



## Using Guiding Questions Technique to Improve the Students' Writing Recount Text Achievement

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Received: Juli	Accepted: September	Published: Oktober
DOI: Filled by Editor		

**Abstract** : *The research is conducted to find the answer of the problem how the use of guiding questions technique can improve students' writing recount text achievement in the first grade of science of Al Misri Islamic Senior High School Curahmalang, Rambipuji. The research design is classroom action research. This research is covered four stages of activities; they are planning of the action, implementing of the action, observing, and reflecting of the action. Based on the result of writing test in cycle one showed that the percentage of the students who got score 7,65 was 60%. And in cycle two, it improved to be 37%. In addition, the average result of the students' active participation was 65% in cycle one. In cycle two, the average result of the students' active participation indicated improvement that was 75%. It can be concluded that the action in cycle two was successful. Finally, it can be the use of guiding questions technique could improve the first grade of science students' writing recount text achievement and could improve the first grade of science students' active participation in teaching learning process at Al Misri Islamic Senior High School Curahmalang, Rambipuji.*

**Keywords** : *"Guiding Questions Technique," "Writing," "Recount Text,"*

**Abstrak** : *Penelitian ini dilakukan untuk menemukan jawaban dari masalah bagaimana penggunaan teknik pertanyaan pemandu dapat meningkatkan prestasi menulis teks recount siswa kelas I IPA, MA Al Misri Curahmalang Rambipuji. Desain penelitian ini adalah penelitian tindakan kelas. Penelitian ini meliputi empat tahapan kegiatan, yaitu perencanaan tindakan, pelaksanaan tindakan, observasi, dan refleksi tindakan. Berdasarkan hasil tes menulis pada siklus kesatu menunjukkan bahwa persentase siswa yang memperoleh nilai 7,65 adalah 60%. Dan pada siklus kedua meningkat menjadi 37%. Selain itu, rata-rata hasil partisipasi aktif siswa adalah 65% dalam siklus kesatu. Pada siklus kedua, rata-rata hasil partisipasi aktif siswa menunjukkan peningkatan yaitu 75%. Berdasarkan hasil tersebut dapat disimpulkan bahwa tindakan pada siklus kedua berhasil. Akhirnya, penggunaan teknik pertanyaan pemandu dapat meningkatkan prestasi belajar menulis teks recount siswa kelas 1 IPA dan dapat meningkatkan partisipasi aktif siswa kelas 1 IPA dalam proses belajar mengajar di MA Al Misri Curahmalang, Rambipuji.*

**Kata Kunci** : *"Teknik Pertanyaan Panduan," "Menulis," "Teks Recount,"*

## INTRODUCTION

Writing is one of the important skills in teaching English. It is useful for a range of teaching purposes, which will vary, depending on the developmental stage and the needs of the students.

Prior to this research, a preliminary study was done with the first grade students of science of Al Misri Islamic Senior High School on 01<sup>th</sup> February 2022 by the researcher. This preliminary study was intended to know firsthand information concerning the English teaching and learning process in that school, especially in the first class of Science. The researcher said that most of the first grade of science students experienced difficulties in writing a short text in terms of organizing their ideas and mastering tenses when the researcher interviewed them. In organizing their ideas, the students faced difficulties in constructing the sentences into written form and arranging the writing into coherent text. Relating with the problem of tenses mastery, the students were not able to make sentences by using appropriate tenses. When the students were assigned to write a recount text that tells events in the past time, they did not apply past tense correctly.

Based on the problem identified, it was important to overcome the students' problems, so that the students' writing ability can be improved. It is mandatory to choose a correct strategy in teaching writing. The strategy that can be used in teaching writing is the use of guiding questions. According to Kartiningsih (1997), Guiding Questions Technique is a guided question which is used to express students' ideas, though, expressions and their feelings. Concerning the problems that the students faced when they tried to express their ideas into written form, a researcher should choose an appropriate technique in teaching recount text writing. One of the techniques which can be applied in teaching recount text is guided writing in the form of guiding questions. The form of guiding questions was chosen by the researcher as a technique to improve the students' ability in writing recount text because it gives the opportunity for the students to develop their own idea freely by answering the questions given by the researcher. Also, conducted research to explore how guided writing in the form of guiding questions can develop the students' ability in writing. From the study, he only focused on the ability of the students of first grade of science in writing letter, and he found that guided writing can develop the students' ability in writing letter. He used a small group of students containing ten students as the sample taken from thirty students. The researcher chose recount

text since, one of the objectives of teaching is that the students have to be able to understand and create a recount text cohesively based on the social function and generic structure of the text. Another reason is that recount text is assumed to be appropriate with guided writing in the form of guiding questions. Finally, they have to write the recount text based on the guiding questions they have answered.

A classroom action research was appropriate to be undertaken and the guiding questions technique became an effective strategy that could be used by researcher to improve students' writing achievement. Therefore, a classroom action research entitled "Using Guiding Questions Technique to Improve Students' Writing Recount Text Achievement in in the first grade of science of Al Misri Islamic Senior High School Curahmalang, Rambipuji" will be conducted.

The teacher follows the following procedures in teaching recount text through guiding questions:

Pre-writing Activity, (1) the teacher explains what recount text is and also explains parts or generic structures that the students must write in a paragraph (2) the teacher chooses or has the students choose by themselves the topic to write about (3) the teacher gives the students some questions related to the topic (4) the teacher gives an example of the recount text based on the questions as the model for the students. Writing Activity, (1) the teacher asks the students to write their own recount text (2) the students begin to write a recount text by answering the questions given (3) meanwhile the students are writing, the teacher moves among them, gives assistance and guidance as required. Re-Writing Activity, (1) collecting the students' work, monitoring and marking their work one by one right way; writing his comment and suggestion underneath (2) the teacher asks the students to write their final revision and collect their work.

The researcher got the title of this thesis from INA NURMALASARI, her thesis' title is "Using Story Mapping Strategy to Improve Students' Ability in Writing Recount Text". Actually, he doesn't inspire from her strategy but, he gets inspiration from her text, it is recount text and they use different strategy/ technique. Recount text is one of the texts which tells about the experiences in the past. So, the researcher is interested in it. He wants the students are able to compose or make a recount text based on the guiding questions which are provided

## METHOD

In this thesis, the researcher uses a Classroom Action Research. Action research has the purpose of developing new skill or new approach to solve problem in the field or the actual problems by using direct implementation. In addition, Arikunto (2006:95-96) states that the purposes of the CAR are to improve the quality of teaching learning process and to solve the students' problem. In conclusion, the classroom action research is intended to improve the quality of the teaching learning process. In this research the researcher wants to know if using guiding questions technique can improve students' writing recount text.

This research was conducted in two cycles in which each cycle covered four stages of activities. Kemmis and Mc Taggart in Arikunto, 2006 say that there are four stages of each cycle, they are: (1) the planning of the action, (2) the implementing of the action, (3) observing, and (4) reflecting of the action. The design of classroom action research will be illustrated in the following diagram 3.2 adapted from Kemmis and Mc Taggart in Arikunto, 2006:

This classroom action research intended to improve the first grade of science writing recount text achievement by using guiding questions technique. This research will be conducted in two cycles. The cycle covers four activities, namely: (1) planning of the action, (2) implementing of the action, (3) observing, and (4) reflecting of the action.

### 1. Planning of the Action

Planning in this research was all of the steps that should be arranged in order to run the implementing of the action well. The detailed planning was explained as follows:

- 1) Choosing the appropriate writing material.
- 2) Preparing the students' workheets.
- 3) Constructing the lesson plans for the first and the second meeting in the first cycle.
- 4) Constructing the observation guide in the form of checklist paper in each meeting.
- 5) Preparing the material for the students' exercises of writing
- 6) Constructing the writing test for the first cycle.
- 7) Constructing the lesson plans for the second cycle by revising the problems found in the first cycle.

## **2. The Implementing of the Action**

This action was conducted during the school based on the schedule of the English lesson of the first grade of science of Al Misri Islamic senior high school. The action was done in three meetings that are two meetings for the teaching writing process and one meeting for the test in each cycle. The allocated time for the action in each meeting was 2 x 40 minutes and the test was administered for 60 minutes. For the first meeting, the researcher explained the characteristics (generic structures and language features) of recount text and gave the students the example of it. Then, he asked the students to identify the characteristics of recount text based on the example given. After that, he also showed, explained, and distributed the guiding questions. The researcher could ask some students to answer the guiding questions technique containing the elements of recount text based on the example of text given. Then, the students were asked to write a recount text based on the guiding questions that had been answered accurately. After the students finished their writings, they were asked to revise their writings. For the second meeting, the researcher showed another example of recount text and asked some questions about the characteristics of recount text to know if they still remembered about recount text or not. If there were some students who still forgot and did not understand about it, the researcher could remember the students again by re explaining about it briefly.

## **3. Observing**

Observing or monitoring is an important activity in this research to observe the students' active participation in the teaching learning process of writing a recount text. In addition, Arikunto (2006: 157) adds that in the research, observing can be done by using test, questionnaire, pictures, or recording sounds. In this research, observing guide in the form of checklist paper was used containing the indicators observed. It was used to record the students' participation in teaching writing through guiding questions technique. The indicators of observing are as follows: (1) The students pay attention to the teacher's explanation; (2) The students raise their hands to answer the teacher's questions; (3) The students answer guiding questions containing the elements of recount text related to the topic; (4) The students write a recount text based on the guiding questions technique that has been answered;

(5) The students revise their writings. The observing was conducted during the teaching learning process by the researcher.

#### 4. Reflecting of the Action

Analyzing the data is the important step in the research (Suryabrata, 1983: 94). Data analysis method was used to analyze the obtained data. In this classroom action research, the collected data covered writing test in the form of scores and the results of observation during teaching learning process. The results of writing test were analyzed by using the following formula to find the percentage score:

$$E = \frac{n}{N} \times 100\%$$

E= the percentage of the students' who achieved the minimum standard score

n = the number of students' who achieved the minimum standard scores

N = the total number of the students

(Adapted from Ali,1993: 186)

Reflecting refers to the activities or retelling all the information derived during the implementing of the actions (Arikunto, 2006: 99). It was done after analyzing the data of the students' writing test and the results of observation in each cycle in order to identify the strengths and weaknesses of the actions. The result of the reflecting in the first cycle was used as a guide to revise the actions in the next cycle. The results of students' writing test scores and observation have not achieved the target criteria of the evaluation, the actions were continued to the second cycle by revising the problems occurred in the first cycle. However, if the results of students' writing test scores and observation have achieved the target criteria of the evaluation. The second cycle would be done to know the consistency and reinforcement to the result of the first cycle.

#### Research Subject

The participants of this research were the students of the first grade of science of Al Misri Islamic senior high school Curahmalang, Rambipuji. The class consisted of 30 stu-

dents. Based on the information of the first grade of science, English teacher in the preliminary study, the first grade of science was chosen because this class still had problems in writing a short text. The researcher also used school documents in the form of the students' previous writing scores as the guideline to decide the class that would be the subject of the research. The students' previous writing score showed that 17 students or 57% of the students got <65 and the mean the students' previous writing score was 62.17.

### **The Research Area**

This research was conducted by using purposive method. Purposive method is a method employed in selecting a particular area from the population that will be representative or informative about the topic (McMillan, 1992: 76). In this research, Al Misri Islamic Senior High School Curahmalang, Rambipuji was chosen as an area to conduct the research.

### **The Criteria of Success**

The criterion of success is used to know whether the implementing of the action achieve or not. Based on the minimum standard score requirement, the score target of writing skill is 65 for the first grade of science of Al Misri Islamic Senior High School Curahmalang, Rambipuji. The actions are considered successful if 70% students achieved the target score  $\geq 65$ .

### **The Research Instrument**

The sources of data can be gained from questionnaire, interview, observation, and documentations (Arikunto, 2006: 129). In this research, the primary data were collected from the writing test by using guiding questions and from the observation.

### **Writing Test**

A test is a set of questions, exercises or other instruments which are used to measure skill, knowledge, intelligence owned by the individual person or groups (Arikunto. 2006: 150). In this research, writing test was used to get the data of the eighth year students' achievement in writing a recount text. From the results of the writing test, the students' scores were used to know whether the students had achieved the standard requirement

score or not. The writing test was evaluated from the aspects of writing such as vocabulary, grammar, mechanics, content and organization.

In this research, achievement test was applied as it was intended to measure the eighth year students' achievement in writing a recount text after being taught writing by using story mapping. The test that was given to the students was an essay writing test because they should think of what to say and then express their ideas as well as possible in writing a recount text. The type of test applied in this research was free writing. In the free writing test, the students were asked to write a recount text based on the topics given. To evaluate the students' written work, their writings were scored based on five aspects of writing covering grammar, vocabulary, mechanics, content and organization (unity and coherence). To score the students' work from those aspects, the formula used can be seen in Table 3.7.

The writing test was given to the participants in each cycle after the actions given to them. If the results of writing test in the first cycle could achieve the standard requirement score that was  $\geq 65$ , the actions would be continued to know the consistency of the result and as the reinforcement the result of writing test in the first cycle. If the results of writing test did not achieve the standard requirement score, the actions would be continued to the second cycle by revising some weak spots of the first cycle until the objective would be achieved. The theme which was used in the test of the first cycle was different from the second cycle. The theme used in writing test of the first cycle was "Holiday" while the theme used in writing test of the second cycle was "My experience". In the writing test, the students were asked to write a recount text consisting of three paragraphs (about 9-12 sentences). Concerning with the scoring system, analytic scoring method was used in this research. The analytic score method is a method of a scoring with requires a separate score of a number of a task (Hughey,1983:140) .

### **Observation**

The observation was done in each meeting to get the primary data about the students' participation in the teaching learning process of writing by using guiding questions technique. According to Arikunto (2006: 157), there are two kinds of observation, namely: systematic observation (it is done by observer using instrument paper) and non-systematic observation (it is done by observer without using instrument paper). Systematic observation was applied in this research. The observation was done to know the students' participation

in the writing teaching learning process.

### Development of Research Instrument

To develop the instrument of the test that is used should be analyzed which the purpose is to know whether the test is good or bad. Airasian (2000:10) state that a test is a formal, systematic, usually paper and pencil procedure for gathering information. A good test must be valid and reliable. In addition, Airasian (2000:19) states that without validity, the assessment data will not lead to correct decisions. Meanwhile, Fraenkel and Wallen (2006:165), reliability as used in research, refers to the consistency of scores or answer provided by an instrument.

### Validity of the Test

A test was considered to be valid if it measures accurately what was intended to measure. In addition, Airasian (2000:19) states that without validity, the assessment data will not lead to correct decisions. According to (Arikunto, 2006:169), a test is called valid if it can measure what should be measured. The validity could be classified into content validity, criterion related validity, construct validity, and face validity (Brown, 2004:22-27).

In this research, the content validity was used because the content of materials were constructed based on K-13 (Table 3. 8.1). The basic competence of writing activities is expressing the meaning of short simple essay in the form of recount text and the indicator is students are able to write a short simple essay in the form of recount text. The test has valid content if it measures special purpose equal to the material in the common curriculum in that subject area. In line with that, on the test students are assigned to write a short simple assay in the form of recount text by using guiding questions technique. The students' writing should contain 9-12 sentences and time allocation of the test was 1x60 minutes.

Table 3. 8.1 Curriculum

Competence Standard: Writing	Test Instrument
To express the meaning of simple short functional written texts and essay in the form of recount and narrative to interact with surrounding environment.	Answer the guiding questions technique well and then make a paragraph completely about "Holiday"! (Write a recount text consisting of



The correlation of the reliability is 0.775, it means the try out is "High correlation". So the items of the test are reliable.

## **RESULT AND DISCUSSION**

### **1. Result**

#### **The Results of Writing Test in Cycle One**

The results of the students' writing test are presented at appendix 16. The successful criterion of the students writing test results was 70% of the students got 65 or more in the writing test. Based on the result of writing test, there were 18 students out of 30 students (60%) who got 65 or more. The results of the writing test indicated that it had not achieved the target of the writing test score. Therefore, it was necessary to conduct the actions in Cycle Two.

#### **The Results of Writing Test in Cycle Two**

The result of the students' writing test in cycle two can be seen in appendix 18. Based on the result of writing test above, there were no students who were absent when the test given to the students. The number of the students was 30 students. It showed that there were 22 students of 30 students or 73% could achieve the target of the writing test results that was 65. It is indicated that the actions given in cycle two had been successful in achieving the target score of the writing test.

### **2. Discussion**

#### **The Description of Research Setting**

This research was conducted in the first grade of science of Al Misri Islamic senior high school Curahmalang, Rambipuji. The research was conducted on March 2022.

#### **The Description of Research Setting in Cycle One**

The actions of the first cycle were conducted in three meetings. The first action was done on 1<sup>st</sup> March 2022 and the second action was conducted on 2<sup>nd</sup> March 2022. The writing test was administered on 4<sup>th</sup> March 2021. The stages of the activities in cycle one namely the planning of the action, the implementing of the action, the observing of the action, and the reflecting of the action.

### **Planning of the Action in Cycle One**

Planning in this research was all of the steps that should be arranged in order to run the implementing of the action. It is intended to plan and prepare everything that related in all steps in implementing the action of the research, such as preparing the material and preparing the students' worksheets. The researcher was carried out the action based on lesson plan that have been made (Appendix 9 and 10). In the first meeting, the topic was "It's Time for Holiday" while the topic in the second meeting was "Holiday with Beloved People". In each meeting, the researcher gave worksheet to the students. The first cycle was done in three meetings and each meeting was 80 minutes. Then it was processed with the implementing of the action two cycles which was carried out from March 1<sup>st</sup> 2022 to March 9<sup>th</sup> 2022.

### **The Implementing of the Action in Cycle One**

The action of the research was conducted based on the lesson plan that had been already prepared. The action was conducted during the English lesson in the school, after all materials and the students' worksheets had already prepared. The first meeting was done on March 1<sup>st</sup> 2022.

In the implementation, the action was done in three meetings that are two meetings for the teaching writing process and one meeting for the test in each cycle. The allocated time for the action in each meeting was 2 x 40 minutes and the test was administered for 60 minutes.

For the first meeting, the researcher explained the characteristics (generic structures and language features) of recount text and gave the students the example of it. Then, he asked the students to identify the characteristics of recount text based on the example given. After that, he also showed, explained, and distributed the guiding questions. The researcher could ask some students to answer the guiding questions technique containing the elements of recount text based on the example of text given. Then, the students were asked to write a recount text based on the guiding questions that had been answered accurately. After the students finished their writings, they were asked to revise their writings. For the second meeting, the researcher showed another example of recount text and asked some questions about the characteristics of recount text to know if they still remembered about recount text

or not. If there were some students who still forgot and did not understand about it, the researcher could remember the students again by re explaining about recount text briefly. The third meeting, the researcher gave the writing test to the students.

### The Observing of the Action in Cycle One

Observation is used to know the activities and application the action of the research. The researcher observed activities in the classroom used checklist paper. The researcher observed the students' participation during teaching learning process. The indicators of observation were as follows:

- a. the students pay attention to the teacher's explanation
- b. the students raise their hands to answer the teacher's questions
- c. the students answer guiding questions containing the elements of recount text related to the topic
- d. The students write a recount text based on the guiding questions technique that has been answered
- e. the students revise their writings

The result of observation was presented at appendix 15. From the appendix 15, the researcher concluded that the average of the students' participation in meeting one and meeting two in table 4.1.

**Table 4.1 The Average Result of the Students' Participation in Cycle One**

No.	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	67%	33%
2	Meeting 2	63%	37%
3	<b>Average</b>	<b>65%</b>	<b>35%</b>

Based on Table 4.1 and Appendix 15 , the result showed that there were 20 students of 30 students or 67% actively participated in teaching learning process in the first meeting of Cycle One. In the second meeting, there were 19 students of 30 students or 63% were active in teaching learning process. Meanwhile, the average percentage of the students' active participation in the second meeting was 65% or 19 students. From those results, it could be

concluded that the result of observation had not achieved the successful criteria of the research that was 70% of the students who actively participated in teaching learning process.

### **The Reflecting of the Action in Cycle One**

After the result of the cycle one had been obtained, the researcher and the English teacher did the reflecting of the action in cycle one. As the process evaluation, the results of classroom observation revealed that only 67% or 20 students of 30 students were active participants in the first meeting. In the second meeting, there were 19 students of 30 students or 63% were active participants. Meanwhile, the average percentage of the students' active participation in the first and second meeting was 65%. From those results, it could be concluded that the result of observation had not achieved. The success criteria of the research that was 70% of the students who actively participated in teaching learning process of writing.

This research was successful if 70% of the students got 65 or more in the writing test. The results of the writing test in cycle one (Appendix 16) showed that only 60% of the participants got 65 or more while the rest of them got less than 65. This means that results of the writing test had not achieved the target of the writing test results. In other words, the actions of this research had not been successful. In the cycle one, there were some factors that caused the results of the students' active participation and writing test unsuccessful and the solutions how to solve the problems.

In relation to the writing test in the cycle one, there was a problem occurred that caused the results of the writing test unsuccessful. The problem was the time allocation given for the writing test that was only 60 minutes. It was due to the fact that there were some students who did not finish their writings. To solve the problem, the researcher added the time allocation for the writing test from 60 minutes in cycle one to 70 minutes in cycle two.

Based on the revisions described above, the results of the actions in cycle two were expected to have better than outcome than the results of the actions in cycle two in order to achieve the objectives of the research.

### **The Description of Research Setting in Cycle Two**

The actions in cycle two were carried out in three meetings. The first meeting and the second meeting were conducted on 7<sup>th</sup> March 2022 and 8<sup>th</sup> March 2022. The writing test was administered on 9<sup>th</sup> March 2022. The stages of the activities in cycle two were the same as in

cycle one, namely the planning of the action, the implementing of the action, the observing of the action, and the reflecting of the action.

### **Planning of the Action in Cycle Two**

Based on the reflecting in cycle one had not achieved, it was needed such kind of activities to revise plan and the action was done in cycle two. The cycle two was different with cycle one. As the first step in cycle one, it was discussed about the suitable material that would be given the the first grade of science students. In cycle two, the material was used to improve students' achievement in writing recount text in order to reach the target because the material that was used in cycle one could not reach the criteria of success.

### **The Implementing of the Action in Cycle Two**

In this cycle, the Lesson Plans were made by the researcher by revising some aspects of Lesson Plans in cycle one. It was expected that the students writing achievement score and active participation would be better than in cycle one. The time allocation was 2 X 40 minutes in each meeting.

The teaching learning process of writing by using guiding questions in cycle two (meeting 1 and meeting 2) based on lesson plan that were presented on Appendix 12 and 13. In the first meeting, the topic was "Unforgettable Experience ". In teaching learning process, the students were assigned two tasks which they had to do. The first task was the students were asked to answer the questions into a recount text by writing it in front of the class. In the second task, they were asked to write the recount text based on the guiding questions that had been answered.

In the second meeting, the topic was "Funny and Embarrassing Experience". In this meeting, the students were asked to answer the questions based on one of the topics. Then, they were asked to write a recount text based on the guiding questions that they had answered. The students were asked to analyze the characteristics (the generic structure and language features) of the recount text by using guiding questions given in task one. In task II, they were asked to answer the questions based on the chosen topic and write a recount text based on the guiding questions that had been answered.

### **The Observing of the Action in Cycle Two**

The observation result of the students' participation was the indications of the students' active participation that covered five indicators as follows:

- a. the students pay attention to the teacher's explanation
- b. the students raise their hands to answer the teacher's questions
- c. the students answer the questions containing the elements of recount text related to the topic
- d. The students write a recount text based on the guiding questions that have been Answered.
- e. The students revise their writings

The indicators were the same as the indicators observed in cycle one. The indicator of active students was as if at least they could fulfil at least four indicators. The results of observation in cycle two was presented at appendix 17. From the appendix 17, the researcher concluded that the average of the students' participation in meeting one and meeting two in table 4.2.

**Table 4.2 The Average Result of the Students' Participation in Cycle Two**

No.	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	73%	27%
2	Meeting 2	77%	23%
	<b>Average</b>	<b>75%</b>	<b>25%</b>

Based on Table 4.2 and Appendix 17 above, it was known that there were 22 students of 30 students or 73% were active in the first meeting. The students' active participation had the improvement in the second meeting that was 23 students of 30 students or 77%. In addition, the average result of the students' active participation was 75%. Since the criteria of the success was 70% of the students who were active in teaching learning process of writing a recount text by using story mapping. The result indicated that it had fulfilled the target. In other words, the teaching of writing recount text by using guiding questions was successful to make the students actively participated in the teaching learning process of writing recount text by using guiding questions.

### **The Reflecting of the Action in Cycle Two**

The reflecting in cycle two was done after gaining the results of the observation and the writing test. From the result of observation, it showed that 73% or 22 students of 30 students were active participants in the first meeting. In the second meeting, there were 23 students of 30 students or 77% of were active participants. So, the average result of the students' active participation was 75%. From those results, it could be concluded that the result of observation had achieved the successful criteria of the research that was 70% of the students actively participated in the teaching learning process of writing by using guiding questions. From the result of writing test in cycle two (Appendix 18), it showed that there were 22 students of 30 students or 73% who were able to get score 65 or higher. It showed that the results of writing test in cycle two had achieved the target score of the research. There were some factors that influenced the results of the students' active participation and writing test in cycle two. Based on the fact that the results of process in the cycle two had achieved the target criteria of the research, so the action was stopped. In other words, the action in cycle two had successfully improved the students' writing recount text achievement.

### **CONCLUSION**

Based on the results of this research and discussion, it could be concluded that the first is the use of guiding questions technique could improve the first grade of science students' writing recount text achievement at Al Misri Islamic senior high school by giving the students some questions and asking the students to make writing recount text based on the questions. The improvement can be seen from the percentage of the students who got score at least 65 or more that was 60% in the cycle one increased to 73% in cycle two. The second is the use of guiding questions technique could improve the first grade of science students' active participation in the classroom during the teaching learning process of writing recount text Al Misri Islamic senior high school by asking the students to write recount text based on the questions in front of the class. The results of the students' active participation in the teaching learning process were improved. The results showed an improvement from 65% in cycle one to 75% in cycle two. By considering the results above, some suggestions are given to the English Teacher Who is also suggested that he/she should use guiding questions as an alternative strategy in teaching writing not only for recount text but also other genres of

text, explain how to use the guiding questions technique clearly. It is due to the fact that the guiding questions technique can improve the students' writing achievement and their confidence in learning English and also to the Future Researchers Because of the limited time for conducting the action research, they are suggested to give more attention to the students who the low achievers are and use the results of this research as a reference to conduct a further research with the same research design to develop the students' writing skill.

#### **ACKNOWLEDGMENT**

First and foremost, I would like to express my greatest gratitude to Allah SWT, the most Gracious and Merciful. Because of His Blessing, Mercy, and Grace, I can accomplish the writing of this thesis. I also would like to express my great appreciation and sincerest gratitude to the following people:

1. The chairman of STIT Mifathul Midad Lumajang
2. Dean of English Islamic Study Program
3. The Principal, The English Teacher, and the staffs of Al Misri Islamic Senior High School Curamalang, Rambipuji
4. All Teachers in STIT Miftahul Midad

Finally, I hope this thesis will provide some advantages for the writer himself as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

July 29<sup>th</sup> 2022

The Researcher

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