

ABSTRACT

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This study aims to discover the effect of applying guiding questions technique on students' achievement in writing recount text. It was conducted by using experimental research method. This population was the second grade students of MTs. Al-Azhar Medan, Academic Year 2014/2015. The samples of this study were two classes divided into groups, experimental and control group which were chosen by using random sampling technique. The grade VIII-A consists 31 students became as Experimental Group was taught by using Guiding Questions technique and grade VIII-B consists 31 students became as Control Group was taught by using Conventional technique. The instrument used to collect the data was by asking the students to write a recount text. Based on the result of the data analysis, it was concluded that using Guiding Questions technique significantly affects the students' ability in writing recount text ($t_{\text{observed}} > t_{\text{table}}, \alpha = 0.05$). The using Guiding Questions technique made the students write recount text correctly than without using Guiding Questions technique. The calculation of t-test is $3.000 > 2.000$ with the degree of freedom (df) = 60 and the level of significance 0.05. It means that the Guiding Questions technique has significant effect on writing recount text.

Key words: Guiding Questions Technique, Writing Recount Text