique.

4) Advantages and Disdvantages of Using Guiding Question Technique

As one of techniques in teaching writing, guiding questions can give any advantages as well as disadvantages in teaching writing recount text.

The advantages of using guiding questions in teaching writing are:

- (1)It can minimize mistakes by the students when they write.
- (2)The students will not be confused about what they are going to writebecause they are guided to write by answering the questions related to thetopic.
- (3)It allows the students to consider topic when planning their writing.
- (4)It will make their writing flow coherently because they write the paragraph byfollowing the questions.²⁹

²⁸Gardon Taylor, A Students' Writing Guide How to Plan and Write Successful Essay, (New York: Cambridge University Press , 2010), p.28

The disadvantages of guiding questions technique is it may be difficult to apply the guided writing process in a big group of students. It is difficult for the teachers to handle the students in a big group.

B. Review of Related Findings

There are some related findings in the research. The first is Iwan's research.³⁰ He concluded there was significant effect of using guided question technique in writing recount text. The objective of his research was to know whether there is significant difference of the students' recount text writing ability in the terms of content, organization, vocabulary, language used, and mechanic aspects after being taught by using guiding questions technique. The result showed that there was a significant difference from pre test to post test after being taught by using guiding questions in the experimental class. It can be concluded that there are significant effect of using guided question technique on students wrting recount text the second year students of SMPN 1 Terbanggi Besar Lampung Tengah.

²⁹English Education, "The Influence of Using Guided Questions Technique Towards S Tudents ' Recount Text Writing Ability" 8, no. 4 (2018): 77–82, <https://doi.org/10.9790/7388-0804027782>.

³⁰Iwan, "Developing the Students' Ability in Writing Recount Text Through Guiding Questions Technique" (Universitas Lampung, 2012), p.75, <https://scholar.google.co.id>.

The second is Erma Velandá's research.³¹ She said that this research aimed to investigate the effectiveness of guided questions in teaching students' narrative writing. The subject of this research was eighth grade students of MTs. Pembangunan UIN Jakarta. The study was carried out in two classes, as the controlled and experimental class. After giving treatment at the experimental class and without it at the controlled class, the result showed that guided questions is effective on students' recount text.

The third is Hariyanto's research.³² At the first, the students were taught through Guided Questions in the experimental class and lecturing technique in the control class. The material was three topics of procedure text for three treatments. Before doing Guided Questions the writer explained to the students what a guided question was and how the procedures of guided questions work. The average score of experimental class was 78.29 and the average score of control class was 68.86. Based on the research result above, it can be concluded that using Guided Questions was one of good technique in motivating students in learning English, especially in writing by seeing the score in the experimental class that is higher

³¹Erma Valenda, *The Effectiveness of Guided Questions towards Students' Writing Skill of Recoun Text*" UIN Syarif Hidayatullah Jakarta: 2015), p. 56.

³²Hariyanto, "The Influence of Using Guided Question Technique towards Students' Procedure Text Writing Ability.

than the control class. It means that Guided Questions could improve students' writing ability.

The fourth is Khairatul Umma's research.³³ It was found that the open ended questions are most frequently used by the teachers in the classroom. Teachers tend to limit the questions' time into simple questions which students did not think too deep and take long time to get the target. Then, teachers tried to answer the high level to students but did not get response or the students were not understood about the questions. To make students more active in thinking, teachers should stimulate students by asking questions that need hard thinking and make students find the questions by themselves. Then, teachers must be used English in teaching and learning process without add another language.

The fifth is Nunun Indrasari's research.³⁴ She concluded the result indicated that there are some improvement on the students' ability in writing descriptive text through the technique from 69,23% in first cycle gained score 70 or more become 93,75% achieved the score 70 to 84 in the second cycle. It is found that the implementation of guided questions technique is able to encourage the students to focus on writing skill of descriptive

³³Ummah, Thaib, And Saun, "Journal Of English Language Teaching Types Of Questions Asked By English Teachers In Teaching And Learning Process At Sma Pembangunan."

³⁴English Education, Jurnal Tadris, And Bahasa Inggris, "Guided Questions Technique For Teaching Writing Skill Of Descriptive TEXT Nunun Indrasari, Riana Julita" 11, No. 1 (2018): 160-72.

text, the students are enthusiasm and fast to keep their attention on writing ability.

Based on the researchers above, the research will do the research by using guided question technique in writing recount text. The research interest to do this reseach, because of several researches above show that guided question technique has effective on writing. So the reseacrher will do it to try is there the effect of using guided question technique on students' writing recount text at grade VIII Mts of Baharuddin.

C. Conceptual Framework.

Even students are taught about writing recount text, they still have some problems in writing the text. The first, most of students do not know how to start writing. The second, most of students do not know how to organize sentences into coherence paragraph. Then, most of students get difficulty in generating and organizing their ideas into well-organized paragraph. The last, most of students do not know and use appropriate technique in writing recount text which can help and guide them in generating and organizing their ideas.

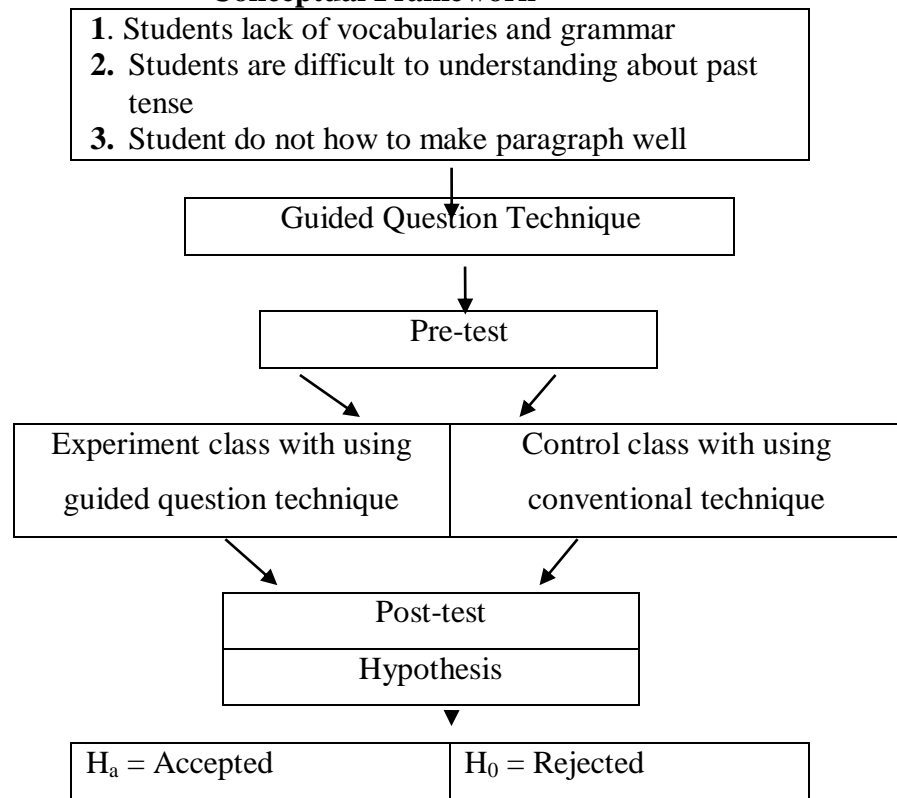
By considering the problems above, a guided question technique in teaching writing recount text will be used as a solution. The guided question technique is kind of teaching technique which is used by giving 5W+1H question to the

students in order to direct them in writing recount text. The students can be guided by answering the list of 5W+1H question given. Then, the answers of the question can be an outline before generating into a paragraph. After that, students can generate their ideas into a paragraph by using the outline.

This guided question technique is good to guide and help students in organizing and generating their ideas in writing recount text. It can help students start their writing, explore their topic and develop ideas into a well-organized paragraph. This technique can also make students easier in writing recount text because they are directed by giving the responses of the question.

Table I

Conceptual Framework



D. The Hypothesis of the Research

The hypotheses of this research are:

1. There is significant effect of using guided question technique towards students writing recount text at grade VIII MTS Baharuddin (H_a).
2. There is no significant effect at using guided question technique towards students writing recount text at grade VIII MTS Baharuddin (H_0).

CHAPTER III
RESEARCH METHODOLOGY

A. Location and Schedule the Research

The location of this research is in MTS Baharuddin Padangsidimpuan. It is located in road Sumatera KM 14 street, Muara Tais III district, Tapanuli Selatan. The time of research start from November 2020 up to finish.

B. Research Design

This research was quantitative research. Quasi experimental used as the design of the research. It is described as the following below

Table II

Pre- and Post-test design

Select control group	Pre- test	Teaching writing by using scientific learning (conventional technique)	Post test
Select experimental group	Pre- test	Guided Question Treatment	Post- test

Based on the table above, the writer conduct two classes, they were controlled and experimental class. In the experimental class, the researcher give treatment by using guided question technique in teaching writing recount text, whereas in the controlled class, the researcher taught recount text without using guided question technique.

The researcher uses two classes in this research. One of the learning classes with guided questions and it calls as experimental class

or as a treatment. Meanwhile the other learns to use teacher strategy and it call as the control class.

Based on using control and experimental class, the research design that 'true experimental design'.The design which use pretest-posttest control group design.The pre test–post t`est control group design requires at use least two groups, each of which form by purposive assignment. Both groups are administered a pretest, each group receives a different treatment, and both groups are post tested at the end of the study. Posttest scores will compare to determine the effectiveness of the treatment.

C. Population and Sample

1. Population

The population is the whole students at grade VIII students of MTs Baharuddin . The population of the research consisted of 2 classes with 68 students. It can be seen from the table follow:

Table III

Population of Grade VIII students of MTS Baharuddin

	Class	Total Students
1	VIII-1	34
2	VIII-2	34
	Total	68

2. Sample

The researcher used total samping technique as the technique for sampling. The researcher used total sampling because the total of students is less of 100 students. So, the sample in this

research is the whole of the students at grade VIII Mts of Baharuddin. The researcher choosed VIII¹ consisted of 34 students as the control class and VIII² consisted of 34 students as the experimental class. Therefore, total sample used 68 students.

Normality test used to know whether the data of research is normal or not. The researcher use normality test with using *Chi Square* for mula, as follows:

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

Where:

x^2 = value of Chi Square

f_o = observed frequency

f_e = expected frequency³⁵

To calculate the result of *Chi Square*, it used significant level 5% (0,05) and degree of freedom as big as total of frequency was lessened 1 (df= k-1). If result $x^2_{count} < x$ table 2. So, it said that the data distribute normal. The hypotheses were:

H_a :The distribution of class is normal.

H_o : The distribution of class is not normal.

Homogeneity test used to know whether control class and experimental class have the same variant or not. If both classes are

³⁵L. R. Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research Competencies for Analysis and Applicatins*, Tenth Edit (America: Pearson, 2012).

same, it called homogenous. The researcher used homogeneity test with using Harley test, as follows:

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmallestvariant}}$$

Where:

n_1 = total of the data that bigger variant

n_2 = total of the data that smaller variant³⁶

Hypothesis was rejected if $F \leq F_{\frac{1}{2} \alpha (n_1-1) (1= n_2-1)}$, while if $F_{\text{count}} > F_{\text{table}}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk denominator's (n_2-1) . The hypotheses were:

H_a : The distribution of class is homogenous.

H_o : The distribution of class is not homogenous.

Based on the explanation above, the researcher choosed VIII-2 as an experimental class (consisted of 34 students) and VIII-1 as a control class (consisted of 34 students). So, total of samples were 68 students.

Table VI
Sample of the research

Experimental Class	Control Class	Total
VIII-2= 34	VIII- 1= 34	68

³⁶Agus Irianto, *Statistik Konsep Dasar Dan Aplikasinya* (Jakarta: Kencana, 2009).

D. Instrument of Collecting Data

In this research, the writer used a test as the instrument. The test is used to know the effect of using guided question technique on students writing skill of recount text. The kind of text given is writing test which is divided into two tests. They are pre test and post test. The from writing test is the instruction to students in order to made recount text based on topic given by the writer. Indicator of wrting by Arthur Hughles below :

Table V
Indicator of Writing³⁷

Grammar

No.	Indicator	Score
1	Few it any niteable errors of grammar or word order	5
2	Some error of grammar or word which do not however, interfere with comprehension	4
3	Error of grammar of word order fairly frequent occasional re- reading necessary for full comprehension	3
4	Error of grammar of word order frequent efforts of interpretation sometimes required an reader's part	2
5	Error of grammar and word order very frequent, reader often has rely own interpretation	1

Vocabulary

No.	Indicator	Score
1	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native	5

³⁷Arthur Hughes - Testing for Language Teachers (1989, Cambridge University Press) - Libgen.lc.pdf," n.d.

	writer	
2	Occasionally uses in appropriate terms or relies on circumlocation, expression or ideas hardly impaired	4
3	Uses writing or inappropriate word fairly frequently expression of ideas maybe limited because of in adequate vocabulary	3
4	Limited vocabulary and frequent errors clearly hinder expression of ideas	2
5	Vocabulary so limited and very frequently misused that reader must often rely on own interpretation	1

Mechanic

No.	Indicator	Score
1	Few if any noticeable lapses in punctuation or spelling	5
2	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	4
3	Error in punctuation or spelling fairly frequent occasional re- reading necessary for full comprehension	3
4	Frequent error in spelling or punctuation something to obscurity	2
5	Errors in spelling or punctuation very frequent that reader must often rely on own interpretation	1

Fluency

No.	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate like that of educated native speaker	5
2	Occasional lack of consistency in choice of structures and vocabulary which does not	4
3	Pathcy, with some structures or vocabulary items noticeable inappropriate to general style	3
4	Structures of vocabulary items sometimes not only inappropriate but also misused little sense of ease of communication	2
5	Communication often impaired by completely	1

	inappropriate or misused structures of vocabulary items	
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Form

No.	Indicator	Score
1	Highly organized clear progression of ideas well linked like educated native writer	5
2	Material well organized linked could occasionally be clearly but communication not impaired	4
3	Some lack of organization re-reading required for clarification of ideas	3
4	Little or no attempt at connectivity. Through reader can deduce some organization	2
5	Individual ideas may be clear, but very difficult to deduce connection between them	1

E Validity and Reliability Instrument

In this case, the researcher will use construct validity. So the test can be used to measure the aspects that will be measured. In this research, the researcher used construct validity to get the validity of instrumentation. Construct validity is a part of the test as a totality to measure the test by content. There are 2 valid essay tests that will be given by the researcher. One question for pre-test and one question for post-test.

Another requirement is also important for a researcher is reliability. The result of the research must be reliable. Reliability means the result of the test has similarity. A research instrument is said to have a high reliability value, if the tests are made to have consistent results in a measured that would be measured.

Construct validity and reliability were a test validity based on the judgment of the experts. In this case, expert gave opinion about the instrument, whether instrument can be used or still need improving, or maybe the instrument is failed to be used. The researcher used essay test to test the students' writing recount text ability. In this research, scoring criteria is based on five aspects of writing assessment; content, organization, language use, vocabulary and mechanics.

F. Procedure of Collecting Data

In this research, the researcher collected the data by using pre-test, treatment and post-test.

a. Pre-test

- 1) The researcher prepared essay test to the students along with the answer sheet. The researcher administrated it to control class and also treatment class.
- 2) The researcher explained what students were going to do. The researcher asked the students to make the experience in the last time.
- 3) The researcher gave the time to finish it.
- 4) The researcher collected the answer sheet.
- 5) The researcher checked the answer sheet and counted the students' score to measured students' writing ability of recount text.

b. Treatment

The researcher gave the treatment for experimental class by using guided question technique. The researcher gave the instruction how is the procedure of guided question. While for control class there is no treatment. In control class the researcher used the teacher's technique of the school.

c. Post-test

After the researcher do the treatment, the last step is post test. In this part, the researcher gave the test for both of class (experimental class and control class). Here are the procedure of post test as follow:

- 1) The researcher prepared the final test about recount text for experimental class and control class.
- 2) The researcher explained the instruction to the students.
- 3) The researcher gave time to answer it.
- 4) The researcher collected the test.
- 5) The researcher checked to measured the students' ability in writing recount text which used guided question and not using guided question technique.

G. Technique of Data Analysis

To analyze the data, the researcher use "t" test. "T" test is one of statistic examined the difference two variable. The analysis of data is done

to find out the ability of the two groups that have been divided in to experimental and control class.

In this research, the researcher used the technique of data analysis as follow:

a. Mean score

To know the mean score of data, the researcher used formula as follow:³⁸

$$M_x = \frac{\Sigma fx}{N}$$

Where:

M_x = mean

Σfx = total scores

N = number of classes

b. Normality Test

Normality test is used to know whether the data of research is normal or not. To know Normality test is used to know whether the data of research is normal or not. To know the normality, the researcher used *Chi- Square* formula. The formula is follow:³⁹

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

Where:

x^2 = Value of Chi- Square

³⁸Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta:PT Raja Grafindo Persada, 2005), p.298.

³⁹Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015).

f_0 =Observed Frequency

f_h =Expected Frequency

To Calculate the result of *Chi- Square*, it is used significant level 5% (0,05) and degree of freedom is (dk=k-1). If result, the data is distributed normal.

c. Homogeneity Test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogenous. Homogeneity is the similarity of variance of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeny or not. It use Harley test, as follow:⁴⁰

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmallestvariant}}$$

The hypothesis is accepted if $F_{\text{count}} \leq F_{\text{table}}$

The hypothesis is rejected if $F_{\text{count}} \geq F_{\text{table}}$

The hypothesis is rejected if $F \leq F_{\frac{1}{2} \alpha} (n_1-1) (n_2-1)$, while if $F_{\text{count}} > F_{\text{table}}$ hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator was (n₁-1), while detominators is (n₂-1).

⁴⁰Agus Irianto, *Statistik Konsep Dasar Dan Aplikasinya*, (Padang:P2LPT Departemen, Pendidikan Nasional, 2003), p.276.

d. Hypothesis test

Hypothesis was the provisional result of the result. Based on the hypothesis, the analysis of the data will be done to find out the ability of two groups that have been divided into experimental class and control class. The hypothesis was to answer the result of the research. So, the data will be analyzed by using the *t-test* formula:⁴¹

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

T : The value which the statistical significance

M₁ : The average score of the experiment class

M₂ : The average score of the control class

X₁² : Deviation of the experiment class

X₂² : Deviation of the control class

n₁ : Number of experiment class

n₂ : Number of control class

If t-test is higher than t_{table}, the researcher can concluded that h_a is accepted and h_o is rejected. It means that there is significant effect of using guided question technique in writing recount text at grade VIII Mts Baharuddin If t_{-test} is lower that

⁴¹Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p. 31.

t_{table} the researcher can conclude that h_a is rejected and h_o is accepted. It means that there is no significant effect without using guided question technique in writing recount text at grade VIII Mts of Baharuddin.

CHAPTER IV

THE RESULT OF RESEARCH

As mentioned in earlier chapter, in order to find out the effect of using guided question technique on students' writing recount text ability at grade VIII Mts of Baharuddin Tapanuli Selatan, the researcher had calculated the data using pre-test and post-test.

The researcher conducted the research by conducting pre-test to know the students' writing recount text ability before gave the treatment and post-test to know the students' writing recount text ability after gave the treatment by using guided question technique. After getting the data, the researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follows:

A. Description of Data

1. Description of Data before Using Guided Question Technique

a. Data description of Pre-test in Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answered the question (test). The researcher gave them the test made recount text about my holiday or visiting grandma's house.

After getting the students' score of experimental class in pre-test, the researcher found the total score. Then, the researcher arranged it from the low score until the high score in interval class form. Then,

the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score, median, modus, range, interval, variants and standard deviation.

The total score of experimental class in pre-test was 2290, mean was 58, median was 52, modus was 48,7, range was 40, interval was 7, variants was 48.35 and standard deviation was 8.26. The researcher got the highest score was 68 and the lowest score was 28.

Table 5
The Score of Experimental Class in Pre-test

Total	2290
Highest score	68
Lowest score	28
Mean	58
Median	52
Modus	48.7
Range	40
Interval	7
Standard deviation	8.26
Variation	48.35

After getting the result of mean, median and modus, the researcher moved to the next step is determined midpoint of all the intervals. After that, the researcher made it into percentages to see the dominant score that gotten by the students.

From the table below, it can be concluded that the most students are in interval 49 - 55 (10 students/ 29%). The least students are in interval 63-69 (3 student/ 10%).

Table 6
Frequency Distribution of Experimental Class in Pre-test

No	Distribution	Mid point	F	Percentages
1	28-34	31.5	6	17 %
2	35-41	38.5	4	11 %
3	42-48	45.5	8	23 %
4	49-55	52.5	10	29 %
5	56-62	59.5	3	10 %
6	63-69	66.5	3	10 %
<i>i</i> = 7			34	100 %

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 28 up to 34 was 6, 35 up to 41 was 4, 42 up to 48 was 8, 49 up to 55 was 10, 56 up to 62 was 3 and 63 up to 69 was 3. The histogram showed that the highest interval (63-69) was 3 and the lowest interval (28-43) was 6.

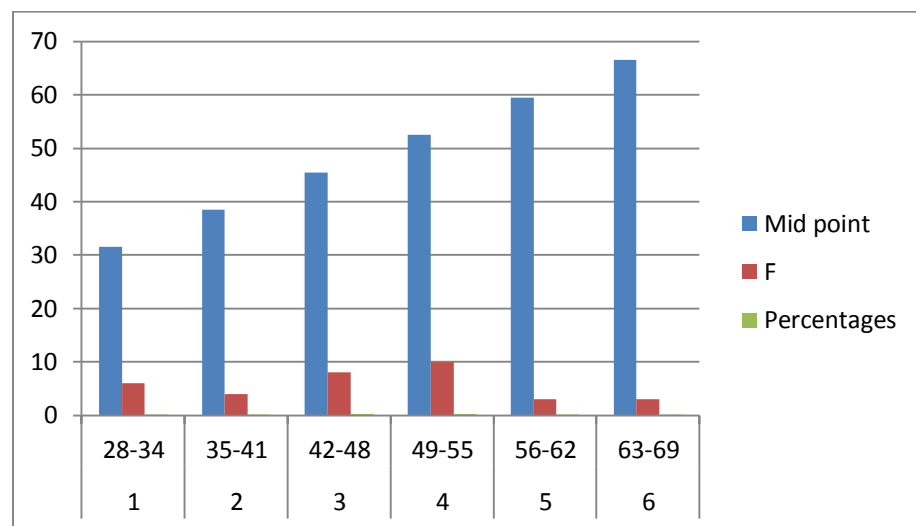


Figure 1. Histogram Result Score of Students' Writing Recount Text in Experimental Class in Pre-test

b. Description of data of Pre-test in Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answered the question (test). The researcher gave them the test making recount text about my holiday or visiting grandma's house.

After getting the students' score of control class in pre-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to got the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of control class in pre-test was 2338, mean was 53, median was 48, modus was 48.3, range was 34, interval was 6, variants was 43.27 and standard deviation was 8.94. The researcher got the highest score was 62 and the lowest score was 28.

Table 7
The Score of Control Class in Pre-test

Total	2338
Highest score	62
Lowest score	28
Mean	53
Median	48
Modus	48.3
Range	34
Interval	6
Standard deviation	8.94
Variant	43.27

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determined midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

From the table below, it can be concluded that the most students are in interval 46-51 (9 students/26 %). The least students were in interval 58-63 (4 students/6.66%).

Then, the computed of the frequency distribution of the students' score of control class in pre-test could be applied into table frequency distribution as follow:

Table 8
Frequency Distribution of Control Class in Pre-test

No	Distribution	Mid point	F	Percentages
1	28-33	30.5	5	14 %
2	34-39	36.5	4	11 %
3	40-45	42.5	7	20%
4	46-51	48.5	9	26 %
5	52-57	54.5	5	14 %
6	58-63	60.5	4	11 %
<i>i= 6</i>			34	96%

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 28 up to 33 was 5, 34 up to 39 was 4, 40 up to 45 was 7, 46 up to 51 was 9, 52 up to 57 was 5 and 58 up to 63 was 4. The histogram showed that the highest interval (58-63) was 4 and the lowest interval (28-3s3) was 5.

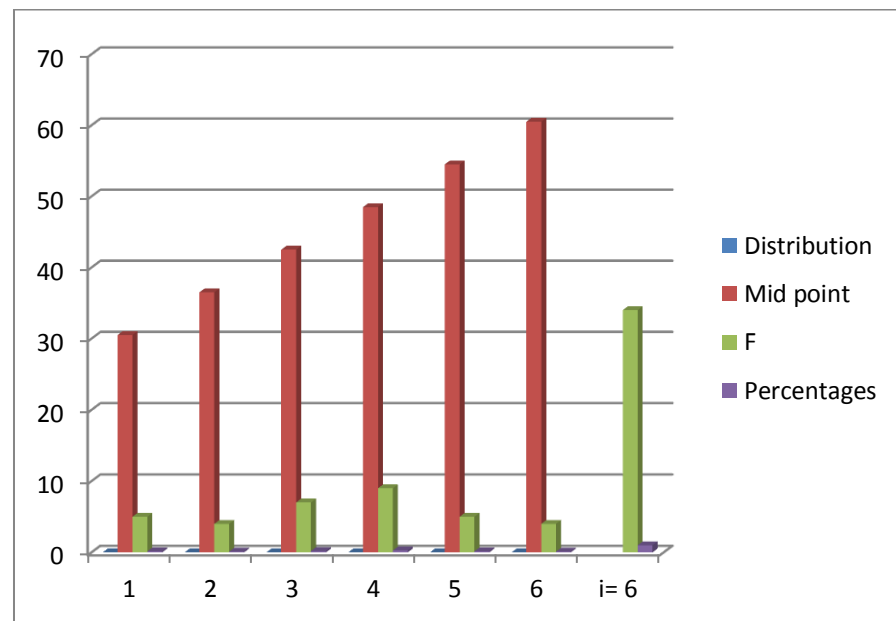


Figure 2. Histogram Result Score of Students' Writing Recount Text in Control Class in Pre-test

2. Description of Data after Using Guided Question Technique

c. Description data of Post-test Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test making recount text by using guided question technique.

After getting the students' score of experimental class in post-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of experimental class in post-test was 2482, mean was 80, median was 76,58, modus was 76,7, range was 26, interval was 4, variants was 49,36 and standard deviation was 9,88. The researcher got the highest score was 86 and the lowest score was 60.

The score of post-test experimental class can be seen in the following table:

Table 9
The score of Experimental Class in Post-test

Total	2482
Highest score	86
Lowest score	60
Mean	80
Median	76.58
Modus	76.7
Range	26
Interval	4
Standard deviation	9.88
Variant	49.36

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

From the table below, it can be concluded that the most students are in interval 76-79 (12 students/35 %). The least students are in interval 84-87 (2 student/6 %).

Then, the computed of the frequency distribution of the students' score of experimental class in post-test could be applied into table frequency distribution as follow:

Table 10
Frequency Distribution of Experimental Class in Post-test

No	Distribution	Mid point	F	Percentages
1	60-63	61.5	3	9 %
2	64-67	65.5	4	11 %
3	68-71	69.5	3	9 %
4	72-75	73.5	8	23 %
5	76-79	77.5	12	35 %
6	80-83	81.5	2	6%
7	84-87	85.5	2	6 %
<i>I= 4</i>			34	99 %

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 60 up to 63 was 3, 64 up to 67 was 4, 68 up to 71 was 3, 72 up to 75 was 8, 76 up to 79 was 12 and 80 up to 83 was 2. 84 up to 80 was 2. The histogram shows that the highest interval (84-87) was 2 and the lowest interval (60-63) was 3.

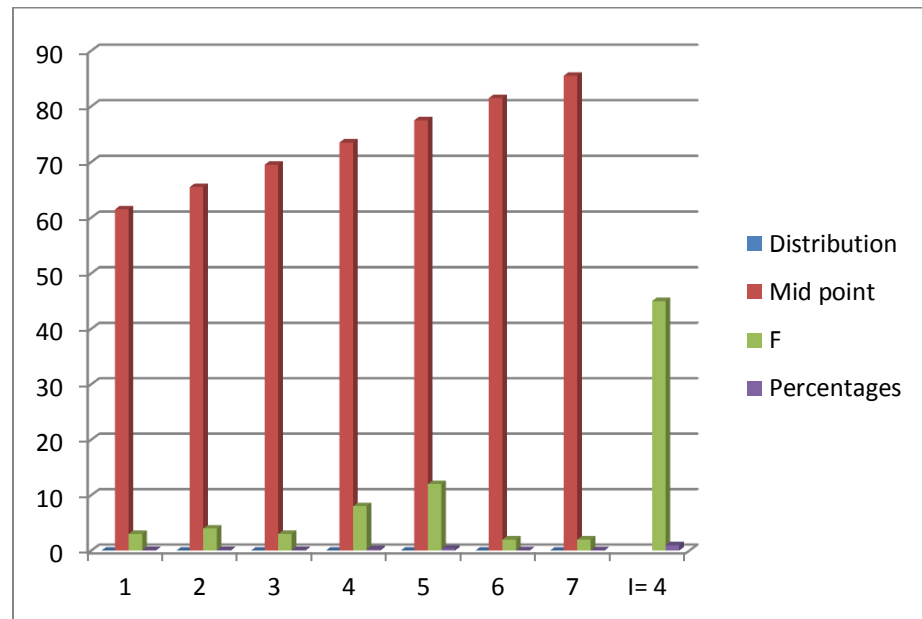


Figure 3. Histogram Result Score of Students' Writing Recount Text in Experimental Class in Post-test

d. Description data of Post-test Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test making recount text about fasting ramadhan.

After getting the students' score of experimental class in post-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, standard deviation and variant.

The calculated of result that have gotten from students in control class in answering the question after taught writing by conventional technique. The total score of control class in post-test was 2338, mean was 60, median was 72, modus was 73, range was 24, interval was 4, standard deviation was 6.52, and variant was 43.27. The researcher got the highest score was 80 and the lowest score was 56.

The score of post-test control class can be seen in the following table:

Table 11
The Score of Experimental Class in Post-test

Total	2338
Highest score	80
Lowest score	56
Mean	60
Median	72
Modus	73
Range	24
Interval	4
Standard deviation	6.52
Variant	43.27

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

From the table below, it can be concluded that the most students are in interval 60- 63 (13 students/38 %). The least students are in interval 80-83 (3 student/ 10 %).

Table 12
Frequency Distribution of Experimental Class in Post-test

No	Distribution	Mid point	F	Percentages
1	56-59	57.5	8	23 %
2	60-63	61.5	13	38 %
3	64-67	65.5	4	11 %
4	68-71	69.5	3	9 %
5	72-75	73.5	0	0 %
6	76-79	77.5	2	6 %
7	80-83	81.5	3	9 %
<i>i= 4</i>			34	96 %

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 56 up to 59 was 8, 60 up to 63 was 13, 64 up to 67 was 4, 68 up to 71 was 3, 72 up to 75 was 0 and 76 up to 79 was 2, 80 up to 83 was 3. The histogram shows that the highest interval (80-83) was 3 and the lowest interval (59-59) was 8.

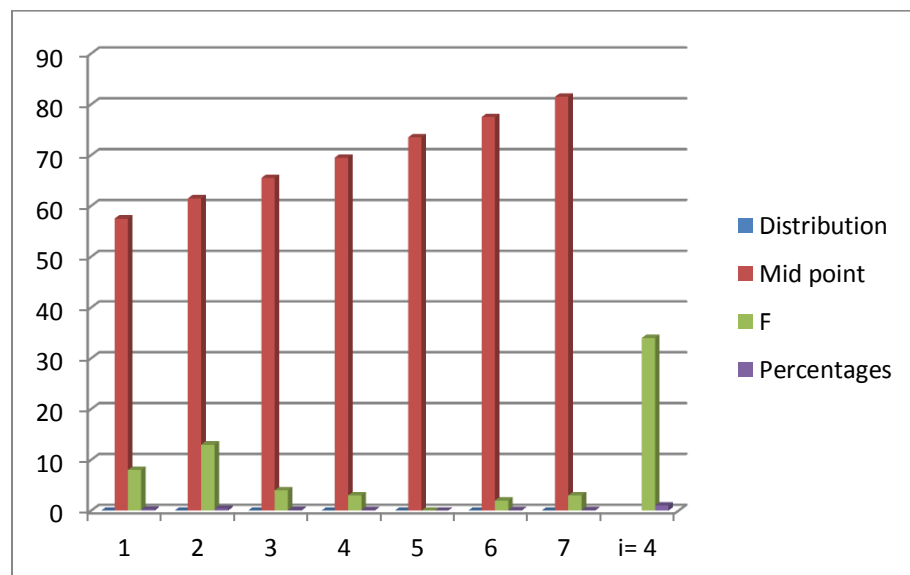


Figure 4. Histogram Result Score of Students' Writing Recount

Text in Control Class in Post-test

B. Technique of Data Analysis

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental Class and Control Class in Pre-Test

After the researcher calculated the normality test by using Chi Quadrat formula, the researcher found X^2_{count} , meanwhile X^2_{table} was found based on the table of Chi Quadrat distribution. After the researcher found that the data of experimental class and control class in pre-test were distributed normal, the researcher calculated the homogeneity test by F formula to know the homogeneity of the in experimental class and control class.

To see the normality and homogeneity of experimental class and control class in pre-test, the researcher presented it in the following table:

Table 14
Normality in Pre-test

Class	Normality Test	
	X_{count}	X_{table}
Experimental Class	2.51	7.815
Control Class	-1.51	7.815

Based on the table 14, the score of experimental class $X^2_{count} = 2.51 < X^2_{table} = 7.815$ with $n = 33$ and control class $X^2_{count} = -1.51 < X^2_{table} = 7.815$ with $n = 31$, and real level $\alpha 0.05$. Cause $X^2_{count} < X^2_{table}$ in the both class, so, H_a was accepted =. It means that experimental class and control class were distributed normal.

2) Homogeneity of Experimental Class and Control Class in Pre-Test

The coefficient on $F_{\text{count}} = 1,78$ was compared with F_{table} . Where F_{table} was determined at the real level $\alpha 0.05$, and the different numerator $dk = n - 1 = 34 - 1 = 33$ and denominator $dk = n - 1 = 33 - 1 = 33$. So, by using the list of critical value at F distribution is got $F_{0.05} = 4.08$. it showed that $F_{\text{count}} 1,78 < F_{\text{table}} 2.33$. Therefore, the researcher concluded that the variant from the data of the Students' writing recount text ability at grade VIII MTS of Baharuddin Tapanuli Selatan by experimental class and control class in pre-test was homogenous. The calculation can be seen on the appendix.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental Class and Control Class in Post-Test

After the researcher calculated the normality test by using Chi Quadrat formula, the researcher found X^2_{count} , meanwhile X^2_{table} was found based on the table of Chi Quadrat distribution. After the researcher found that the data of experimental class and control class in post-test were distributed normal, the researcher calculated the homogeneity test by F formula to know the homogeneity of the in experimental class and control class.

To see the normality and homogeneity of experimental class and control class in post-test, the researcher presented it in the following table:

Table 15
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	X^2_{count}	X^2_{table}	f_{count}	f_{table}
Experimental Class	2.51	7.815	1.78 < 2.33	
Control Class	-1.51	7.815		

The researcher calculation found that the score of experimental class $L_o = 2.51 < L_t = 7.815$ with $n = 34$ and control class $L_o = -1.51 < L_t = 7.815$ with $n = 34$ and real level $\alpha = 0.05$. Cause $L_o < L_t$ in the both classes. So H_a was accepted. It means that experiment class and control class were distributed normal.

2) Homogeneity of Experimental and Control Class in Post-test

The coefficient of $f_{\text{count}} = 2.02$ was compare with f_{table} . Where f_{table} was determined at real level $\alpha 0.05$, and the different numerator $dk = N-1 = 34-1 = 33$ and denominator $dk = N-1 = 34-1 = 33$. So, by using the list of critical value at F distribution is got from $f_{\text{table}} = 2.33$. It showed that $f_{\text{count}} 1.14 < f_{\text{table}} 2.33$. So, the researcher concluded that the variant from data of students' writing ability in recount text at MTs Baharuddin by experimental and control class was homogenous. The calculation can be seen in appendix 10.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental Class and Control Class in Post-Test

After the researcher calculated the normality test by using Chi Quadrat formula, the researcher found X^2_{count} , meanwhile X^2_{table} was found based on the table of Chi Quadrat distribution. After the researcher found that the data of experimental class and control class in post-test were distributed normal, the researcher calculated the homogeneity test by F formula to know the homogeneity of the in experimental class and control class.

To see the normality and homogeneity of experimental class and control class in post-test, the researcher presented it in the following table:

Table 17
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	X^2_{count}	X^2_{table}	f_{count}	f_{table}
Experimental Class	-8.89	3.841	1.14 < 2.33	
Control Class	-0.52	3.841		

Based on the table 17, the score of experimental class $X^2_{count} = -8.89 < X^2_{table} = 3.841$ with $n = 34$ and control class $X^2_{count} = -0.51 < X^2_{table} = 3.841$ with $n = 34$, and real level $\alpha 0.05$. Cause $X^2_{count} < X^2_{table}$ in the both class, so, H_a was accepted =. It means that experimental class and control class were distributed normal. It can be seen in appendix.

2) Homogeneity of Experimental Class and Control Class in Post-Test

The coefficient on $F_{\text{count}} = 1.14$ was compared with F_{table} . Where F_{table} was determined at the real level $\alpha 0.05$, and the different numerator $dk = n - 1 = 34 - 1 = 33$ and denominator $dk = n - 1 = 33 - 1 = 33$. So, by using the list of critical value at F distribution is got $F_{0.05} = 2.33$. It showed that $F_{\text{count}} 1.14 < F_{\text{table}} 2.33$. Therefore, the researcher concluded that the variant from the data of the Students' writing procedure text ability at grade VIII MTS of Baharuddin Tapanuli Selatan by experimental class and control class in post-test was homogenous. The calculation can be seen on the appendix.

2. Hypothesis Test

After calculated the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogeneous. Based on the result, to analyze the hypothesis the researcher used parametric test by using T-test. Hypothesis alternative (H_a) of the research was there was the significant effect of using Guided Question Technique on writing ability in recount text.

Table 18
Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-4.03	1.66827	4.65	1.66827

Based on table above, researcher found that $t_{count} -4.03$ while $t_{table} 1.66827$ in post-test with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n1 + n2 - 2 = 34 + 34 - 2 = 66$. Cause $t_{count} > t_{table} (4.65 > 1.66827)$, it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of Guided Question Technique on writing ability in recount text.

C. Discussion

The result of this research found that using Guided Question Technique gives the significant effect for students in VIII class. It can be seen from the research hypothesis that there is the significant effect of using Guided Question Technique on writing recount text at grade VIII students Mts of Baharuddin.

The researcher also provided the result of the reseacher to Mrs. Nunun Indrasari's.⁴²She concluded sthe result indicated that there are some improvement on the students' ability in writing descriptive text through the technique from 69,23% in first cycle gained score 70 or more become 93,75% achieved the score 70 to 84 in the second cycle.It isfound that the

⁴²English Education, Jurnal Tadris, And Bahasa Inggris, "Guided Questions Technique For Teaching Writing Skill Of Descriptive Text Nunun Indrasari, Riana Julita" 11, No. 1 (2018): 160–72.

implementation of guided questions technique is able to encourage the students to focus on writing skill of descriptive text, the students are enthusiastic and fast to keep their attention on writing ability.

The second is Hariyanto's research⁴³. At the first, the students were taught through Guided Questions in the experimental class and lecturing technique in the control class. The material was three topics of procedure text for three treatments. Before doing Guided Questions the writer explained to the students what a guided question was and how the procedures of guided questions work. The average score of experimental class was 78.29 and the average score of control class was 68.86. Based on the research result above, it can be concluded that using Guided Questions was one of good technique in motivating students in learning English, especially in writing by seeing the score in the experimental class that is higher than the control class. It means that Guided Questions could improve students' writing ability.

Guide Question Technique can use for teaching writing. This research supports the theory used by Erma Velandi⁴⁴. In her research, found that the result of the students' achievement on writing recount text by using Guided Question Technique is higher than by using conventional strategy was served by random method at MTs. Pembangunan UIN Jakarta The study was carried out in two classes, as the controlled and experimental class. After giving treatment at the experimental class and without it at the controlled class, the

⁴³Hariyanto, "The Influence of Using Guided Question Technique towards Students' Procedure Text Writing Ability.

⁴⁴Erma Valenda, The Effectiveness of Guided Questions towards Students' Writing Skill of Recoun Text" UIN Syarif Hidayatullah Jakarta: 2015), p. 56.

result showed that guided questions is effective on students' recount text.

So, the result of this research found that the students writing ability in descriptive text by using guided question technique is higher than the students writing ability in recount text without using guided question technique at VIII grade in Mts of Baharuddin.

The treatment of experimental class using Guided Question Technique and control class was conventional method. It can be seen from H_0 is rejected and H_a is accepted. It means that there was a significant effect of using Guided Question Technique toward students' writing recount text at VIII grade MTs Baharuddin.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. Before learning recount text by using guided question technique in experimental class was 2290 , while in control class was 2338.
2. After learning recount text by using guided question technique in experimental class was 2482, while in control class was 2338.
3. There was significant effect of using guided question technique in students' writing recount text ability at grade VIII Mts of Baharuddin Tapanuli Selatan. The result of t-test was found that t_{count} was higher than t_{table} ($4.65 > 1.66827$) which means H_a was accepted with score 4.65.

B. Suggestions

After the researcher take the conclusion, the researcher wants give the suggestion the result of this reseach, as bellow :

1. For the headmaster, to give the motivation the English teacher to use Guided Question Technique and another strategies in teaching English especially in teaching writing.
2. For the English teacher it is hoped to use Guided Question Technique in teaching recount text.
3. For the other researchers, this research can help the other researchers who will conduct further research in the same topic.

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CURRICULUM VITAGE



A. Identify

Name : Annisa Nur Nasution
Reg. Num : 1620300095
Place/Birth : Sibolga, 13 July 1998
Gender : Female
Religion : Muslim
Address : Gambolo street Kec. Sibolga Sambas

B. Parents

Father's Name : Agus Salim Nasution
Father's Job : Entrepreneur
Mother's Name : Syafrida Nur Koto
Mother's Job : Housewife
Address : Gambolo Street, Kec. Sibolga Sambas

C. Education Background

1. Graduated From Elementary School SD 081228 Negeri Sisingamangaraja
2. Graduated From Junior High School SMP Negeri 2 Aceh Singkil
3. Graduated From Senior High School SMA Negeri 1 Aceh Singkil

Be University Students IAIN Padangsidimpuan 2016

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

(CONTROL CLASS)

Nama Sekolah : Mts Baharuddin Tapanuli Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/I
Materi Pokok : Recount Text
Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
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.
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks recount lisan dan tulis tentang pengalaman/kegiatan,/kejadian/peristiwa, sangat pendek dan sederhana.
2. Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, tentang pengalaman/kegiatan,/kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
3. Menyebutkan tujuan, struktur teks, dan unsur kebahasaan dari teks recount tulis tentang pengalaman/kegiatan,/ kejadian/peristiwa sangat pendek dan sederhana
4. Mengidentifikasi tujuan, struktur teks, dan unsur kebahasaan dari teks recount tulis tentang pengalaman/kegiatan,/ kejadian/peristiwa sangat pendek dan sederhana.
5. Membuat teks recount tulis sederhana tentang pengalaman/kegiatan,/kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan dengan menggunakan teknik guided question.

C. Tujuan Pembelajaran

1. Menunjukkan perilaku peduli, percaya diri serta tanggung jawab dalam melaksanakan komunikasi terkait teks recount tentang pengalaman
2. Siswa mampu mengidentifikasi tujuan, struktur, unsur kebahasaan dari teks recount

3. Siswa mampu membuat recount tulis sederhana tentang pengalaman/kegiatan,/kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan dengan menggunakan teknik guided question.

D. Materi Pembelajaran

1. Struktur Recount Text
 - a. Orientation background information needed to understand the text, such as who was involved, where it happened, and when it happened
 - b. series of event, ordered in a cronological sequence
 - c. Re-orientation : what happened in the past
2. Ciri- ciri Recount Text
 - a. Using simple past tense, past continous tense, past perfect tense and past perfect continous tense
 - b. Using temporal sequence
 - c. Using conjunctions
 - d. Using action verb

E. Metode Pembelajaran : Lecturing method (conventional strategy)

F. Alat dan sumber belajar

1. Alat : Papan tulis, spidol
2. Sumber : Buku bahasa Inggris, Internet

G. Langkah- Langkah Pembelajaran

Kegiatan	DeskripsiKegiatan	AlokasiWaktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memulai kegiatan dengan salam 2. Guru meminta salah satu siswa untuk memimpin doa sebelum pelajaran dimulai 3. Guru menanyakan kabar siswa sekaligus mengabsen siswa 4. Menyebutkan tujuan pembelajaran dan kegiatan yang akan dilakukan 	10 menit
KegiatanInti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru memberikan contoh mengenai pengucapan kata dan kalimat yang ada dalam teks recount tentang pengalaman siswa masing- masing 2. Guru menyiapkan point-point penting tentang recount text <p>Menanya</p> <ol style="list-style-type: none"> 1. Guru memberikan test pada murid untuk melihat kemampuan siswa dalam membuat recount text 2. Siswa mempertanyakan gagasan pokok, informasi ranci dari recount teks tentang pengalaman masing-masing. <p>Mengkomunikasi</p> <ol style="list-style-type: none"> 1. Guru menyampaikan materi dan kemudian guru memberikan kesempatan kepada siswa untuk menghubungkan materi tersebut. 2. Guru mengamati dan menilai hasil kerja siswa. 3. Guru dan murid bertanya jawab tentang materi yang sudah disampaikan 	40 menit
Penutup	<ol style="list-style-type: none"> 1. Siswa dengan bimbingan guru menyimpulkan 	10 menit

	<p>pembelajaran yang telah dipelajari. .</p> <ol style="list-style-type: none"> 2. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya. 3. Guru meminta salah satu siswa untuk memimpin doa setelah pembelajaran. 4. Guru menutup pembelajaran dengans alam. 	
--	---	--

H. Penilaian

1. Teknik :Tes tertulis (essay)
2. Bentuk :Menyusun teks recount
3. Instrument : Choose one of the topics bellow and write a recount text based on your experience. The text should be consisted of orientation (pendahuluan), event (rangkaian kegiatan) and re-orientation (penutup cerita)!
 - a. My holiday
 - b. Visiting Grandma's house

I. Pedoman Penilaian

Rubrik Penilaian:

NO.	Indicatore of Writing	Score
1	Grammar	
2	Vocabulary	
3	Fluency	
4	Mechanic	
5	Form	
	Maximal Score: 100	

Note :

80 – 100 = Very Good

70 – 79 = Good

60 – 69 = Enough

50 – 5 = Bad

0 – 49 = Fail

Skor penilaian: Nilai: $\frac{\text{Skor diperoleh} \times 100}{\text{Skor maksimal}}$

Padangsidempuan, Nov 2020

Guru Mata Pelajaran

Peneliti

Deprizal Rangkuti, S.Pd

Annisa Nur Nasution
Reg. Num 1620300095

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

EXPERIMENTAL CLASS

Nama Sekolah	: Mts Baharuddin Tapanuli Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/I
Materi Pokok	: Recount Text
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
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.
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari
5. disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks recount lisan dan tulis tentang pengalaman/kegiatan,/kejadian/peristiwa, sangat pendek dan sederhana.
2. Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, tentang pengalaman/kegiatan,/kejadian/peristiwa, dengan memperhatikan

tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

3. Menyebutkan tujuan, struktur teks, dan unsur kebahasaan dari teks recount tulis tentang pengalaman/kegiatan,/ kejadian/peristiwa sangat pendek dan sederhana
4. Mengidentifikasi tujuan, struktur teks, dan unsur kebahasaan dari teks recount tulis tentang pengalaman/kegiatan,/ kejadian/peristiwa sangat pendek dan sederhana.
5. Membuat teks recount tulis sederhana tentang pengalaman/kegiatan,/kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan dengan menggunakan teknik guided question.

C. Tujuan Pembelajaran

1. Menunjukkan perilaku peduli, percaya diri serta tanggung jawab dalam melaksanakan komunikasi terkait teks recount tentang pengalaman
2. Siswa mampu mengidentifikasi tujuan, struktur, unsur kebahasaan dari teks recount
3. Siswa mampu membuat recount tulis sederhana tentang pengalaman/kegiatan,/kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan dengan menggunakan teknik guided question

D. Materi Pembelajaran

1. Struktur Recount Text
 - a. Orientation background information needed to understand the text, such as who was involved, where it happened, and when it happened
 - b. series of event, ordered in a chronological sequence
 - c. Re-orientation : what happened in the past
2. Ciri- ciri Recount Text

- a. Using simple past tense, past continuous tense, past perfect tense and past perfect continuous tense
- b. Using temporal sequence
- c. Using conjunctions
- d. Using action verb

E. **Metode Pembelajaran** : Guided Question Technique

F. **Alat dan sumber belajar**

1. Alat : Papan tulis, spidol
2. Sumber : Buku bahasa Inggris, Internet

G. **Langkah- Langkah Pembelajaran**

Teacher's Activities	Procedures of Guided Question Technique	Students' Activities
Pre-Teaching		
<ol style="list-style-type: none"> 1. Teacher comes to the class by saying salam or greeting. 2. Teacher asks the students to pray before starting the lesson. 3. The teacher checks the students' attendance list and asking their 		<ol style="list-style-type: none"> 1. Students answer salam together. 2. Students pray on their beliefs. 3. Students listen and raise their hand depends on their name. 4. Students prepare their selves to study.

<p>condition.</p> <p>4. Teacher asks the students to prepare their self to study as comfortable as possible.</p> <p>5. The teacher mentions the goal of the study.</p> <p>6. The teacher involves the lesson to the students by using brainstorming activities to know the students' background knowledge.</p>		<p>5. Students listen to the goal of study.</p> <p>6. Students respond to teacher question based on the topic.</p>
While Teaching		
<p>1. The teacher gives a short explanation about guided question and recount text</p>	<p>1. The teacher chooses an essay topic that is interest for the writer.</p> <p>2. The teacher ask the students about the</p>	<p>1. The students listen to teacher instruction</p> <p>2. The students make the</p>

<p>2. The teacher chooses one topic in recount text.</p> <p>3. The teacher leads the students to make recount text</p> <p>4. The teacher asks one of each group to write down their result</p> <p>5. The teacher and the students discuss it together</p> <p>6. The teacher gives addition and appreciates their work</p>	<p>question in the topic.</p> <p>Then the questions using 5W+1H.</p> <p>Example :</p> <p>a. What places did you visit during ramadhan?</p> <p>b. Who fasted last year?</p> <p>c. When was your time for sahur and breaking the fast?</p> <p>d. Where did you go when ramadhan fasting?</p> <p>e. Why must you fasting in ramadhan?</p> <p>f. How did they feel about ramadhan fasting last year?</p> <p>3. The teacher answer the questions and write down the answer in no more than a sentence</p>	<p>example of recount text</p> <p>3. The students discuss about the recount text.</p> <p>4. The students respond to the teacher question about their work</p> <p>5. The students listen to teacher's addition or reviewing</p>
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	<p>or two</p> <p>4. The teacher develop the answers of questions become the paragraph.</p> <p>5. The teacher add more ideas thpat can support the answers to make them detail.</p> <p>6. After that the teacher and the students will discuss the text that has been written on the white board together.</p> <p>7. Finally, the teacherconsider the result of the students' paragraph answers before the teacher answered the question correctly.</p>	
<p>Post-Teaching</p>		

<p>1. Teacher reviews the lesson and ask the students to conclude the lesson.</p> <p>2. The teacher gives feedback to students' performance and informs the next topic.</p> <p>3. The teacher asks the students to convey their feeling while learning process.</p> <p>4. Then the teacher asks the students to pray after learning and then, the teacher closes the learning by saying salam</p>		<p>1. Students listen to the teacher's review and some of them conclude the lesson by guiding the teacher.</p> <p>2. Students listen to the teacher's feedback.</p> <p>3. Students express their feeling about the learning process.</p> <p>4. Students pray after learning and answer the teacher's greeting/salam.</p>
---	--	--

H. Penilaian

1. Teknik : Tes tertulis (Essay)

2. Bentuk : Menyusun teks recount
3. Instrument : Choose one of the topics bellow and write a recount text based on your experience. The text should be consisted of orientation (pendahuluan), event (rangkaian kegiatan) and re-orientation (penutup cerita)!
 - a. Ramadhan Fasting
 - b. My Eid al- fitri experience

I. Pedoman Penilaian

RubrikPenilaian:

NO.	Indicatore of Writing	Score
1	Grammar	
2	Vocabulary	
3	Fluency	
4	Mechanic	
5	Form	
	Maximal Score: 100	

Note :

80 – 100 = Very Good

70 – 79 = Good

60 – 69 = Enough

50 – 5 = Bad

0 – 49 = Fail

Skor penilaian: Nilai: $\frac{\text{Skor diperoleh} \times 100}{\text{Skor maksimal}}$

Padangsidimpuan, Nov 2020

Guru Mata Pelajaran

Peneliti

Deprizal Rangkuti, S.Pd

Annisa Nur Nasution
Reg. Num 1620300095

Appendix 3

Instrument of Post Test

A. Pengantar

1. Instrument ini bertujuan untuk menjaring data dari siswa tentang kemampuan penulisan recount text. Oleh karena itu, jawablah sesuai dengan kemampuan anda

B. Petunjuk

1. Bacalah pertanyaan berikut dengan seksama
2. Jawablah pertanyaan dibawah ini dalam 3 paragraph minimal 60 kata dan maksimal 100 kata.
3. Apabila pertanyaan kurang jelas tanyakan langsung kepada pengawas
4. Waktu yang disediakan hanya 40 menit
5. Choose one of the topic below based on your experience. The text should consist of orientation (pendahuluan), event (rangkaian cerita) and reorientation (kesimpulan / penutup cerita)!
 - a. My holiday
 - b. Visiting Grandma's house

Padangsidempuan, July 2020

Validator

Researcher

Yusni Sinaga.,S.Pd.,M.Hum
NIP.197007152005012010

Annisa Nur Nasution
Reg.Num 1620300095

Appendix 4

Instrument of Pre Test

A. Pengantar

1. Instrument ini bertujuan untuk menjaring data dari siswa tentang kemampuan penulisan recount text. Oleh karena itu, jawablah sesuai dengan kemampuan anda

B. Petunjuk

1. Bacalah pertanyaan berikut dengan seksama
2. Jawablah pertanyaan dibawah inidalam 3 paragraph minimal 60 kata dan maksimal 100 kata.
3. Apabila pertanyaan kurang jelas tanyakan langsung kepada pengawas
4. Waktu yang disediakan hanya 40 menit
5. Gunakan teknik guided question dibawah ini dalam membuat recount text.
6. Choose one of the topic below based on your experience. The text should consist of orientation (pendahuluan), event (rangkaian cerita) and reorientation (kesimpulan / penutup cerita)!
 - a. Ramadhan Fasting
 - b. My Eid al-Fitr Experience

C. Question

1. These guided question will help you make a good recount text
 - a. What places did you visit during ramadhan?
 - b. Who fasted last year?
 - c. When was your time for sahur and breaking the fast?
 - d. Where did you go when ramadhan fasting?
 - e. Why must you fasting in ramadhan?
 - f. How did they feel about ramadhan fasting last year?

Padangsidimpuan, July 2020

Validator

Yusni Sinaga.,S.Pd.,M.Hum
NIP. 197007152005012010

Researcher

Annisa Nur Nasution
Reg.Num 1620300095

Appendix 5

Score of Pre-test in Experimental and Control Class

1. Pre-test Score of Experimental Class

NO	The Name of Students (n)	Pre-Test
1	Aditya Rahadi Nasution	32
3	Aisyah Ramadhani	32
4	Ahmad Zidni Al-Aufa	36
5	Al-Faiz	40
6	Arabiah Sakhah	40
7	Afifah Tokhoriah	40
8	Annisa Raudhatul	68
9	Diki Pratama	36
10	Dina Febrianti	66
11	Elissa Fitri	64
12	Hikmah Fitriani	64
13	Ikhlas Ar-Rozi	28
14	Ikhsan Fadli	50
15	Leli Andriani	62
16	Mhd.Rio Irawan Pohan	62
17	Masriana Sitompul	60
18	Mutiara Tanjung	68
19	Miftahul Baktiyatus	52
20	Nur Hamidah Sitompul	50
21	Nur Rizky Amanda	52
22	Nailu Amalia Firdaus	28
23	Pahrur Ramadhan	50
24	Rina Maimuna	64
25	Royhan Rafa	55
26	Royhan Sunandar	28
27	Sandi Awiyah	60
28	Solah Nasution	28
29	Siti Kholijah	60
30	Salsabilah Harahap	28
31	Tuhoruddin Lubis	28
32	Toharuddin Lubis	28
33	Wahdah Maulidayani	48

34	Yusuf Ardiansyah	48
Total		1618

2. Pre-test Score of Control Class

NO	The Name of Students (n)	Pre-Test
1	Adam Lubis	56
2	Aditya Warman	60
3	Aila Gadis Anindi	60
4	Alya Eza Ramadhani	28
5	Arifin Al-Habib	28
6	Arma Agustina	64
7	Ahmad Ibrahim	32
8	Annisa Sahla Adelia	70
9	Habib Zulfikri	28
10	Halomoan Hasibuan	40
11	Hendri Tanjung	62
12	Khofifah Utami	28
13	Khoirul Afandi	56
14	Khoirul Amri	42
15	Khoirul Amhar	28
16	Marsya Suasana Rezeki	62
17	Mhd. Andriansyah	40
18	Mhd. Hafiz Bayu Sohan	42
19	Mhd. Solehan	50
20	Mhd. Harmein	32
21	Namira Lubis	40
22	Nur Azizah Siregar	20
23	Rafli Akbar	56
24	Raisah Andari	50
25	Rodiyah Al-Adawiyah	28
26	Salman Al-Farizi	50
27	Sanji Azi Nasution	50
28	Salsabila Harahap	50
29	Sinta Sari Pohan	28
30	Sri Bunga Harum Lestari	52
31	Wal Ikrom	62
32	Yuda Wastu	50

33	Yuyun Nadla	32
34	Zeid Ahsan Al-Bana	52
Total		1588

Appendix 6

Result of Normality in Pre-test

A. Result of Normality Test of VIII2 in Pre-test

1. The score of VIII2 class in pre-test from low score to high score:

28	28	28	28	32	32	36	36	40
40	42	42	42	44	44	48	48	48
50	50	50	50	52	52	52	52	55
55	56	60	62	64	64	68		

2. High = 68

Low = 28

Range = high – low

$$= 68 - 28$$

$$= 40$$

3. Total of classes = $1 + 3.3 \log (n)$
 $= 1 + 3.3 \log (34)$
 $= 1 + 3.3 (1.53)$
 $= 1 + 5,04$
 $= 6.04 = 6$

4. Length of classes = $\frac{\text{range}}{\text{total of classes}} = \frac{40}{6} = 6.6 = 7$

Mean

Interval class	F	X	X'	Fx'	x' ²	Fx' ²
28-34	6	31.4	+3	18	9	54
35-41	4	38.5	+2	8	4	8
42-48	8	45.5	+1	8	1	8
49-55	10	52.5	0	0	0	0
56-62	3	59.5	-1	-3	1	3
63-69	3	66.5	-2	-6	4	12

I = 7	34		25		85
-------	----	--	----	--	----

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum f x'}{N} \\
 &= 52.5 + 7 \left(\frac{25}{34} \right) \\
 &= 52.5 + 5.14 \\
 &= 52.64 = 58
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum f x'^2}{n} - \left(\frac{\sum f x'}{n} \right)^2} \\
 &= 7 \sqrt{\frac{175}{34} - \left(\frac{25}{34} \right)^2} \\
 &= 7 \sqrt{141 - 0,60} \\
 &= 7 \sqrt{1,40} \\
 &= 5 \times 11.8 \\
 &= 8.26
 \end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of the area	Large of area	Fh	Fo	$\left(\frac{fo - fh}{fh} \right)$
63-69	69.5	1.39	0.4177				
56-62	62.5	0.54	0.2054	0.21	7.14	6	-0.15
49-55	55.5	-0.30	0.38209	-0.17	-5.78	4	-1.69
42-48	48.5	-1.15	0.12507	0.25	8.5	8	-0.05
35-41	41.5	-1.99	0.02330	0.10	3.4	10	1.44
28-34	34.5	-2.84	0.000226	0.02	0.68	3	3.41
	27.5	-3.69	0.00011	2.15	73,1	3	-0.95
						X ²	2.51

Based on table before, the researcher found that $x^2_{count} = 2.51$ white

$x^2_{table} = 7.815$. Cause $x^2_{count} < x^2_{table}$ ($2.51 < 7.815$) with degree of freedom

$(dk) = 7-3 = 4$ and significant level $\alpha = 5\%$. So distribution of VIII2 in pre-test is normal.

5. Median

No	Interval	F	Fk
1	28-34	6	6
2	35-41	4	10
3	42-48	8	18
4	49-55	10	28
5	56-62	3	31
6	63-69	3	35

Position of M_e in the interval of classes is in number 3, that:

$$Bb = 49-0.5 = 48.5$$

$$F = 10$$

$$Fm = 18$$

$$i = 7$$

$$n = 35$$

$$1/2n = 17$$

$$\begin{aligned} M_e &= Bb + i \left(\frac{\frac{n}{2} - f}{fm} \right) \\ &= 48.5 + 7 \left(\frac{17-10}{18} \right) \\ &= 48.5 + 7 (0.38) \\ &= 48.5 + 2.66 \\ &= 51.16 = 52 \end{aligned}$$

6. Modus

No	Interval	F	Fk
1	28-34	6	6
2	35-41	4	10
3	42-48	8	18

4	49-55	10	28
5	56-62	3	31
6	63-69	3	34

$$L = 48.5$$

$$d_1 = 2$$

$$d_2 = 7$$

$$i = 7$$

$$\begin{aligned} Mo &= L + i \left(\frac{d_1}{d_1 + d_2} \right) \\ &= 48.5 + 7 \left(\frac{2}{2+7} \right) \\ &= 48.5 + 0.2 \\ &= 48.7 \end{aligned}$$

B. Result of Normality Test of VIII1 in Pre-test

1. The score of VIII 1 class in pre-test from low score to high score:

28	28	28	28	30	34	34	36	36
40	40	40	40	42	42	42	46	46
46	46	48	48	50	50	50	52	52
56	56	56	58	58	60	62		

2. High = 62

Low = 28

Range = high – low

$$= 62 - 28$$

$$= 40$$

3. Total of classes = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (34)$

$$= 1 + 3.3 (1.53)$$

$$= 6.04 = 6$$

$$4. \text{ Length of classes} = \frac{\text{range}}{\text{total of classes}} = \frac{34}{6} = 5.6 = 6$$

5. Mean

Interval class	F	X	X'	Fx'	x' ²	Fx' ²
28-33	5	30.5	+3	15	9	45
34-39	4	36.5	+2	4	4	16
40-45	7	42.5	+1	7	1	7
46-51	9	48.5	0	0	0	0
52-57	5	54.5	-1	-5	1	5
58-63	4	60.5	-2	-8	2	8
i = 6	34			13		81

$$\begin{aligned} M_x &= M^1 + i \frac{\sum fx'}{N} \\ &= 48.5 + 6 \left(\frac{13}{34} \right) \\ &= 48.5 + 6(0.38) \\ &= 48.5 + 4.8 \\ &= 53.3 = 53 \end{aligned}$$

$$\begin{aligned} SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n} \right)^2} \\ &= 6 \sqrt{\frac{81}{34} - \left(\frac{13}{34} \right)^2} \\ &= 6 \sqrt{2.38 - 0.14} \\ &= 6 \sqrt{2.24} \\ &= 6 \times 1.49 \\ &= 8.94 \end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of the area	Large of area	Fh	Fo	$\left(\frac{fo - fh}{fh}\right)$
58-63	63.5	1.17	0.3790				
52-57	57.5	0.50	0.1915	0.18	6.12	5	-0.18
46-51	51.5	-0.16	0.43644	-0.24	-8.16	9	-2.10
40-45	45.5	-0.83	0.20327	0.23	7.82	7	-0.10
34-39	39.5	-1.51	0.06552	0.13	4.42	4	-0.09
28-33	33.5	-2.81	0.00248	0.06	2.04	5	1.45
	27.5	-2.85	0.00219	0.29	9.86	5	-0.49
X^2							-1.51

Based on table before, the researcher found that $x^2_{count} = -1.51$ white $x^2_{table} = 7.815$. Cause $x^2_{count} < x^2_{table} (-1.51 < 7.815)$ with degree of freedom (dk) = 6-3 = 3 and significant level $\alpha = 5\%$. So distribution of VIII 1 in pre-test is normal.

6. Median

No	Interval	F	Fk
1	28-23	5	5
2	34-39	4	9
3	40-45	7	16
4	46-51	9	25
5	52-57	5	30
6	58-63	4	34

Position of M_e in the interval of classes is in number 3, that:

$$Bb = 45.5$$

$$F = 10$$

$$Fm = 16$$

$$i = 6$$

$$n = 34$$

$$1/2n = 17$$

$$\begin{aligned}
M_e &= Bb + i \left(\frac{\frac{n}{2} - f}{fm} \right) \\
&= 45.5 + 6 \left(\frac{17 - 10}{16} \right) \\
&= 45.5 + 6 (0.43) \\
&= 45.5 + 2.58 \\
&= 48
\end{aligned}$$

7. Modus

No	Interval	F	Fk
1	28-33	5	5
2	34-39	4	9
3	40-45	7	16
4	46-51	9	25
5	54-57	5	30
6	58-63	4	34

$$L = 45.5$$

$$d_1 = 2$$

$$d_2 = 4$$

$$i = 6$$

$$\begin{aligned}
M_o &= L + i \left(\frac{d_1}{d_1 + d_2} \right) \\
&= 45.5 + 6 \left(\frac{2}{2 + 4} \right) \\
&= 45.5 + 6 (0.3) \\
&= 45.5 + 1.8 \\
&= 47.3
\end{aligned}$$

Appendix 7

Homogeneity Test in Pre-test

Calculation of parameter to get variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 are used homogeneity test by using formula:

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

Hypothesis :

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

A. Variant of the VIII 2 class is:

No.	Xi	Xi ²	No.	Xi	Xi ²
1.	40	1600	18.	42	1764
2.	40	1600	19.	44	1936
3.	62	3844	20.	46	2116
4.	28	784	21.	46	2116
5.	28	784	22.	32	1024
6.	60	3600	23.	32	1024
7.	40	1600	24.	62	3844
8.	40	1600	25.	50	2500
9.	28	784	26.	50	2500
10.	40	1600	27.	50	2500
11.	42	1764	28.	50	2500
12.	40	1600	29.	32	1024
13.	28	784	30.	52	2704
14.	42	1764	31.	60	3600
15.	28	784	32.	50	2500
16.	62	3844	33.	52	2704
17.	42	1764	34.	52	2704
				Total	73600

$$n = 34$$

$$\sum xi = 1588$$

$$\sum xi^2 = 73600$$

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{34(73600) - (1588)^2}{34(34-1)} \\
 &= \frac{2576000 - 2521744}{34(33)} \\
 &= \frac{5425}{1122} \\
 &= 48.35
 \end{aligned}$$

B. Variant of the VIII 1 class is:

No.	Xi	Xi ²	No.	Xi	Xi ²
1.	32	1024	18.	68	4624
2.	58	3364	19.	52	2704
3.	32	1024	20.	50	2500
4.	36	1296	21.	52	2714
5.	40	1600	22.	60	3600
6.	40	1600	23.	50	2500
7.	40	1600	24.	60	3600
8.	68	4624	25.	55	3025
9.	36	1296	26.	55	3025
10.	66	4356	27.	60	3600
11.	64	4096	28.	28	784
12.	64	4096	29.	50	2500
13.	48	2304	30.	28	784
14.	50	2500	31.	28	784
15.	62	3844	32.	28	784
16.	52	2704	33.	48	2304
17.	50	2500	34.	48	2304
Total :			1618		85954

$$n = 34$$

$$\sum xi = 1618$$

$$\sum xi^2 = 85954$$

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

$$\begin{aligned}
&= \frac{34(85954) - (1618)^2}{34(34-1)} \\
&= \frac{2922436 - 2617924}{34(33)} \\
&= \frac{30451}{1122} \\
&= 27.13
\end{aligned}$$

To test the hypothesis the formula was:

$$\begin{aligned}
F &= \frac{\textit{TheBiggestVariant}}{\textit{TheSmallestVariant}} \\
&= \frac{48.35}{27.13} \\
&= 1.78
\end{aligned}$$

After doing the calculation, the researcher found that $f_{\text{count}} = 1.78$ with $\alpha = 5\%$ and $dk = 34$ and 34 from distribution list f , researcher found that $f_{\text{table}} = 2.33$, cause $f_{\text{count}} < f_{\text{table}}$ ($1.78 < 2.33$). So, there is no different variant between VIII 2 and VIII 1 class. It means that the variant is homogenous.

Appendix 8

Score of Post-test in Experimental and Control Class

1. Post-test Score of Experimental Class

NO	The Name of Students (n)	Post-Test
1	Aditya Rahadi Nasution	74
2	Ariel Hasonangan	76
3	Aisyah Ramadhani	76
4	Ahmad Zidni Al-Aufa	74
5	Al-Faiz	76
6	Arabiah Sakhah	68
7	Afifah Tokhoriah	66
8	Annisa Raudhatul	84
9	Diki Pratama	86
10	Dina Febrianti	80
11	Elissa Fitri	78
12	Hikmah Fitriani	68
13	Ikhlas Ar-Rozi	60
14	Ikhsan Fadli	64
15	Leli Andriani	76
16	Mhd.Rio Irawan Pohan	80
17	Masriana Sitompul	76
18	Mutiara Tanjung	84
19	Miftahul Baktiyatus	72
20	Nur Hamidah Sitompul	78
21	Nur Rizky Amanda	76
22	Nailu Amalia Firdaus	60
23	Pahrur Ramadhan	70
24	Rina Maimuna	78
25	Royhan Rafa	64
26	Royhan Sunandar	60
27	Sandi Awiyah	64
28	Solah Nasution	64
29	Siti Khoiriah	78
30	Salsabilah Harahap	60
31	Tuhoruddin Lubis	62
32	Toharuddin Lubis	76

33	Wahdah Maulidayani	78
34	Yusuf Ardiansyah	72
Total		2482

2. Post-test Score of Control Class

NO	The Name of Students (n)	Post-Test
1	Adam Lubis	56
2	Aditya Warman	56
3	Aila Gadis Anindi	60
4	Alya Eza Ramadhani	58
5	Arifin Al-Habib	56
6	Arma Agustina	64
7	Ahmad Ibrahim	32
8	Annisa Sahla Adelia	80
9	Habib Zulfikri	56
10	Halomoan Hasibuan	56
11	Hendri Tanjung	72
12	Khofifah Utami	40
13	Khoirul Afandi	60
14	Khoirul Amri	74
15	Khoirul Amhar	62
16	Marsya Suasana Rezeki	80
17	Mhd. Andriansyah	56
18	Mhd. Hafiz Bayu Sohan	74
19	Mhd. Solehan	56
20	Mhd. Harmein	56
21	Namira Lubis	60
22	Nur Azizah Siregar	56
23	Rafli Akbar	62
24	Raisah Andari	76
25	Rodiyah Al-Adawiyah	32
26	Salman Al-Farizi	60
27	Sanji Azi Nasution	56
28	Salsabila Harahap	56
29	Sinta Sari Pohan	60
30	Sri Bunga Harum Lestari	80

31	Wal Ikrom	68
32	Yuda Wastu	68
33	Yuyun Nadla	56
34	Zeid Ahsan Al-Bana	66
Total		2338

Appendix 9

Result of Normality in Post-test

A. Result of Normality Test of VIII 2 in Post-test

1. The score of VIII 2 class in post-test from low score to high score:

60	62	62	64	64	64	66	68	68
70	72	72	72	72	72	72	74	74
76	76	76	76	76	76	76	78	78
78	78	78	80	80	84	86		

2. High = 86

Low = 60

$$\begin{aligned} \text{Range} &= \text{high} - \text{low} \\ &= 86 - 60 \\ &= 26 \end{aligned}$$

$$\begin{aligned} 3. \text{ Total of classes} &= 1 + 3.3 \log (n) \\ &= 1 + 3.3 \log (34) \\ &= 1 + 3.3 (1.53) \\ &= 6.04 = 6 \end{aligned}$$

$$4. \text{ Length of classes} = \frac{\text{range}}{\text{total of classes}} = \frac{26}{6} = 4$$

5. Mean

Interval class	F	X	X'	Fx'	x' ²	Fx' ²
60-63	3	61.5	+4	12	16	48
64-67	4	65.5	+3	12	9	36
68-71	3	69.5	+2	6	4	12
72-75	8	73.5	+1	8	1	8
76-79	12	77.5	0	0	0	0
80-83	2	81.5	-1	-2	1	2
84-87	2	85.5	-2	-4	2	8
Σ	34			32		114

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum f x'}{N} \\
&= 77.5 + 4 \left(\frac{32}{34} \right) \\
&= 77.5 + 4 (0.9) \\
&= 77.5 + 3.6 \\
&= 81
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum f x'^2}{n} - \left(\frac{\sum f x'}{n} \right)^2} \\
&= 4 \sqrt{\frac{114}{34} - \left(\frac{32}{34} \right)^2} \\
&= 4 \sqrt{3.35 - 0.88} \\
&= 4 \sqrt{2.47} \\
&= 4 \times 2.47 \\
&= 9.88
\end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of the area	Large of area	Fh	Fo	$\left(\frac{fo - fh}{fh} \right)$
84-87	87.5	0.65	0.2422				
80-83	83.5	0.25	0.0987	0.14	4.36	2	-0.57
76-79	79.5	-0.15	0.44038	-0.34	-11.5	12	-2.04
72-75	75.5	-0.55	0.29116	0.14	4.76	8	0.68
68-71	71.5	-0.96	0.16853	0.12	4.08	3	-0.26
64-67	67.5	-1.36	0.08691	0.08	2.72	4	0.47
60-63	63.5	-1.77	0.03836	0.04	1.36	3	1.20
X^2							-0.52

Based on table before, the researcher found that $x^2_{\text{count}} = -0.52$

white $x^2_{\text{table}} = 3.841$. Cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($-0.52 < 3.841$) with degree of

freedom (dk) = 4-3 = 1 and significant level $\alpha = 5\%$. So distribution of VIII 2 in post-test is normal.

6. Median

No	Interval	F	Fk
1	60-63	3	3
2	64-67	4	7
3	68-71	3	10
4	72-75	8	18
5	76-79	12	30
6	80-83	2	32
7	84-87	2	34

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

$$Bb = 75.5$$

$$F = 12$$

$$Fm = 18$$

$$i = 4$$

$$n = 34$$

$$1/2n = 17$$

$$\begin{aligned} M_e &= Bb + i \left(\frac{\frac{n}{2} - f}{fm} \right) \\ &= 75.5 + 4 \left(\frac{17 - 12}{18} \right) \\ &= 75.5 + 4 (0.27) \\ &= 75.5 + 1.08 \\ &= 76.58 \end{aligned}$$

7. Modus

No	Interval	F	Fk
1	60-63	3	3
2	64-67	4	7
3	68-71	3	10

4	72-75	8	18
5	76-79	12	30
6	80-83	2	32
7	84-87	2	34

$$L = 75.5$$

$$d_1 = 4$$

$$d_2 = 10$$

$$i = 54$$

$$\begin{aligned} Mo &= L + i \left(\frac{d_1}{d_1 + d_2} \right) \\ &= 75.5 + 4 \left(\frac{4}{4 + 10} \right) \\ &= 75.5 + 4 (0.3) \\ &= 75.5 + 1.2 \\ &= 76.7 \end{aligned}$$

B. Result of Normality Test of VIII 1 in Post-test

1. The score of VIII 1 class in post-test from low score to high score:

56	56	56	58	60	60	62	64	64
64	66	66	68	68	68	70	70	70
70	72	72	72	74	74	74	74	74
74	74	76	76	76	80	80		

2. High = 80

Low = 56

Range = high – low

$$\begin{aligned} &= 80 - 56 \\ &= 24 \end{aligned}$$

3. Total of classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (34)$$

$$= 1 + 3.3 (1.53)$$

$$= 6.04 = 6$$

$$4. \text{ Length of classes} = \frac{\text{range}}{\text{total of classes}} = \frac{24}{6} = 4$$

5. Mean

Interval class	F	X	X'	Fx'	x' ²	Fx' ²
56-59	10	57.5	+1	10	1	100
60-63	11	61.5	0	0	0	0
64-67	9	65.5	-1	-9	1	-81
68-71	0	69.5	-2	0	4	0
72-75	3	73.5	-3	-9	9	-27
76-80	1	78.5	-4	-4	16	16
I=4	34			-12		8

$$\begin{aligned} M_x &= M^1 + i \frac{\sum f x'}{N} \\ &= 61.5 + 4 \left(\frac{-12}{34} \right) \\ &= 61.5 + 4 (-0.35) \\ &= 61.5 + -1.4 \\ &= 60 \end{aligned}$$

$$\begin{aligned} SD_t &= i \sqrt{\frac{\sum f x'^2}{n} - \left(\frac{\sum f x'}{n} \right)^2} \\ &= 4 \sqrt{\frac{8}{34} - \left(\frac{-12}{34} \right)^2} \\ &= 4 \sqrt{0.23 - (-0.35)} \\ &= 4 \sqrt{0.58} \\ &= 4 \times 0.76 \\ &= 3.04 \end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of the area	Large of area	Fh	Fo	$\left(\frac{fo - fh}{fh}\right)$
76-80	80.5	0.38	0.1480				
72-75	75.5	0.23	0.0910	0.05	1.7	0	0
68-71	71.5	-0.38	0.35197	-0.26	-8.84	9	-2.01
64-67	67.5	-0.49	0.16109	0.19	6.46	11	0.70
60-63	63.5	-1.61	0.05370	0.10	3.4	10	1.94
56-59	59.5	-2.22	0.01321	0.40	13.6	3	-0.77
	55.5	-2.83	0.11233	0.01	0.34	1	1.94
						X ²	1.8

Based on table before, the researcher found that $x^2_{\text{count}} = 1.8$ white $x^2_{\text{table}} = 3.481$. Cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($1.8 < 3.481$) with degree of freedom (dk) = 4-3 = 1 and significant level $\alpha = 5\%$. So distribution of VIII 1 in post-test is normal.

6. Median

No	Interval	F	Fk
1	56-59	10	10
2	60-63	11	21
3	64-67	9	30
4	68-71	0	0
5	72-75	3	32
6	76-80	2	34

Position of M_e in the interval of classes is in number 2, that:

$$Bb = 61.5$$

$$F = 10$$

$$Fm = 10$$

$$i = 4$$

$$n = 34$$

$$1/2n = 17$$

$$\begin{aligned}
M_e &= Bb + i \left(\frac{\frac{n}{2} - f}{fm} \right) \\
&= 61.5 + 4 \left(\frac{17 - 10}{10} \right) \\
&= 61.5 + 4 (0.7) \\
&= 61.5 + 2.8 \\
&= 64.3
\end{aligned}$$

7. Modus

No	Interval	F	Fk
1	56-59	10	10
2	60-63	11	21
3	64-67	9	30
4	68-71	0	0
5	72-75	3	32
6	76-79	2	34
	80-83		

$$L = 61.5$$

$$d_1 = 10$$

$$d_2 = 9$$

$$i = 4$$

$$\begin{aligned}
M_o &= L + i \left(\frac{d_1}{d_1 + d_2} \right) \\
&= 61.5 + 4 \left(\frac{10}{10 + 9} \right) \\
&= 61.5 + 4 (0.52) \\
&= 61.5 + 2.08 \\
&= 63.68 = 64
\end{aligned}$$

Appendix 10

Homogeneity Test in Post-test

Calculation of parameter to get variants of the first class as experimental class sample 1 and variant of the second class as control class sample 2 used homogeneity test by using formula:

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

Hypothesis :

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

A. Variant of the VIII 2 class is:

No.	Xi	Xi ²	No.	Xi	Xi ²
1.	74	5476	18.	78	6084
2.	76	5776	19.	72	5184
3.	76	5776	20.	78	6084
4.	74	5476	21.	76	5776
5.	76	5776	22.	72	5184
6.	68	4624	23.	70	4900
7.	66	4624	24.	72	5184
8.	64	4096	25.	64	4096
9.	60	3600	26.	72	5184
10.	62	3844	27.	64	4096
11.	80	6400	28.	84	7056
12.	68	4624	29.	72	5184
13.	64	4096	30.	86	7396
14.	80	6400	31.	78	6084
15.	76	5776	32.	76	5776
16.	78	6084	33.	78	6084
17.	76	5776	34.	72	5184
Total :				2482	182760

$$\begin{aligned}
n &= 34 \\
\sum xi &= 2482 \\
\sum xi^2 &= 182760
\end{aligned}$$

$$\begin{aligned}
S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
&= \frac{34(182760) - (2482)^2}{34(34-1)} \\
&= \frac{621384 - 6160324}{34(33)} \\
&= \frac{5538940}{34(33)} \\
&= \frac{1122}{34} \\
&= 49.36
\end{aligned}$$

B. Variant of the VIII 1 class is:

No.	Xi	Xi ²	No.	Xi	Xi ²
1.	74	5476	18.	74	5476
2.	72	5184	19.	58	3364
3.	76	5776	20.	56	3136
4.	74	5476	21.	64	4096
5.	74	5476	22.	56	3136
6.	70	4900	23.	68	4624
7.	76	5776	24.	56	3136
8.	70	4900	25.	64	4046
9.	76	5776	26.	64	4046
10.	70	4900	27.	74	5476
11.	72	5184	28.	72	5184
12.	74	5476	29.	66	4356
13.	70	4900	30.	68	4624
14.	74	5476	31.	80	6400
15.	60	3600	32.	68	4624
16.	62	3844	33.	80	6400
17.	60	3600	34.	86	4356
Total :				2338	162200

$$\begin{aligned}
n &= 34 \\
\sum xi &= 2338
\end{aligned}$$

$$\sum xi^2 = 162200$$

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{34(162200) - (2338)^2}{34(34-1)} \\
 &= \frac{5514800 - 5466244}{34(33)} \\
 &= \frac{48556}{34(33)} \\
 &= \frac{1122}{34(33)} \\
 &= 43.27
 \end{aligned}$$

To test the hypothesis the formula was:

$$\begin{aligned}
 F &= \frac{\textit{TheBiggestVariant}}{\textit{TheSmallestVariant}} \\
 &= \frac{49.36}{43.27} \\
 &= 1.14
 \end{aligned}$$

After doing the calculation, the researcher found that $f_{\text{count}} = 1.14$ with $\alpha = 5\%$ and $dk = 34$ and 34 from distribution list f , researcher found that $f_{\text{table}} = 2.33$, cause $f_{\text{count}} < f_{\text{table}}$ ($1.14 < 2.33$). So, there is no different variant between VIII 2 and VIII 1 class. It means that the variant is homogenous

Appendix 11

T-test of Both Averages in Pre-test

The Formula was used to analyses hypothesis test of both averages was t-test, that:

$$\begin{aligned} T_t &= \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{53 - 58}{\sqrt{\left(\frac{(34 - 1)48.35 + (34 - 1)27.13}{34 + 34 - 2}\right)\left(\frac{1}{34} + \frac{1}{34}\right)}} \\ &= \frac{-5}{\sqrt{\left(\frac{33(48.35) + 34(27.13)}{66}\right)(0.02 + 0.02)}} \\ &= \frac{-5}{\sqrt{\frac{159555 + 92242}{66} (0.02 + 0.02)}} \\ &= \frac{-5}{\sqrt{\left(\frac{251797}{66}\right)(0.04)}} \\ &= \frac{-5}{\sqrt{(3815)(0.04)}} \\ &= \frac{-5}{\sqrt{1526}} \\ &= \frac{-5}{1.24} \end{aligned}$$

$$=-4.03$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that $t_{\text{count}} = -4.03$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 34 + 34 - 2 = 66$, $t_{\text{table}} = 2.00$. So, $t_{\text{count}} < t_{\text{table}} (-4.03 < 1.66827)$ and H_0 is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 12

T-test of Both Averages in Post-test

The Formula was used to analyses hypothesis test of both averages was t-test, that:

$$\begin{aligned} T_t &= \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{80 - 60}{\sqrt{\left(\frac{(34 - 1)54.73 + (45 - 1)27.06}{34 + 34 - 2}\right)\left(\frac{1}{34} + \frac{1}{34}\right)}} \\ &= \frac{20}{\sqrt{\left(\frac{33(4936) + 33(4327)}{66}\right)(0.02 + 0.02)}} \\ &= \frac{20}{\sqrt{\frac{162888 + 142791}{66}(0.02 + 0.02)}} \\ &= \frac{20}{\sqrt{\left(\frac{305679}{66}\right)(0.02 + 0.02)}} \\ &= \frac{20}{\sqrt{(463.15)(0.04)}} \\ &= \frac{20}{\sqrt{18.52}} \\ &= \frac{20}{4.30} \end{aligned}$$

=4.65

Based on researcher calculation result of hypothesis test of both averages, researcher found that $t_{\text{count}} = 4.65$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 34 + 34 - 2 = 66$, $t_{\text{table}} = 1.66827$. So, $t_{\text{count}} > t_{\text{table}}$ ($4.65 > 1.66827$) and H_a is accepted, it means there was the difference average between the first class as experimental class and the second class as control class in this research.

Appendix 13

Chi-Square Table

Dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 14

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510

-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

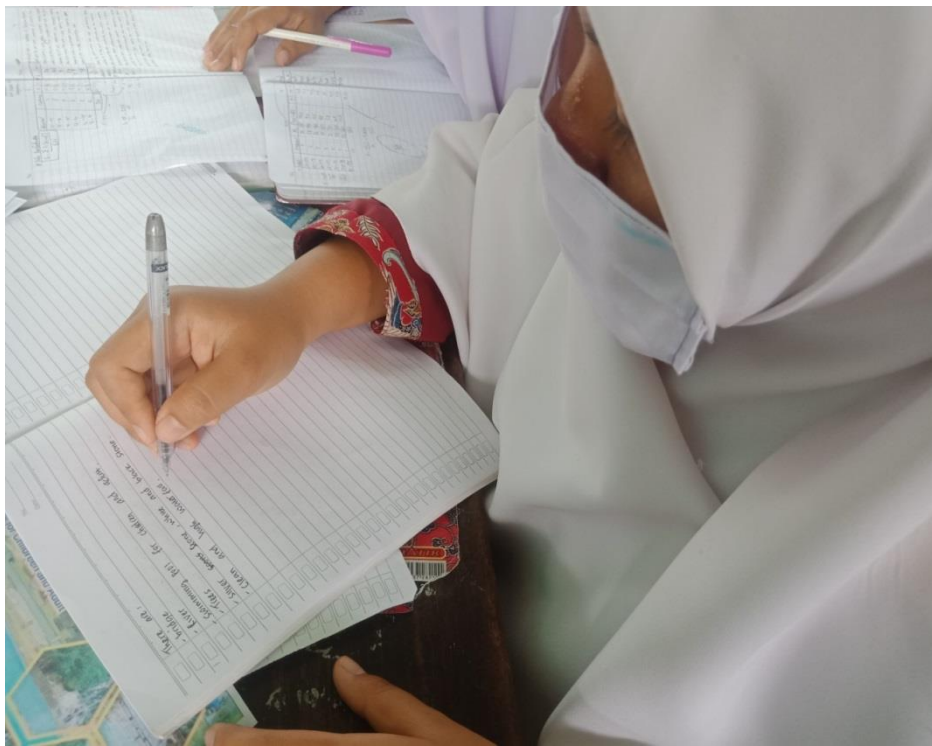
z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015

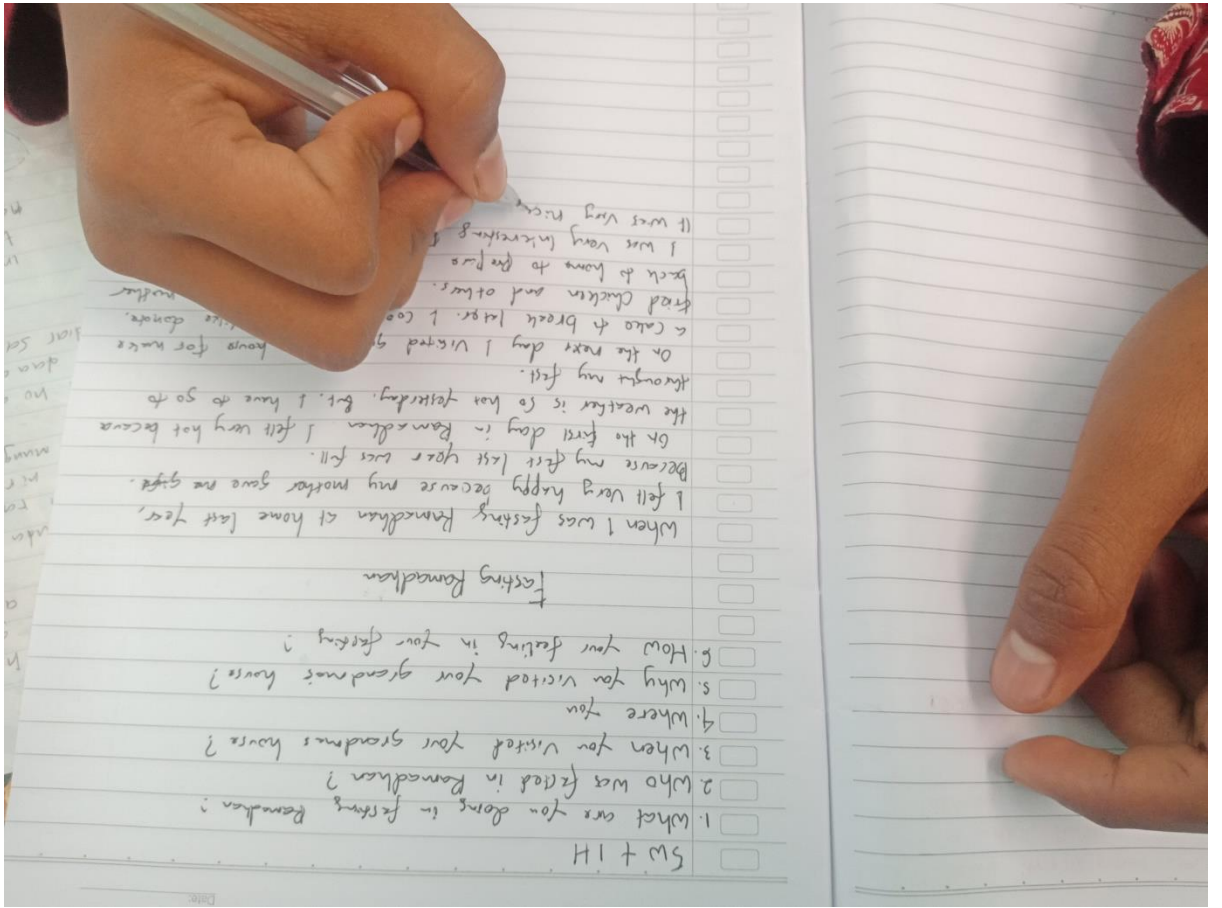
1.3	0.403 2	0.404 9	0.4066	0.4082	0.4099	0.4115	0.4131	0.414 7	0.4162	0.4177
1.4	0.419 2	0.420 7	0.4222	0.4236	0.4251	0.4265	0.4279	0.429 2	0.4306	0.4319
1.5	0.433 2	0.434 5	0.4357	0.4370	0.4382	0.4394	0.4406	0.441 8	0.4429	0.4441
1.6	0.445 2	0.446 3	0.4474	0.4484	0.4495	0.4505	0.4515	0.452 5	0.4535	0.4545
1.7	0.455 4	0.456 4	0.4573	0.4582	0.4591	0.4599	0.4608	0.461 6	0.4625	0.4633
1.8	0.464 1	0.464 9	0.4656	0.4664	0.4671	0.4678	0.4686	0.469 3	0.4699	0.4706
1.9	0.471 3	0.471 9	0.4726	0.4732	0.4738	0.4744	0.4750	0.475 6	0.4761	0.4767
2.0	0.477 2	0.477 8	0.4783	0.4788	0.4793	0.4798	0.4803	0.480 8	0.4812	0.4817
2.1	0.482 1	0.482 6	0.4830	0.4834	0.4838	0.4842	0.4846	0.485 0	0.4854	0.4857
2.2	0.486 1	0.486 4	0.4868	0.4871	0.4875	0.4878	0.4881	0.488 4	0.4887	0.4890
2.3	0.489 3	0.489 6	0.4898	0.4901	0.4904	0.4906	0.4909	0.491 1	0.4913	0.4916
2.4	0.491 8	0.492 0	0.4922	0.4925	0.4927	0.4929	0.4931	0.493 2	0.4934	0.4936
2.5	0.493 8	0.494 0	0.4941	0.4943	0.4945	0.4946	0.4948	0.494 9	0.4951	0.4952
2.6	0.495 3	0.495 5	0.4956	0.4957	0.4959	0.4960	0.4961	0.496 2	0.4963	0.4964
2.7	0.496 5	0.496 6	0.4967	0.4968	0.4969	0.4970	0.4971	0.497 2	0.4973	0.4974
2.8	0.497 4	0.497 5	0.4976	0.4977	0.4977	0.4978	0.4979	0.497 9	0.4980	0.4981
2.9	0.498 1	0.498 2	0.4982	0.4983	0.4984	0.4984	0.4985	0.498 5	0.4986	0.4986
3.0	0.498 7	0.498 7	0.4987	0.4988	0.4988	0.4989	0.4989	0.498 9	0.4990	0.4990

3, 1	0,499 0	0,499 1	0,4991	0,4991	0,4992	0,4992	0,4992	0,499 2	0,4993	0,4993
3, 2	0,499 3	0,499 3	0,4994	0,4994	0,4994	0,4994	0,4994	0,499 5	0,4995	0,4995
3, 3	0,499 5	0,499 5	0,4995	0,4996	0,4996	0,4996	0,4996	0,499 6	0,4997	0,4997
3, 4	0,499 7	0,499 7	0,4997	0,4997	0,4997	0,4997	0,4997	0,499 7	0,4997	0,4998
3, 5	0,499 8	0,499 8	0,4998	0,4998	0,4998	0,4998	0,4998	0,499 8	0,4998	0,4998
3, 6	0,499 8	0,499 8	0,4999	0,4999	0,4999	0,4999	0,4999	0,499 9	0,4999	0,4999
3, 7	0,499 9	0,499 9	0,4999	0,4999	0,4999	0,4999	0,4999	0,499 9	0,4999	0,4999
3, 8	0,499 9	0,499 9	0,4999	0,4999	0,4999	0,4999	0,4999	0,499 9	0,4999	0,4999
3, 9	0,500 0	0,500 0	0,5000	0,5000	0,5000	0,5000	0,5000	0,500 0	0,5000	0,5000

Appendix 15









KEMENTERIAN AGAMA REPUBLIK INDONESIA
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155 /In.14/E.6a/PP.00.9/09/2019

Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Yusni Sinaga, S.Pd., 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:

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Judul Skripsi	: The Effect of Using Guided Question Technique in Writing Recount Text at Grade VIII Students of MTS Baharuddin

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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1178 /In.14/E.1/TL.00/10/2020
: Izin Penelitian
Penyelesaian Skripsi.

15 Oktober 2020

Kepala MTS Baharuddin
Kabupaten Tapanuli Selatan.

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Annisa Nur Nasution
NIM : 1620300095
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 Using Guided Question Technique in Writing Recount Text at Grade VIII Students of MTS Baharuddin".

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.



a.n. Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkti, S.Si., M.Pd.
0600413 200604 1 002



**YAYASAN PONDOK PESANTREN MODERN BAHARUDDIN
MADRASAH TSANAWIYAH SWASTA BAHARUDDIN**

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Kecamatan Batang.Angkola, Kabupaten Tapanuli Selatan. Kode Pos 22773

nomor : MTs.156/ PPMB-BGJMT/12/2020 Janjimauli-MT, 10 Desember 2020
smpiran : -
perihal : Izin Penelitian

th. Wakil Dekan Bidang Akademik
Institut Agama Islam Negeri Padangsidempuan

Dengan Hormat,

Menindaklanjuti surat saudara Nomor : B-1178/In.14/E.1/TL.00/10/2020 perihal surat diatas dengan ini kami menyatakan nama tersebut di bawah ini telah melaksanakan penelitian untuk keperluan penulisan skripsi di Madrasah Tsanawiyah Swasta Baharuddin. Atas nama mahasiswa :

Nama : ANNISA NUR NASUTION
NPM : 1620300095
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris/Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Guided Question Technique in Writing Recount Text at Grade VIII Students of MTs Baharuddin

Demikian Surat izin ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.

