

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting and analyzing the data, the researcher draws some conclusions as follows:

1. Guided writing in the form of guiding questions can be used to develop the students' recount text writing ability in the terms of a). **Content**, concerning knowledgeable substantive, relevant topic, and the development of the topic, b). **Organization**, concerning ideas clearly stated, well organized paragraphing, c). **Vocabulary**, concerning words form mastery, effective word choice and usage, d). **Language used**, concerning to the effective complex construction, word order, articles, pronoun, preposition, and the last e). **Mechanic**, concerning the spelling, punctuation, capitalization, and of paragraphing. It can be proved from the increase of students' average score in the pre test and post test.
2. Guided writing in the form of guiding questions enables the students to write recount text unity and coherently since the questions given before writing provide the students' preparation with the information, the facts, and the details about the topic. Following the question also makes their writing flow smoothly.

B. Suggestions

In line to the conclusions above, the researcher would like to give some suggestions as follows:

1. Suggestions to the teacher.
 - a. English teacher should try to develop students' recount text writing ability in terms of content, organization, vocabulary, language used, and mechanic aspects by using guiding questions technique because guiding questions help the students to write recount text coherently. In this research, the researcher found that guided writing in the form of guiding questions can be used to develop the students' recount text writing ability. Due to the finding, the researcher suggests the English teacher try to use other forms of guided writing such as; guided writing in the form of model composition. In this type, students are given a model text that has the same topic with students' writing task. Students can follow the model text but should change all information that is not suitable with them or guided writing in the form of guided vocabulary. This type of guided writing pushes the students to write some vocabularies related to the topic of their writing task. Students can make a list of those vocabularies and develop those vocabularies into sentences.
 - b. The English teacher should see the crucial writing aspects especially in the **language used**. The students can be trained by improving their grammar ability, for example, the teacher can emphasize on tenses, pronouns, punctuation marks, etc. They can be assigned to practice

writing composition about their daily habits intended to practice present form. While writing compositions, for example, about the students' unforgettable experiences intended to practice past tense form, etc.

2. Suggestions to other researchers

- a. The researcher applied guided writing in the form of guiding questions to develop the students' recount text writing ability. Other researchers could apply other forms of guided writing such as; guided writing in the form of model composition or in the form of guided vocabulary to develop other kinds of texts, for example descriptive text, narrative text, etc.
- b. In this research, the researcher conducted guided writing in the form of guiding questions to help students in Junior High School, especially in recount text. Other researchers can conduct this technique on different level of students. It can be for example, Senior High School.