

## **II. LITERATURE REVIEW**

This research is conducted based on some related theories which involved concept of text, recount text, writing, aspects of writing, teaching writing, teaching recount text writing through guiding questions, guiding questions technique, guiding questions, procedure of guiding questions technique, advantages and disadvantages of guiding questions technique, theoretical assumption and hypothesis.

### **2.1 Text**

Broadly, text is a semantic unit that is realized in the form of word, clause, and sentence. According to Derewianka (1992:17), text is any meaningful stretch of language – oral or written form. Not all extent is the same. One factor, which accounts for differences in the text is the purpose for which the text being used. Hughes (2003:140) states that text which the writer candidates are expected to be able to deal with can be specified along a number of parameters: type, form, graphic features, topic, style, intended readership, length, readability or difficulty, range of vocabulary and grammatical structure. Text types include text books, handouts, articles (newspaper, journals or magazine), poem, encyclopedia, dictionary, novel (extracts) and short stories.

Generally there are some models of text (Anderson, 1997). They are:

### 1. Descriptive Text

Descriptive text is kind of text that is used to describe about a person, object, appearance, scenery, or phenomenon. In this text, the writer tries to make readers able to see, feel, and experience what the story tell. Description could briefly explain and evolve about process, comparison, definitions, and other strategies.

### 2. Expository Text

Expository text is kind of text that aims at clarifying, explaining, teaching, or evaluating an issue. The writer tries to give information or sign to the reader by developing the idea by giving an example, process, cause and result, classification, definition, analysis, comparison, and contrast.

### 3. Argumentative Text

Argumentative text is kind of text that aims to prove the truth or untruth of a statement or situation. The writer tries to show the empirical data by giving a logical appeal, pathetic or affective appeals, such as authority, empirical data, values and attitude.

### 4. Narrative text

Narrative, originated from “*to narrate*” means to tell. Narrative text tells a story, in doing so, entertains the audience, and makes the audience think about an issue, teaches them a lesson, or excite their emotions. In other words, it can

be said that a narrative text is retelling a story that is told by the doer or other person's point of view. It is more about writing a chronological story, whether true or just a fictional.

## 5. Recount Text

Recount text is kind of text that means to retell the reader about past event or past experience.

The focus of the research is in recount text form, which is clarified below.

### **2.2 Recount Text**

According to Derewianka (2004:14), a recount is the unfolding of a sequence of events or times. The focus of recount text is to reconstruct past experience on a sequence of events, all of which relate to a particular occasion. Meanwhile, Anderson states that recount text is a text that tells about something that happened or retells past events or activities and has a purpose to give detailed information about what and when of that events (Anderson et. al., 1997).

Similarly Martin (1985:3) argues that recount text is type of stories about what has happened. These stories can be in the form of casual convention about playing with friends, visiting relatives, traveling, and so on. In other words, recount text can be concluded as a piece of text that reconstruct past events in chronological order in order to tell the details of experience which happened. It related to a particular occasion.

Horarik (2002: 22) exemplifies that recount text can be found in personal letters, oral and written histories, police record insurance claims, report of science experiment, and excursion 'write-ups'. In detail, Derewianka (1990:15) categorizes the text of recount into three major types; they are Personal Recount, Factual Recount, and Imaginative Recount, he defines as follow:

*Personal Recount* exposes an event in which the writer or the author got involved or acted in event himself (e.g. *daily funny incidents, entries of a diary*), *Factual Recount* is a note of an event (e.g. *scientific experiment report, police report, newspaper report, history explanation*). Finally, *Imaginative Recount* is an unreal event or story (e.g. *a day in the life of a Roman slave, how I invented*).

Recount text is different with narrative text. They are different in fact that recount text just focuses on the events themselves but it does not include the conflict inside as in narrative text. Wells and Reid (2004:6) argues:

Narrative and recount in some ways are similar. Both are telling something in the past. The thing that makes narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflict, social conflict or psychological conflict. In some ways, narrative combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of events as the basic structure.

All recounts reconstruct the past, but the purpose, audience and focus will vary according to the form used. Many reluctant readers or writers find this text type accessible and manageable because it is generally based on fact rather than fiction.

Recounts generally follow a similar structure, but the students should be guided by the purpose for an audience of their text in their use of the structure. The following is the generic structure of recount text (Derewianka, 1990: 145).

### 1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.

### 2. Events

In a series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer.

Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a 'shopping list' of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

### 3. Re-orientation (optional)

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or

opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

According to Derewianka (1990) there are five types of recount text. Here is the explanation and the example of those types:

### 1. Personal Recount

Personal recount is retelling an event that the writer was personally involved in. for example: personal experience, personal letter, diary, entries, journal, anecdotes and postcard. Personal recount are usually written in the first person (I and we) and often to entertain and inform. The characteristics of this type are use of first person pronouns (I, we), personal responses to the events can be included, particularly at the end and details are often chosen to add interest or humor. Here is the example of personal recount text.

#### Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tour, all his day was

spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

(Taken from <http://www.karodalnet.blogspot.com/2011/07/contoh-recount-text-holiday.html>)

## 2. Factual Recount

Factual recount is concerned with recalling events accurately. It can range from everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual and detailed, so that the readers gains a complete picture of event, experience or achievement. The characteristics of this type are:

- a. Use of third person pronouns (she, he, it, they),
- b. Details are usually selected to help the reader reconstruct the activity or incident accurately,
- c. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment),
- d. Mention of personal feelings is probably not appropriate, details of time, place and manner may need to be precisely stated (e.g. at 4.30 *p.m.*, *between Antasari street and Soekarno–Hatta street*, the man drove at the speed of 120 *km/h*),
- e. Descriptive details may be required to provide precise information (e.g. a man *with a red shirt, black shoes and long hair, weighing 65 kilos and approximately 185 cm tall*),
- f. Use passive voice (e.g. The beaker was filled with water),
- g. It may be appropriate to include explanation and justifications.

In order to make clear about factual recount text, here is the example of factual recount text.

### Children Day's

On children's day in 1999, a technology treated more than 200 underprivileged children to a 'high-tech' experience. They were given training on information technology.

The company wanted to provide opportunities for these children to learn more about the Internet and the latest technology. They wanted to help the less fortunate in the community.

The children had an enjoyable and educational experience that day. They were exposed to the new technology for the first time and they were very interested. The company hoped to conduct many more such training sessions for these children. They felt that the skills the children had would be useful to them when they grew up.

The company was very active in caring for the less fortunate. They even put aside one day a year for their employees to do volunteer work to help the needy. They also donated money to many charitable organizations.

Many people had benefited from their efforts. Many also praised the company for being so generous towards the needy.

(Taken from <http://bos-sulap.blogspot.com/2010/10/recount-text-children-days.html>)

### 3. Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. "A day in my life as a family pet", for example, emotive language, specific detail and first person narration are used to give the writing impact and appeal.

In order to make clear about imaginative recount text, here is the example of imaginative recount text.



## Life on the Battlefield

It was a dark day... every day was like this. The clouds didn't ever part away from the sky and I was enveloped in the darkness, rain and pain on my left shoulder. Explosions everywhere and there were the corpses of the dead. Want to know how it all happened? My name is Kaamil. I am 13 years old. My family and I were poor but we still enjoyed the quality of life even in our tough state. I always wanted to go to school to but I didn't have the money to go. Yeah life was normal for us in our little hut. Until that day had come... My family and I already had heard about the Pakistani war with the Indians ever since it started we've been scared that they'll come for us.

Then one day they did... It was 5:26pm September 21 1965 until they kicked the knob off our little door that we had always had to crawl to get in and opened it. Then a Pakistani soldier was there. We all were scared. It felt that my heart was clinging at my throat that very moment. I then braced myself to die. But instead the Pakistani soldier said "All of you get your lazy but off!" Then we did as we were told because we were not brave and didn't have an education of any sort. Next the soldier said "Stand up!" and without any warning of any sort he pointed his sharp bayonet attached to his rifle at me. The only thing that came out of my mouth was "but...but what did I do?" "Nothing." The soldier said "Just come with us do you understand?" "yes." I said with my chattering voice "Yes sir!" he corrected "and now come on!" and we headed out to the foggy mountains with the soldier's rifle pointing at me and I got my last glance at my family before leaving them. 8 hours later after the soldier took me to a mountain. And below the mountain was a torn up giant tent and around it, it was like a refugee camp. The soldier took me around the camp and I noticed lots of people on white sheets with loose limbs, blood around their swollen body, bandages and any other cruel thing you can probably imagine.

By the time we finished the walk my feet were bloody and stapled through my delicate flesh and I saw a sign right above my head. The soldier then said quietly "Pakistan military camp." And he took me to the biggest tent of all the other ones. Then he said "from now on you're a soldier got it?" then I said "But I don't want to be a soldier I want to go back!" "Too bad!" the soldier said. I then squirmed like a worm and whined like a 3 year old until the soldier got insanely mad and said "Kneel!" I had no power over him, I had nothing now so I did the only thing I could've I bent down and started kneeling. The soldier then went beside some crates and got this extremely thick whip and pain exploded on my backside. He whipped me 5 more times. I wanted to run but I couldn't my legs were strung with a pain so fierce it felt like my legs were to burst. The soldier then said "So are you going to become part of the army? Or am I going to whip the lights out of you!" I was only 13 and I couldn't bear the pain so I said "Ok please just no more!"

The soldier then took me to a room and gave me a military uniform and while I was getting dressed I started sulking and wanting to burst into tears because of

loss of my family and the Black marks that were the color of red before. When I came out I looked like a complete idiot. The clothes they gave me were 3 times bigger so the uniform slid down to my left shoulder and my pants were loose so I had to wear a belt unlike the others. The soldier came and chuckled on his way and said “ok soldier today you’re on guard patrol go south and guard there here’s a gun now go!” I then said “which ways south sir?” He then gave me a savage and brutal look in the eyes and pointed to a grove of trees near a few tents. He said “guard there.” I then did what I was told and headed towards the forest where I heard machine guns bursting with such sound my ears felt completely numb and I also heard explosions that caused ringing in my ears. When I exited the forest it was terrible a field of corpses and blood. Nobody was left alive. I felt scared again I wanted to go home and what I asked myself This is a war ground I’ll be killed in seconds! All the sudden a rustle in the bushes and I shot! Then a body rolled out... My heart was Beating hard and I rushed back in the military base. The soldier then said “oh your back.” “So what do I do now?” “get some rest child he said.” And oh how relieved I felt when he said that.

My body was burning with tiredness so they found me a spot and I just slept on a hard white sheet on the flat gravel. I had a hard time sleeping that night because of the hard ground and the uncomfortable feeling in my back. But what bothered me most was my nightmare. There was red splattered over the floor, a woman and a few children also In a tiny little hut... and I recognized it the face of the woman was my mom and the hut was my home! I woke up with sweat all over my body I was thinking was my family dead? I thought I was going insane so I just tried to forget about it. But I couldn’t even after having breakfast just simple rice and meat I still couldn’t. I was white from a large amount of anxiety in my stomach and for the rest of the day my spine tingled with a hint of worry. Then when I went back out from the dining hall I just sat down on the hard gravel thinking until 3 soldiers came to me. They said “come with us.” I didn’t want to betray a soldier in the military. I already figured out they weren’t afraid to hurt people even their own so I followed.

On my way I noticed that I wasn’t the only one at the age of 13 and around. I even saw 7 year olds! But they all went to one place in a big round tent. When I went inside I saw all the soldiers I didn’t know how many because I never had an education I couldn’t read or count. But I noticed one man was speaking in the middle of all of them and he had a board behind him and said “listen all of you!” in a deep voice he said “The Indians are going to launch an all out attack on us tomorrow better be prepared. You all going to be on the front lines tomorrow “All of you be ready and good luck.” Then we all left the tent as a group and I went on guard duty again and continued what I did yesterday.

Then that day the military camp was in chaos everyone was equipping guns and grenades I also got dressed and got ready and I noticed lots of people were marching where my first duty was. Over the forest so I just followed them. It was a long walk and my feet felt like lead I also felt refreshed because it was raining. When we finally got there they blew horns and the fighting began. I

couldn't hear a thing over the chaos. Guns were coming alive explosions everywhere no one gave mercy they killed whoever they saw who were on the other side. I felt like jello all over my body I wanted to run really bad this time already 6/10 of the army was dead and I couldn't control myself so I ran and ran but then my arm exploded with a pain I've never experienced. I've been shot in the shoulder. But I still ran with blood dripping out of my left arm. I ran and ran until I reached a little shed and hid. I hid there for 3 hours until I got the guts to come out and see what was happening. The war wasn't there. I was confused. So I crept back to the military base. I almost got lost a few times but luckily for me it was raining and we left mud tracks so I followed back to the base.

When I came everyone was there. They were all relieved. Then later on that day they helped me treat my arm and sent me back home. On September 24th 1965. That day when I was about to walk back home my legs didn't feel like they were burning anymore. I was burning with happiness and when I opened the door there was my loving family My mom, My brother Kamran, my sister Haadiya and my little sister Madar. My family was overjoyed to see me. My mom was talking like a machine gun. First she talked about my arm what happened and how I almost scared her half to death. But finally she calmed down and caught her breath and said "I'm just happy to see you alive. "Then for the first time ever since I left my house I got a happy dream. In my dream I imagined my family and I happy and in a better place where we had money and had nothing to worry about.

(Taken from [http://www. slideshare.net/2011/03/imaginative-recount-7184160.htm](http://www.slideshare.net/2011/03/imaginative-recount-7184160.htm))

#### 4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure.

The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a storyboard of videotaped script or advertisement, the steps taken to solve mathematical problem. Here is the example of procedural recount.

#### A Science Project

Last week Ayu and Siska did a science project at school. They did this project to show that hot air always rises. Before they started they prepared a balloon, a

bottle and a bucket full of hot water. First, they blew up the balloon. Then they let the air out from the balloon. After that, they put the balloon to cover the top of the bottle. Finally, they put the bottle in the bucket that was full of hot water. As a result the air in the bottle got hotter and rose into the balloon.

(Taken from <http://www.education-english.com/2011/05/procedural-recount.html>)

## 5. Biographical Recount

A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In the case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often an evaluation of the subject's achievements in the final section. Here is the example of biographical recount.

### Short Biography of Kurt Cobain

Kurt Cobain was the lead singer and guitarist of an American grunge band called Nirvana. He was born in Aberdeen, Washington, on 20 February 1967.

When Cobain was eight years old, his parents divorced. This divorce gave bad impact on his life. At his fourteenth birthday, his uncle gave him a guitar as the gift. Since that, he began work on his own songs. He and his friend, Krist Novoselic usually practiced music in the upstairs room of a salon own by Novoselic's mother.

In 1986, they formed a grunge band named Nirvana. Cobain was the vocalist as well as guitarist and Novoselic played bass. They released their first album titled Bleach in 1989. In 1991 they released the second album, Never Mind. It was their greatest album which made them a kind of popular superstar. This album included popular songs like Smell Like Teen Spirit, About A Girl, Come as You Are, In Bloom and Lithium.

However, the popularity was intimidating Cobain. He began addicted to drugs and became worse, even he overdosed on heroin. On March 30, he went to rehabilitation but ran away. He was reported missing for a few days. Then on

8 April 1994, he was found dead in his house in Lake Washington. He had shot himself.

(Taken from <http://understandingtext.blogspot.com/2011/08/contoh-recount-text-short-biography-of.html>)

From five types of recount text above, the focus of the research is personal recount since it retells the activities in which the writer or speaker involves or does by her or himself.

Language features that are used in recount text adapted from Derewianka (1990: 145) are:

1. Simple past tense is used in most recounts, but present tense may be used to create immediacy. For example in diary or journal, future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future, for example, “Taufik Hidayat will no doubt win Thomas Cup this year”.
2. Subject-specific terms (larvae, topography) are used to record facts and events accurately. They also add authenticity and credibility to the tone of the writing.
3. Specific descriptive words (adjectives) help the audience visualize or imagine events. For example, “The butterfly spread out its limp, wet wings to dry”. In a factual recount or accident report, adjective provide necessary detail for an accurate recount.

4. A range of conjunctions (because, although, while) is used to link clauses within sentences.
5. Time connectives (firstly, secondly, next, finally) are used to link separate events or paragraphs into a cohesive whole text.
6. Passive voice is used, particularly in factual recounts, to give objectivity to the text. For example, “The land was worked by the peasants from sunrise to sunset.
7. Adverbs (yesterday, outside) and adverbial phrases. For example, ‘In 1991, in the top of hotel’, are used to indicate specific times and places.
8. Specific participants (nouns and pronouns, such as The president of Indonesia, Susilo Bambang Yudhoyono, gives his speech in television today).

In this research, the researcher focuses on four language features; simple past tense, conjunctions, time connectives and adverbs. The researcher chose four language features out of eight because simple past tense, conjunction, time connectives and adverbs are the simplest language features which are used in writing personal recount text. The researcher also assumes that they are suitable to teach for the first year of senior high school students.

Simple past tense is the most important one because the function is to express something which is happened in the past. Then, recount text should be written in chronological order, therefore conjunctions and time connectives are also

necessary to use. Adverbs are also chosen because this type of word can indicate times, and places. In contrast, subject-specific terms and specific descriptive is better to use in writing factual recount while passive voice and specific participant is still very difficult to teach for senior high school students.

Here is the example of recount text:

### **Last Holiday in Kuta Beach**

Last month, I went to Bali with my family. We went there by plane. We planned to stay there for three days. We stayed in the hotel near Kuta Beach. We chose Bali because we thought Bali was the most beautiful place and it was the island of the God.

In the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach.

Next day, I swam and dived in the sea. The view was very beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea. In the next day, I sunbathed in the beach like other tourists. Then, my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

And here is the organization of the recount text:

### **Last Holiday in Kuta Beach**

#### **Orientation:**

Last month, I went to Bali with my family. We went there by plane. We planned to stay there for three days. We stayed in the hotel near Kuta Beach. We chose Bali because we thought Bali was the most beautiful place and it was the island of the God.

**Series of events:****Event 1:**

In the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach.

**Event 2:**

Next day, I swam and dived in the sea. The view was very beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea.

**Event 3:**

In the next day, I sunbathed in the beach like other tourists. Then, my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

**Re-orientation:**

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

**2.3 Writing**

Writing is a process of communication that uses conventional graphic system to convey a message to readers (Linderman, 1983:11). Writing skill deals with the ability to arrange the graphic system such as letters, words, and sentences of certain language being used in written communication in order that the reader can understand the message or the information. This also means that writing is used for communicating one's idea in written form to the readers. Furthermore, Raimes (1983:76) says that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication. In addition, Tarigan (1987:7) says that writing is a



language skill that is used for indirect communication. The students can communicate their ideas and their thoughts to others through written form such as letter, message, or invitation for communication. From these statements, it can be inferred that writing refers to a process in which its activities are not produced immediately. The writer must think first about the topic, try to know the topic and find some information about the topic. Writing involves some efforts such as trying, selecting, adding, revising, and rearranging the words or the sentences that have been written.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

According to the statement above, the writer confirms that writing is a very complex process that encourages thinking and learning to explore thoughts and ideas. Making writing is a difficult one because we should consider some aspects of writing.

#### **2.4 Aspects of Writing**

Murcia (1979:129) says that there are principles of writing in order to write. They include what to say (content), how to sequence what to say (organization and mechanic), and how to express what was said (language use and vocabulary).

Thus, it can be said that in writing students must be able to express their idea and sequence it in good order.

In writing process, the writer can be said successful if their writing contains some aspects of writing. According to Jacobs et. al., (1981:90) there are five aspects of writing. They are:

1. Content refers to substance of writing, the experience of the main idea (unity),
2. Organization refers to the logical organization of the content (coherence),
3. Vocabulary refers to the selection of words those are suitable with the content,
4. Language use refers to the use of the correct grammatical and syntactic pattern,
5. Mechanics refers to the use of graphic conventional of the language.

Unity can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate to or develop the idea, it is irrelevant and should be omitted.

Coherence contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. The ways to order your sentences depend on your purpose. While smooth flow refers to how well one idea or sentence leads into another. Smooth flow can be achieve through

sentence combining and through the use of certain expression, called transitions, which provide the links between ideas.

Vocabulary refers to the word choice or diction in order to convey the ideas to the readers. Then language use which is identified from the construction of well-formed sentences. And the last is mechanics which refers to spelling, punctuation, and capitalization.

## **2.5 Teaching Writing**

Teaching is showing or helping someone learn how to do something providing with knowledge, causing to know or to understand (Douglas, 1987: 7). Relating to the teaching foreign language, Lado (1959: 125) states that simply the goal of teaching a foreign language is the ability to use it, to understand the speech and of its native and target culture in terms of their meaning as well as their great ideas in achievement.

Teaching writing is to teach the students how to express the idea or imagination in writing form. In order to be successful in writing, in which the material presented, is relevant to their needs, interest, capacities, and ages until they are able to make a composition with view or even no errors (Finnochiaro, 1964: 129)

Based on the statement above, it is clear that in writing the teacher should guide the students to write or how to express the ideas in writing form. In practicing their

writing, they have to follow the steps to make their writing more effective. The writing process can be summarized as follows:

### **1. Pre-writing**

In pre-writing, the writer selects the general subjects, restricts the subjects, generates the ideas, and organizes the ideas.

### **2. Writing**

In writing, the writer sets on paper the ideas in her or his mind into words, sentences, paragraph and soon.

### **3. Rewriting**

The writer evaluates her or his writing; they are: correcting the content and the form, correcting the vocabularies, punctuations, and grammar, correcting writing errors, word duplications, and omission (Edelstein and Pival, 1998).

From the process of writing above, guided writing in the form of guiding questions plays the important roles in the three stages of writing. As stated by Yuwono (1994: 16) that in order to be successful in writing, the English teacher should guide the students when composing their writing.

## **2.6 Guided Writing in the Form of Guiding Questions**

A guided writing is used for guiding a learner to write something. One of the possibilities for a guided writing is by giving the learner some questions as guide before writing, so that by answering the questions the students can express the

idea in writing. This idea is supported by Rivers (1981: 262) who says that “...a series of questions may be constructed that the students writes a continue narrative as he answers them”.

Then this idea is added by Robinson (1967: 2) who defines guided writing as writing in which one cannot make a serious error so long as he follows directions. From this statement, if it is applied in the classroom context, it seems that the guide is used to avoid a serious error made by the students and the condition is that they should follow the direction.

Byrne (1988: 25) support this idea by saying

“...the fundamental principle of guiding them in various ways toward a mastery of writing skills, and sometimes controlling what they write, is not one we can lightly dismiss...”

In addition, Byrne suggests that we should consider more carefully what kind of guidance we should give them, particularly in relation to the various problems they have when writing. Based on this idea, the writer assumes that one of the possibilities to be used as a guided writing is by giving guiding questions so that by answering the questions, the students can write something easily.

This idea is advocated by Victoria University of Wellington, Communication Service Section (1992: 106) by stating:

“In some guided tasks, the guidance comes through questions...questions can be asked or answered in the first language. The questions can also be asked by means of pictures and diagrams...there is a wide variety of questions forms and types”.

Here are the example of some questions that can lead the students to write recount text and the recount text that might be produced:

Parts of Recount Text and List of Questions	Recount Text
<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. What is your unforgettable experience?</li> <li>2. When did it happen?</li> <li>3. Where did it happen?</li> </ol>	<p>When I was in Junior high school, I joined football club. I joined the club because I love sports. I had football on Sunday morning. One day my football club joined a football competition.</p>
<p><b>Order:</b></p> <ol style="list-style-type: none"> <li>1. What happened first?</li> <li>2. What happen next?</li> <li>3. What happen last?</li> </ol> <p>Use “Connecting Words” to show the order of events.</p>	<p>There were eight clubs joining the competition. At first, our club won the match. Then we had to defeat one club to get to the final. Fortunately, we won again. After those two matches, we had lunch in the cafeteria. We were so impatient to play in the last game. It was the hard one because our opponent was very strong. Finally, we won the game with a nice score of 3-2.</p>
<p><b>The end:</b></p> <ol style="list-style-type: none"> <li>1. What was the last thing that happened?</li> <li>2. How did it finish</li> </ol>	<p>We were so tired. However, we were happy and proud to be the winner of the competition. It was a very interesting competition I my experience.</p>

Based on the explanations, the researcher concludes that guided writing in the form of guiding questions is an activity in which the students are guided to express their ideas into the written form by giving them some questions related to the topic which is going to be written by the students, in order to minimize the mistakes made by the students and to help them organize their ideas coherently as long as they follow the questions given by the teacher.

## 2.7 Guiding Questions

A question is a linguistic expression used to make a request for information, or else the request itself made ... (en.wikipedia.org/wiki/question). Ask questions, get answers, help others and connect with people who have similar interest (www.question.com/)

Guiding questions is a set of questions which consisting of some questions tells about the detail information including of main idea, supporting idea and conclusion that can lead and help the students to provide students' preparation with the information, the facts and the details about the subject before they begin to write. If the students follow the questions well, they will make their story flow coherently.

Traver (1998: 70-73) says that "A guiding question is the fundamental query that directs the search for understanding. Everything in the curriculum is studied for the purpose of answering it." Guiding questions help provide focus and coherence for units of study.

The characteristics of good guiding questions are (Traver: 1998):

- a. Good guiding questions are open-ended yet focus inquiry on a specific topic.
- b. Guiding questions are non-judgmental, but answering them requires high-level cognitive work.
- c. Good guiding questions contain emotive force and intellectual bite.
- d. Guiding questions are succinct. They contain few words but demand a lot.

But in this research, the researcher only divides the guiding questions into three major parts; main idea, supporting idea and conclusion. The question for main idea tells about what the unforgettable experience is. Then the supporting idea tells about when it happen, with whom, how until the chronological events. Last the conclusion tells about their personal comment for their experience.

Based on the idea, the writer assumes that one of the possibilities to be used as a guided writing is by giving guiding questions so that by answering the questions, the students can write something easily.

Here are the example of some questions that can lead the students to write recount text and the recount text that might be produced:

Parts of Recount Text and List of Questions	Recount Text
<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. What is your unforgettable experience?</li> <li>2. When did it happen?</li> <li>3. Where did it happen?</li> </ol>	<p>When I was in Junior high school, I joined football club. I joined the club because I love sports. I had football on Sunday morning. One day my football club joined a football competition.</p>
<p><b>Order:</b></p> <ol style="list-style-type: none"> <li>1. What happened first?</li> <li>2. What happen next?</li> <li>3. What happen last?</li> </ol> <p>Use “Connecting Words” to show the order of events.</p>	<p>There were eight clubs joining the competition. At first, our club won the match. Then we had to defeat one club to get to the final. Fortunately, we won again. After those two matches, we had lunch in the cafeteria. We were so impatient to play in the last game. It was the hard one because our opponent was very strong. Finally, we won the game with a nice score of 3-2.</p>
<p><b>The end:</b></p> <ol style="list-style-type: none"> <li>1. What was the last thing that happened?</li> <li>2. How did it finish</li> </ol>	<p>We were so tired. However, we were happy and proud to be the winner of the competition. It was a very interesting competition I my experience.</p>



In this research the guiding questions are not only made by the teacher, the teacher helps the students to develop the questions by giving the formula of the question. This is the formula of the questions.

<b>WH-Word + Did + Subject + C + ... + ?</b>
--

By using the formula above the teacher helps the students to develop the guiding questions. These are the examples of the guiding questions.

**Orientation:**

1. When, with whom and where did you go?
2. How did you go?
3. Before leaving, what did you prepare?
4. How many days did you stay there?
5. Why did you go there?

**Events:**

6. What time did you arrive?
7. After arriving there, what did you do?
8. What did you see there?
9. What happened next?
10. Before going home, what did you do?

**Re-orientation:**

11. When did you come home?
12. What did you think of your journey?

## **2.8 Teaching Recount Text Writing through Guiding Questions**

In relation to teaching writing, Harmer (1984: 40) points out that there is certain particular consideration that needs to be taken into account, such as sentence, organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing skills including grammar, sentence organization, vocabulary, and mechanic. In other words, teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form.

In writing, there are several methods of developments that are commonly used to present written materials. Here, the writer is interested in using Guided Writing technique in the form of guiding questions in making or developing recount text. Because sometimes by answering the questions given before writing, the students are helped to discover details that should be put in their writing paper when they get stuck with their writing. It is supported by Bramer and Sedley (1981: 24), who say that asking then answering the questions is a good method to discover details of experience. It is also one of the best ways to discover ideas; it is useful in narrowing down a broad subject to a manageable topic and in discovering what to say about the topic.

When the students write a recount text, it means that they recount an event or an experience or can be the story from their experience or somebody else's experience. When narrating the story or experience, they must be able to arrange the sentences coherently in order to make the story easy to follow.

The guided writing technique in the form of guiding questions provides the students' preparation with the information, the facts, and the details about the subject before they begin to write. If the students follow the questions well, they will make their story flow coherently. Of course, not all the questions will be relevant to every topic. We must be able to choose the most suitable questions to develop the topic from the questions that we have made.

## **2.9 Procedures of Teaching Recount Text through Guiding Questions**

In teaching recount text through guided writing in the form of guiding questions, the teacher follows the following procedures adapted from Hornby (2000) and Reid (1993) which has been modified by the researcher.

### ***First meeting***

#### **1. Pre-writing Activity (20 minutes)**

- a. The teacher greets the students.
- b. The teacher explains what recount text is and also explains the generic structure of the recount text and the language feature.

**Recount text** is a text that tells about something that happened or retells past events or activities and has a purpose to give detailed information about what and when of that events.

#### **Generic Structure:**

- **Orientation:** provides all the necessary background information.
- **Events:** tells about events chronologically.

- **Re-orientation (optional):** summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion.

### Language Features

- **Simple past tense**

S + V <sub>2</sub> + C + ... + ?
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- **Conjunctions** (because, although, while) is used to link clauses within sentences.
  - **Time connectives** (firstly, secondly, next, finally) are used to link separate events or paragraphs into a cohesive whole text.
  - **Adverbs** (yesterday, outside) and adverbial phrases.
- c. The teacher chooses the topic to write about. Here, the topic is an unforgettable experience.
- d. The teacher gives the students some questions related to the topic and explains them.

### Orientation:

1. When, with whom and where did you go?
2. How did you go?
3. Before leaving, what did you prepare?
4. How many days did you stay there?
5. Why did you go there?

### Events:

6. What time did you arrive?
7. After arriving there, what did you do?

8. What did you see there?
9. What happened next?
10. Before going home, what did you do?

**Re-orientation:**

11. When did you come home?
12. What did you think of your journey?

**2. Writing Activity (50 minutes)**

- a. The teacher asks the students to write their own recount text.
- b. The students begin to write a recount text by answering the questions given.
- c. While the students are writing, the teacher moves among them, gives assistance and guidance as required.

**3. Re-writing Activity (20 minutes)**

- a. Exchanging the students' work to correct the writing.
- b. The teacher asks the students to do their final revision and collect their work.

***Second Meeting***

**1. Pre-writing Activity (20 minutes)**

- a. The teacher greets the students.
- b. The teacher explains some errors that the students make in the first writing.
- c. The teacher shows one of the students' writing in the first meeting.

- d. The teacher explains the students how to make another questions to develop the writing.

**WH-Word + Did + Subject + C + ... + ?**

## **2. Writing Activity (50 minutes)**

- a. The teacher exchanges the students' writing in the first meeting.
- b. The students are asked to make some questions to help their friends' writing.
- c. The teacher gives the students' writing and asks them to answer their friends' questions.
- d. While the students are writing, the teacher moves among them, gives assistance and guidance as required.

## **3. Re-writing Activity (20 minutes)**

- a. Exchanging the students' work to correct the writing.
- b. The teacher asks the students to do their final revision and collect their work.

### ***Third Meeting***

#### **1. Pre-writing Activity (20 minutes)**

- a. The teacher greets the students.
- b. The teacher explains some errors that the students make in the second writing.

- c. The teacher shows one of the students' writing in the second meeting and how to make it more effective.

## **2. Writing Activity (50 minutes)**

- a. The teacher asks the students to correct their writing and make it more effective.
- b. The students begin to correct their writing and try to make it more effective.
- c. While the students are writing, the teacher moves among them, gives assistance and guidance as required.

## **3. Re-writing Activity (20 minutes)**

- a. Exchanging the students' work to correct the writing.
- b. The teacher asks the students to do their final revision and collects their work.

## **2.10 Advantages and Disadvantages of Guiding Questions Technique**

### **2.10.1 Advantages of Guiding Questions Technique**

The advantages of guiding questions technique are as follow:

- a. It can minimize mistakes by the students when they write.
- b. The students will not be confused about what they are going to write because they are guided to write by answering the questions related to the topic.
- c. It allows the students to consider topic when planning their writing.

- d. Students do not only learn by themselves but also they can share their knowledge to their friends during the writing process.
- e. It will make their writing flow coherently because they write the paragraph by following the questions.

### **2.10.2 Disadvantages of Guiding Questions Technique**

The disadvantages of guiding questions technique is it may be difficult to apply the guided writing process in a big group of students. A big group of students can make the teacher difficult to handle all the students.

### **2.11 Theoretical Assumption**

One factor that obstructs the students from knowing how to write correctly and appropriately is the medium, which is used by the teacher. Guided writing in the form of guiding questions is medium that can be used to teach recount text. Through guiding questions, the students are helped to avoid serious errors as long they follow the direction and answer the questions given before writing. By using guiding questions, the students are also helped to focus on the idea they want to write and to link sentences into coherent ideas in the target language.

From the explanation, the researcher assumes that guided writing in the form of guiding questions can produce good recount text writing as long as the students answer the question well and it also can develop all aspects of recount text writing; content, organization, vocabulary, language use, and mechanics.



## **2.12 Hypothesis**

Concerning to the theories and assumption above, the researcher formulates the hypothesis as follows:

There is an increase of recount text writing ability of the first year students of SMAN 1 Terbanggi Besar after being taught by using guiding questions technique.