# IV. RESULT AND DISCUSSION

A. Result of Research

In order to figure out whether the objectives of the research could be achieved or not, the writer analyzed the test result of the pre-test and the post-test presented in this chapter

1. The Result of Pre test

At the first meeting, the researcher conducted pre-test in order to find out the ability of the students in writing recount text before being given treatments. The pre-test was administered on October 14th, 2009 at 07.30 a.m., for VIII.1, and at 10.30 a.m. for VIII.4. It required 60 minutes to administer the pre test. The scores of the five aspects of writing tested in the pre-test in the experimental class 1 are presented in the following graph.

Graph 1. The Average of Students' Scores of the Pre-test in the Experimental Class
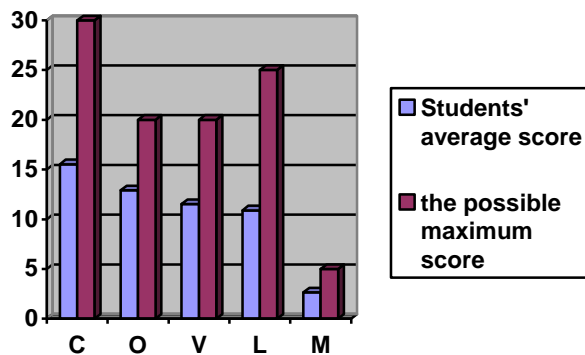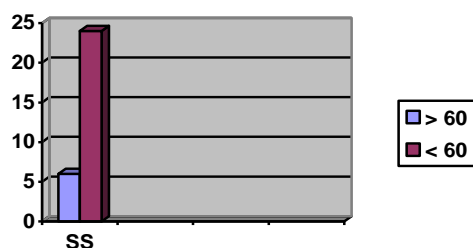
Notes:
C : Content
O : Organization
V : Vocabulary
L : Language Used
M : Mechanic

From the figure above we can see the average scores of five aspects of writing

tested in the pre-test in the experimental class 1 are content scored (15.53),

because the students were not able to show the knowledge, not pertinent, and not

enough to evaluate the ideas. Organization scored (12.9), because the students

were not able to develop the ideas fluently. And then vocabulary scored (11.53)

because there were still limited use of vocabularies required in their writing. The

next is language used scored (10.9), it because the students were not able to

construct the sentences in a good order. The last is mechanic scored (2.65),

because the students found difficulties in use correct punctuation marks,

capitalization, and paragraphing arrangement. Actually, the possible highest

scores according to Jacob et al theory for each aspects are content scored (30),

organization scored (20), vocabulary scored (20), language used scored (25), and

mechanic scored (5). The graph shows us the ability of the students before they

got the treatments. The mean of the pre-test in experimental class 1 is 53.9. It is

obvious that the students were not able to achieve the targeted requirements of the

skills. The distribution of the students' scores can be seen in the following graph.

Graph 2. The Distribution of Students' Pre-test Scores in the experimental class 1

The figure above shows us the distribution of the students' scores before being given the treatments. It can be seen that there are 6 students achieved (20%) whose scores are higher than 60 and there are 24 students gained (80%) whose sores are lower than 60.

The scores of the five aspects of writing tested in the pre-test in the experimental class 2 are presented in the following graph.

Graph 3. The Average of Students' Scores of the Pre-test in the experimental class 2
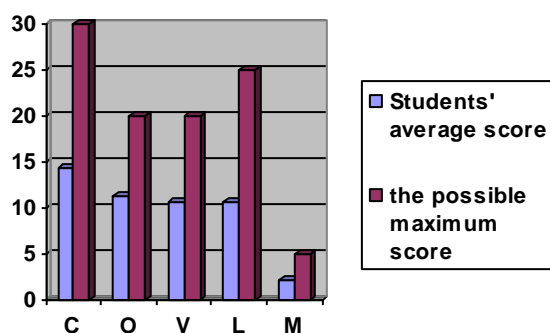

Notes:
C   : Content
O   : Organization
V   : Vocabulary
L   : Language Used
M   : Mechanic

Different from the experimental class 1, we can see the average scores of five aspects of writing tested in the pre-test in the experimental class 2. They are reflected in representative scores as seen in the data: content (14.25), organization (11.33), vocabulary (10.58), language used (10.64), and mechanic (2.19). The possible highest scores for each aspects are content (30), organization (20), vocabulary (20), language used (25), and mechanic (5). The graph shows us the ability of the students before they got the treatments. The mean of the pre-test in experimental class 2 is 49.93. It is clear that this class were not able to construct

recount text writing concerning to orientation, series of events, and re-orientation either.

Graph 4. The Distribution of Students' Pre-test Scores in the experimental class 2
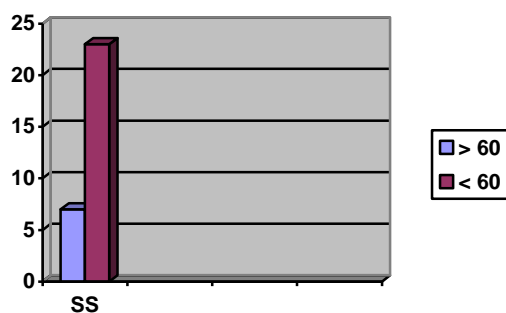

The figure above shows us the distribution of the students' scores before being given the treatments. It can be seen that there are 7 students (23.33%) whose scores are higher than 60 and there are 23 students (76.66%) whose scores are lower than 60.

2. The Result of Post test

The researcher conducted post test in order to find out their development in writing recount text and also to make sure that Guided Writing in the form of guiding questions can be used to develop their writing. The post test was administered on November 18th, 2009 at 08.45 a.m. for experimental class 1, while in experimental class 2; the test was also administered on November 18th, 2009 at 10.30 a.m. the score of five aspects tested in the post test are presented in the following graph.

Graph 5. The Average of Students' Scores of the Post-test in the experimental class 1
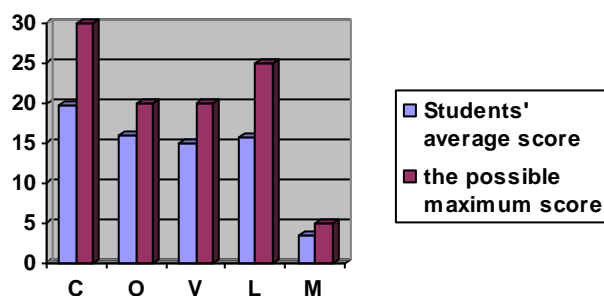

Notes:
C   : Content
O   : Organization
V   : Vocabulary
L   : Language Used
M   : Mechanic

From the figure above we can see the average scores of five aspects of writing

tested in the post-test in the experimental class 1. They are seen in these data:

content (19.63), organization (15.96), vocabulary (15.06), language used (15.73),

and mechanic (3.53). The possible highest scores for each aspects are content

(30), organization (20), vocabulary (20), language used (25), and mechanic (5).

The figure shows us the ability of the students after they got the treatments. The

mean of the post-test in experimental class 1 is 69.96. The distribution of the

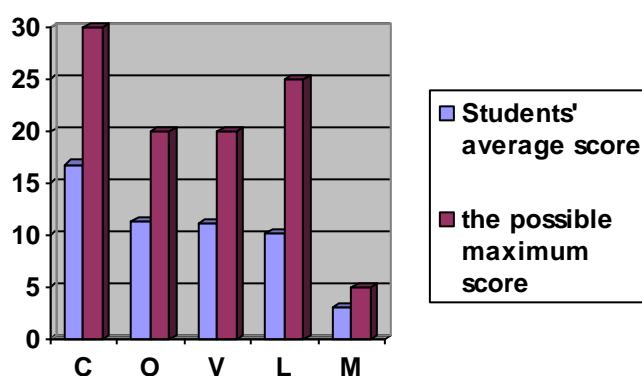students' scores can be seen in the following graph.

Graph 6. The Distribution of Students' Post-test Scores in the Experimental class 1
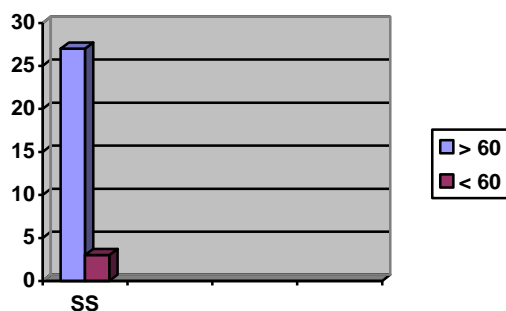
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The figure above shows us the distribution of the students' scores after being

given three times of treatments. It can be seen that there are 27 students (90%)

whose scores are higher than 60 and there are only 3 students (10%) whose sores

are lower than 60.

From the average score of experimental class 1, it was attained that there was

significant increase of students' recount text writing scores that was taught

through Guided writing in the form of guiding questions. It is proved by the result

of T-test, which showed that the value of two tail significance was less than α

(0.00 < 0.05) (see Appendix 30).

Graph 7. The Average of Students' Scores of the Post-test in the experimental class 2


Notes:
C   : Content
O   : Organization
V   : Vocabulary
L   : Language Used
M   : Mechanic

From the figure above, we can see the average scores of five aspects of writing

tested in the post-test in the experimental class 2. They are content (16.79),

organization (11.30), vocabulary (11.16), language used (10.22), and mechanic

(3.04). The possible highest scores for each aspects are content (30), organization

(20), vocabulary (20), language used (25), and mechanic (5). The figure shows us

the ability of the students after they got the treatments. The mean of the post-test

in experimental class 2 is 52.08

The distribution of the students' posttest scores in the experimental class 2 can be

seen in the following graph.

Graph 8. The Distribution of Students' Post-test Scores in the Experimental class 2
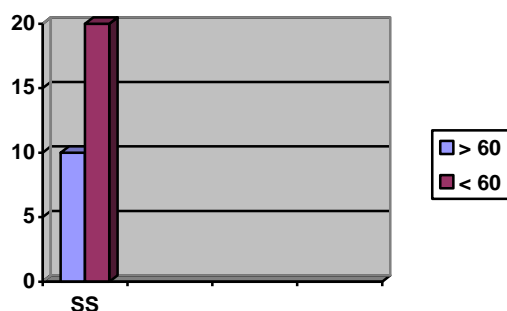
The figure above shows us the distribution of the students' scores after being

given three times of treatments. It can be seen that there are 10 students (30%)

whose scores are higher than 60 and there are 20 students (70%) whose sores are

lower than 60.

From the average score of experimental class 2, it was attained that there was an

insignificant increase of students' recount text writing scores that was taught

through conventional technique. It is proved by the result of T-test, which showed

that the value of two tail significance was more than α (0.00 > 0.05) (see

Appendix 30).

3. The Increase of Students' Ability in Writing Recount Text.

The result of pre test and post test in the experimental class 1 implied that Guided Writing in the form of guiding questions had increased the students' recount text writing ability. This can be seen from the total score of the pre test to the post test in the experimental class 1, from 1618 up to 2099. The mean was from 53.9 up to 69.96. It can be seen from the graph and the table below.

Graph 9. The Increase from the pre test to post test in the experimental class 1
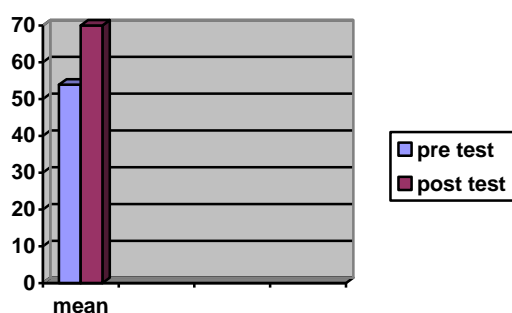
The increase of students' content, organization, vocabulary, language used and mechanic of the students' recount text writing can be presented in the following graph:

Graph 10. The Increase of Students' Score in the Five Aspects of Writing in the Experimental Class 1
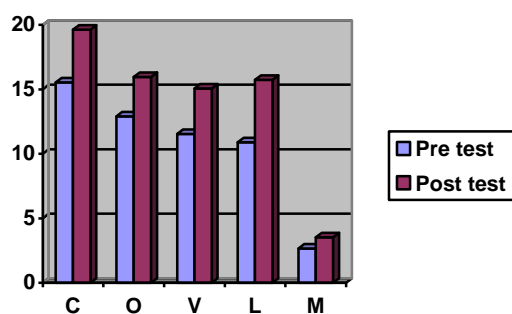
Notes:
C   : Content
O   : Organization
V   : Vocabulary
L   : Language Used
M   : Mechanic

Referring to the graph presented above, it can be concluded that Guided Writing in the form of Guiding questions is able to develop the students' recount text writing ability and it also could develop all aspects of recount text writing.

As stated in the Chapter 3, this research also used experimental class 2 which is used to prove whether the increase of the pre test to post test scores in experimental class 1 are really caused by the treatments applied by the researcher. With conventional technique, there was also an increase from pre test to post test score in experimental class 2. It is proved from the total score of pre test, 1488.5 up to 1614.5, where the mean was from 48.01 up to 52.08. But the increase was not as significant as in experimental class 1. The increase of the students' content, organization, vocabulary, language used, and mechanic in the experimental class 2 can be seen in the following graph:

Graph 11. The Increase of Students' Score in the Five Aspects of Writing in the Experimental Class 2
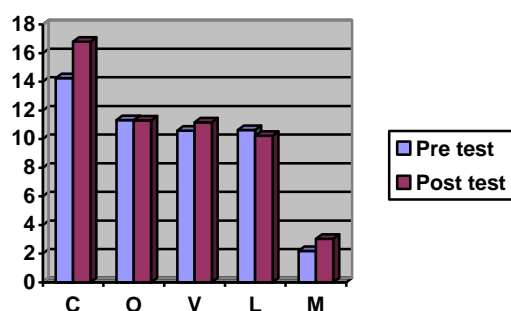
Notes:
C : Content
O : Organization
V : Vocabulary
L : Language Used
M : Mechanic

From the result above, it could be concluded that the increase was only on content, vocabulary, Language used, and mechanic aspect and there is no increase on the organization (the coherence of events series).

From the computation result, it is showed that the increase of the students' recount text writing in the experimental class 1 was higher than in the experimental class 2 . It could be concluded that the implementation of guided writing in the form of guiding questions was effective.

4. Hypothesis Test

It is used to prove whether the hypothesis proposed by the researcher accepted or not. He used T-test in order to find out the significance of treatment effect. The hypothesis was analyzed at significant level of 0.05 in which the hypothesis is approved if Sign < α. The result of T-test was shown in the following table:

Table 3. The Analysis of the Hypothesis

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
posttest	Control	30	53.8387	11.92364	2.14155
	Experimental	30	69.9667	8.03863	1.46765

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
posttest	Equal variances assumed	4.941	.030	-6.173	59	.000	-16.12796	2.61247	-21.35550	-10.90041
	Equal variances not assumed			-6.212	52.758	.000	-16.12796	2.59619	-21.33582	-10.92010

From the table, we can see that the result of the computation shows that the value of two tailed significance was 0.000. It means that H1 was accepted and H0 was rejected since 0.00 < 0.05. It proves that the treatments given by the researcher had better effect of the students' achievement. In other words, the hypothesis is accepted.

B. Discussion of the Research Findings

The present research has shown that Guided writing in the form of guiding questions can develop the students' recount text writing ability. From the result above, we can see that the result of students' post test was higher than the result of pre test. Beside that, guided writing in the form of guiding questions can also develop all aspects of students' recount text writing; they are content, organization, vocabulary, language used, and mechanic.

At the beginning the activity, the pre test was administered to know the students' ability in writing recounts text before being given treatments by the researcher. The possible highest score for pre test would be 100 and the possible lowest score was 32. In the experimental class 1, the average score was 52.01 with the highest score gained was 78.5 and the lowest score was 32.5. There were only 2 (6.67%) who got good to average score. There were 20 (66.66%) students got fair to poor score, even there were 7 (23.33%) students who got very poor score. While in the experimental class 2, the average score gained was 49,93with the highest score was 80 and the lowest score was 32.5. There were only 3 (10%) who got good to average score. There were 21 (70%) students got fair to poor score, even there were 6 (20%) students who got very poor score (Appendices 10 and 12).

After conducting the pre test for both of the classes, the next activity was giving the treatments to the class. In the experimental class 2, the researcher applied the conventional technique as what they used to get from their English teacher. The students were taught to write recount text in three meetings. From the result of post test, it could be seen that there was an increase but not as significantly as that in the experimental class 1.

Meanwhile, in the experimental class 1, the researcher applied Guided writing in the form of guiding questions to help the students to write recount text. Here, guiding questions play important roles in helping the students develop their ideas. This might be related to the statement from 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. Below is the clarification of the treatment conducted during the process of the research.

In the first meeting of the treatment process, the researcher motivated the students by asking them about recount text e.g. "*What do you know about recount text?"*, *"Have you ever tried to write recount text?"* etc. Function as activate their background knowledge of recount text. The students generally answered the questions by saying, for example, "*Yes, we know, recount text is tell the past experiences"*, "*Yes we have ever write recount text*". The students were treated by giving them a topic and explaining what recount text is and also explaining the generic structure of the recount text e.g.: *An Unforgettable Experience*. The students guided to think who, when, and what we usually do from the beginning until the end of our journey. The researcher also emphasized to divide the questions they would make into three part, Orientation, Series of Events, and Re-orientation. The researcher, then, involved the students to help the researcher write questions related to the topic on the whiteboard in chronological order. At first, when the researcher asked them to speak what to do first, the students did not answer. Perhaps, it was because they were afraid to make mistakes when they speak. Therefore, the students were motivated to speak by saying that they did not have to be afraid of making mistakes in learning language because it is one of indications that they are studying. After saying so, the students begun to talk what

they usually do first, second, and so on although not all students started to speak and it was still mixed with Indonesian.

First, after writing a title on the whiteboard e.g. *Going to Kuta Beach,* the students were provided text that was going to write into three parts, Orientation, Series of Events, and Re-orientation. It was used to help the students write the organization of recount text easier and in good order. Then, the students were helped to make some questions in each part. The emphasize to include the transitional signals especially in the series of events to help them make a coherent text e.g. Orientation; *"When, with whom and where did you go?","How did you go?","before leaving, what did you prepare?"* etc. Series of Events; *"What time did you arrive in Bali?", After arriving, what did you do first?", "then, what did you see?'* etc. Re-Orientation; *"When did you come home?", "what did you think of your journey?"* etc. When the students said something unrelated to the topic or said something not in correct sequence, e.g. the students wrote the question; *"what did you think of your journey?"* in the Series of Events or they included "*what is the capital of Bali?"* The researcher asked the class whether it was necessary to include in the text or whether it was on the right sequence. After writing all the questions, the researcher explained to the students how to write the sentences by answering the questions and using simple past tense. The researcher, then, wrote an example of recount text on the whiteboard by following the questions as the model for the students. Afterward, the researcher asked the students to write their own recount text by following the questions given. While the students were writing their text, the teacher moved among them and gave

assistance and guidance as required. Sometimes, they opened their dictionaries or asked their friends if they found difficult vocabularies such as; match accident, suddenly, adventure, creature, etc. Nevertheless, if they were stuck, they asked for a help about the difficult vocabularies.

From the result of the students writing in the first meeting (see Appendix 31), it could be analyzed that the major problem of the students when writing recount text were on the Languge Use and Vocabulary aspects. Most students were not able to construct the sentences on Simple past form, such as, the use of be (was,were), the change of Verbs (V1 – V2 especially the irregular verbs) e.g.*my friends and I was very happy, we swimmed in the beach,* etc. they should probably be; *my friends and I were very happy, we swam in the beach*. The use of Pronoun e.g. *I visited friend me, they names are Amanda, Lala and Citra*, etc. they should be; *I visited my frends, their names are Amanda, Lala, and Citra.* The students also seemed to have difficulty in finding the appropriate vocabularies for their writing, so, some of the students still used Indonesian instead of English e.g. *after we arrived we collected woods to make fire unggun, many people came to my house to give belasungkawa,* etc. They should be; *After we arrived, we collected some woods to make a fire camp, many people came to my house to give condolences.* In the aspect of mechanic, the students seemed to ignore the punctuation, capitalization, and spelling (see students' result in Appendices 31 and 32).

In the second meeting, before giving another topic to write, the researcher reviewed the material and tried to solve the problems they faced in the previous meeting by writing on the whiteboard the examples of bad sentences made by the students which represented the problem in language use, e.g: *I visiting friends me., I very happy that day., I and friends swimmed in the beach., Already drink I and Eric visited friend-friend which other.* The sentences should probably be; *I visited my friends., I was very happy that day., My friends and I swam in the beach., After drinking, Eric and I visited other friends..* After explaining them, the researcher did almost the same activities as the first meeting but using another topic. After checking the students' recount text writing in the second meeting (see Appendix 18), the researcher found that there was an increase from the first meeting (see Appendix 19) but the same problems faced by some students were still as in the first meeting. In the last meeting, the researcher did the same steps as in the second meeting but he tried to focus more on the language use, Vocabulary and Mechanic aspects and gave more time to explain them.

During the treatments, the teaching and learning process in the classroom ran smoothly. The students enjoyed the activities at the first and second meeting. However, at the third meeting, they seemed bored with the activity. It might be because they were given the same activities in almost a month. Since the number of the students was more than thirty students, it was rather difficult to teach writing. The process of applying guided writing in the form of guided questions in the classrooms spent much time especially when the researcher moved among them and gave guidance. The researcher had to help some students one by one.

After having three meetings of treatments, the students were given posttest to know their improvement of writing recount text. From the students' score in posttest (appendices 15 and 17), it could be seen that the implementation of Guided Writing in the form of Guiding Questions could improve all aspects of Recount text writing with no significant difference for each aspect.

Aspect content (appendices 15 and 17) was increase from 15.53 up to 19.63 because questions given on the pre writing provided the students' preparation with the information, the facts, and the details about subject before they begun to write. It helped the students generate their ideas which sometimes became their biggest problem when they had to write a text. The students could also develop their idea from the questions made before. It would much easier because they already knew what they were going to write in their recount texts so each sentence in the text relates to topic.

The next aspect improved by the implementation of Guided writing in the form of guiding questions was on the organization aspect (appendices 15 and 17) from 12.9 up to 15.96. It happened because by following the questions they could make their story flow coherently. This improvement supports the theory of Raimes (1983: 101) who states that the guided questions are used to allow the students a little more freedom in structuring sentences. Carefully constructed questions will produce a coherent text. The transitional signals made together with the questions were also very helpful to make their recount text coherent e.g. *"What time did you*

arrive in Bali?", After arriving, what did you do first?", "And then, what did you do? "What did you see there?",etc. the paragraph probably: *we arrived in Bali at nine in the morning. After arriving, we looked for the hotel to take a rest because we were so tired. After that, my family and I went to Kuta beach. in the beach, I saw many tourist.etc.* Below is the authentic material of the students work.

As stated in the previous pages, most students were not able to construct the sentences on Simple past form such as the use of be (was, were), the change of Verbs (V1 – V2 especially the irregular verbs), the use of Pronoun (I, You, We, etc) (see students' result in appendices 31 and 32). Therefore, the researcher paid more time to explain about the problem. From the posttest result (appendices 15 and 17) and the result of their writing in the treatment process, it could be seen that there were improvement on the students score in each aspects of writing. The improvement of language used aspect is 10.9 up to 15.73. It could be caused by the discussion of the problems before writing in each meeting and also by the use of the questions given before starting to write the recount text. By following the questions, the students could easily write the sentences into the correct grammar. The assistance and guidance done by the researcher in the treatments process were assumed to be another cause of the improvement of the aspect.

In vocabulary aspect, even though there was also an increase of the students' scores after being given the treatments from 11.53 up to 15.06, some students still found difficulties in finding the appropriate vocabulary with the context. In teaching and learning process, they used to ask the difficult vocabularies to their friends without checking them in the dictionaries. As the result, they wrote

inappropriate vocabularies. If they were stuck, they often asked the researcher about some vocabularies which are suitable to the context.

While the lowest aspect increased after applying guided writing in the form of guided questions was on the mechanic aspect from 2.65 up to 3.53. The students sometimes did not pay more attention to the use of good spelling, punctuation, capitalization, and paragraphing. As stated before that the students were too lazy to check the right spelling of the vocabularies, which they asked to their friends in the dictionary. As a result, they directly wrote the vocabularies they heard from their friends without checking them first in the dictionary. For example: *"than, my friend and I went to see the scanarry".* It should actually be" *Then, my friend and I went to see the scenery".* It was so, because the students never practiced writing both in English and in Indonesian. As stated by Noprianto (2007: 5) that the students are not encouraged to apply the theories from the teachers on the paper, the students almost never get writing exercises. Another cause of the problems might be because they thought that the aspect was not too important since the highest possible score for that aspect was not as high as the other aspects.

Finally, the researcher conducted the posttest to know their ability after being given the treatments. In the experimental class 1, the highest score was 82 and the lowest score was 48.5 with the average score was 67.31. The highest score got because the students were follow the direction of guiding questions to write recount text. But, at the lowest score, it might be because the students did not pay more attention while being given the treatments by the researcher. While in the

experimental class 2, where the researcher applied conventional technique, the average score was 52.08 with the highest score was 80.5 and the lowest score was 36 (Appendices 11 and 13).

The researcher found that the process of applying guided writing in the form of guiding questions could benefit the students to write a text especially recount text as we could see in the post test score and the result of the students writing in the treatment process. In other words, the technique applied in the experimental class was effective in developing the students' recount text writing ability.

Finally, from the result above, the researcher concluded that guided writing in the form of guiding questions can develop the students' recount text writing ability. There was such a significant increase toward the students' recount text writing ability after they were given the treatments. Besides that, Guided writing in the form of guiding questions can also develop all aspects of the students' recount text writing; content, organization, vocabulary, language use, and mechanics.