I. INTRODUCTION

A. Background of the Problem

Guideline of School Based Curriculum / Kurikulum Tingkat Satuan Pendidikan (Depdiknas: 2006), which is applied by the government for all schools in Indonesia, leads the students to have real-life skills. Referring to the goal of teaching English stated in School Based Curriculum / **KTSP** for English subject, there are four skills to be mastered, they are listening, reading, speaking, and writing.

According to the curriculum, the goal of teaching learning at Junior High School is that the students must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level. They are expected to be able to communicate both in spoken and written form to solve problems in their daily life. In this curriculum, the English material is taught based on the text. One of the texts that have to be learnt by the second year students of Junior High School is recount text. The students have to be able to understand and create a recount text coherently based on the social function and generic structure of the text.

In fact, this objective is very hard to achieve. Most of the students' skills are far away from their learning target. Diharyono (1990: 1) says that students know or have the ideas what they are going to write but they do not know how to put them into words. They cannot build a good sentence. This might be caused by the following assumptions: firstly, the students do not know the specific technique that can guide them in developing their ideas (Juniarsih 2008: 65). Secondly, they almost never get writing exercises (Juwitasari 2005: 2). And thirdly, many English teacher still teach writing in conventional way and seldom use media and technique in teaching source text for writing skills (Noprianto 2007: 59).

Wiliyanti (2006) conducted a recount text writing test to one of the classes of the second year students of SMPN 1 Terbanggi Besar Central Lampung. The result showed that many students could not express their ideas in written form although they might know what would be written. They still could not understand or create a recount text although the teacher had explained it. Wiliyanti (2006: 40) reported that there were still some grammar mistakes or inappropriate vocabulary use. Most of the students were also not able to construct sentences in past tense and arrange the sentences coherently.

In line to this, Yuniarsih (2008: 65), found that many students could not express their idea smoothly in written form. Although they had been given a topic to write, they could not automatically start their writing assignment. In other words, although they have written several lines, they mostly find difficulties on how to continue their writing. These frustrate the students and as the result, they tend to

stop their writing. This is because they do not know specific technique that can guide them in developing their ideas and put them in written form.

Furthermore, Juwitasari (2005: 2) adds that nowadays, many English teachers still concern on teaching writing theoretically. The students are not encouraged to apply the theories given by the teacher on the paper. They almost never get writing exercises. It makes the students always confused when they are asked to write. Many English teachers still teach writing in conventional way and seldom use media and technique in teaching writing text (Noprianto, 2007: 59). Consequently, the students would easily get bored in writing class and thought that writing is boring and difficult activity to learn. The fact proves that writing is still difficult for the students besides other skills.

Considering to the importance of recount text for the students to master, it is very important for the teacher to apply the best way to teach recount text in order to achieve the objectives stated on the curriculum. Referring to this, Wilkins (1983: 14) states that students' learning depends on the effectiveness of the teacher techniques. Therefore, the use of various teaching techniques is necessary for motivating students to learn English, as well as for adjusting the material and avoiding the students' boredom. By mastering a good technique, the teacher will be able to perform well in the teaching learning process and simultaneously will be able to achieve the target.

Thus, the teacher must guide the students in writing carefully in order to brainstorm the students in expressing their ideas, their thought, their expressions, and their feelings.

Concerning the problems that the students faced when they tried to express their ideas into written form, a teacher should choose an appropriate technique in teaching recount text writing. One of the techniques which can be applied in teaching recount text writing is Guided Writing in the form of Guiding Questions. The researcher chooses guided writing in the form of guiding questions as a technique to develop 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 teacher. The researcher believes that by giving them such questions as a guide, then, the students follow the questions while they are writing, they will express the idea in form of writing easily and their piece of writing will be better organized. The assumption above supports Raimes (1983: 101) who states that the guiding questions are used to allow students a little more freedom in structuring sentences. Carefully constructed questions will produce a coherent text.

Kartiningsih (1997) conducted research to explore how guided writing in the form of guiding questions can develop the students' ability in writing. From the study, she only focused on the ability of the students of Vocational High School in writing letter, and she found that guided writing can develop the students' ability in writing letter. She used a small group of students containing ten students as the sample of the population while the researcher is going to apply this technique in

how to write a recount text for the second year students of SMP and the sample taken was more than thirty students. The researcher chooses recount text since, based on the School Based Curriculum, 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.

From the descriptions above, the writer is going to use guided writing in the form of guiding questions to develop the students' ability in writing recount text. He assumes that guided writing in the form of guiding questions will help the students arrange their ideas coherently. And the problems faced by the students when they do not know what they are going to write, will be solved since the questions made before writing flow coherently from the beginning to the end of the writing. Hereby, the research is focused on the students' recount text writing ability.

In other words, the writer conducts guided writing in the form of guiding questions as a method in developing the students' ability in writing recount text. Therefore, the research is entitled "Developing the Second Year Students' Recount Text Writing Ability through Guiding Questions Technique at SMPN 1 Terbanggi Besar Central Lampung."

B. Formulation of the Problem

Based on the background of the problem above, the writer formulated the problems as follows: Is there any significant difference of the student's recount text writing ability in terms of content, organization, vocabulary, language used, and mechanic aspects after being taught by using Guiding Questions Technique?

C. Objective of the Research

Adjusted to formulation of the problem, the objective of this research was to know whether there is significant difference of the students' recount text writing ability in terms of content, organization, vocabulary, language used, and mechanic aspects after being taught by using guiding questions technique or not.

D. Uses of the Research

Hopefully, the research could have the following uses:

1. Theoretically, it may support theories that guiding questions can be applied to develop the students' recount text writing ability in terms of content, organization, vocabulary, language used, and mechanic aspects.
2. Practically, it may inform English teachers on how to teach recount text by using guiding questions.

E. Scope of the Research

The research was conducted to the second year students of SMPN 1 Terbanggi Besar Central Lampung. Based on the School Based Curriculum (KTSP) 2006 English Curriculum, in the first semester they should have already been taught about recount text. They also had already studied grammar, vocabulary, preposition, and transitional signals in their previous level. One of the texts that had been learned by the students is recount text. So, the researcher used guided writing in the form of guiding questions in teaching recount text writing. The students' achievement was evaluated through the recount text writing's aspects; content, organization, vocabulary, language use, mechanic, and recount text structures (orientation, series of events, and re-orientation). The materials of teaching were taken from *Smart Steps*, an English textbook for first semester of the second year students of junior high school adapted from the English curriculum of SMP 2006, School Based Curriculum. The topics which were discussed by the students in writing recount text were an unforgettable experience, an unforgettable trip, and visiting the doctor.

F. Definition of Terms

- Writing is a language skill in which a person expresses their ideas, thoughts, expressions, and feelings which is used for communicating to the readers in the written forms by using knowledge of grammar, vocabulary, mechanics, and of paragraphing arrangements.

- 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.
- The conventional technique is the technique used by the teacher to teach writing without using any media.
- Content refers to substance of writing, the experience of the main idea (unity). It means that each sentence in paragraph should relate to the topic and develop controlling idea.
- Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.
- Vocabulary refers to the selection of words those are suitable with the content.
- Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
- Mechanic refers to the use graphic conventional of the language (spelling, punctuation, and capitalization)

- Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence (Orientation, series of events, and re-orientation).
- Orientation is one of the elements of recount text that provides the setting and introduces participants.
- Series of event is the element of recount text which tells the events chronologically. It begins from the first event, followed by the second event to the last event.
- Re-orientation is the element of recount text that concludes the events by summarizing outcomes or results. Not all recount text closed by reorientation. It is optional.
- A text is a coherent set of symbol that transmits some kind of informative message. It consisting of single word and sentences to complete the book.