THE IMPLEMENTATION OF GUIDING QUESTIONS TECHNIQUE TO IMPROVE STUDENTS' RECOUNT TEXT WRITING ABILITY AT THE FIRST GRADE STUDENTS OF SMA N 13 BANDAR LAMPUNG

(A Script)

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ABSTRACT

THE IMPLEMENTATION OF GUIDING QUESTION TECHNIQUE TO IMPROVE STUDENTS' RECOUNT TEXT WRITING ABILITY AT THE FIRST GRADE STUDENTS OF SMA N 13 BANDAR LAMPUNG

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The objectives of this research were to find out whether there was improvement of the students' recount text writing ability after the implementation of guiding question technique. This research was a quantitative research which used a one group pretest-posttest design.

The population of this research was the first grade students of SMA N 13 Bandar Lampung in the second semester of academic year 2016/2017. The research took one class as the sample and it was X MIPA 1 which consisted of 35 students. A writing test of recount text was applied to collect the data. The data were analyzed by using repeated measure T-test in which the significance was determined by $p<0.05$.

The result of this research showed that the t-value (10.389) was higher than t-table (2.032) and the value of significant level was $0.000<0.05$. It means that there was an improvement in students' recount text writing ability after the implementation of guiding question technique and the aspect of writing that improved the most after the implementation of the technique was content aspect of writing since the percentage of this aspect improved up to 3.28. Briefly, referring to the results above, it can be concluded that guiding question technique can be applied to improve students' ability in recount text writing.

Keywords: writing, recount text, guiding question technique.

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A Script

Submitted in a Partial Fulfillment of
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In

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The Faculty of Teacher and Education

FACULTY OF TEACHER TRAINING AND EDUCATION
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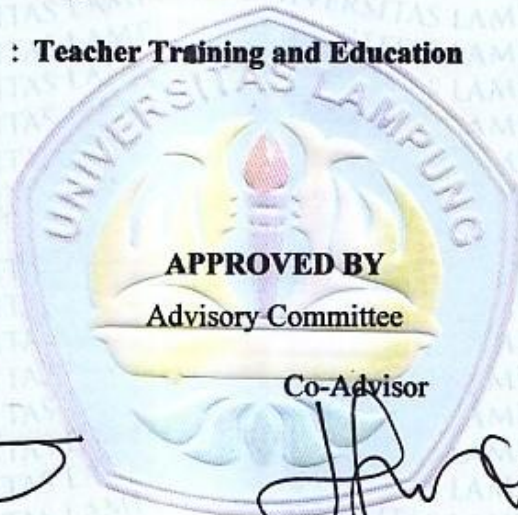
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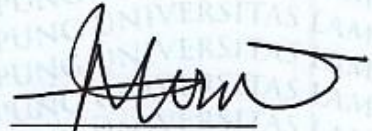**Gede Eka Putrawan, S.S., M.Hum.**
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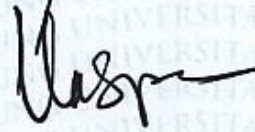NIP 19620203 198811 1 001

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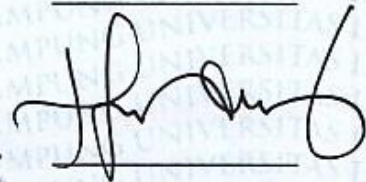1. Examination Committee

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CURRICULUM VITAE

Ni Kadek Yulianingsih was born in Banjit, on Juni 20th, 1995. She is the first child from the greatest parents, I Ketut Mudita and Ni Wayan Warni. She has one brother, named I Komang Krisna Saputra.

She entered SDN 4 Bali Sadhar Utara in 2001. Then, she moved to SDN 3 Labuhan Dalam and graduated her elementary school there in 2007. Then, she continued her study in SMPN 19 Bandar Lampung. She graduated from junior high school in 2010. She continued her study study to SMAN 13 Bandar Lampung and finished her study in 2013.

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DEDICATION

This script is fully dedicated to:

My beloved parents: I Ketut Mudita and Ni Wayan Warni

My beloved brother: I Komang Kisna Saputra

Students of English Department 2013

My Almamater, University of Lampung

MOTTO

Do good and good will come to you

Anonymous

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Bandar Lampung, June 13th 2017
The Writer,

Ni Kadek Yulianingsih

TABLE OF CONTENT

I. INTRODUCTION

II. LITERATURE REVIEW

III. RESEARCH METHODS

IV. RESULT AND DISCUSSION

V. CONCLUSION AND SUGGESTIONS

LIST OF TABLE

LIST OF APPENDICES

I. INTRODUCTION

This chapter is concerned with the background of the research, research questions, objective of the research, uses of the research, scope of the research, and the definition of terms.

1.1 Background of the Research

English has been a compulsory subject at high school levels and university. The goal of teaching English based on curriculum 2013 is to enable the students to communicate in English in both spoken and written forms. To achieve the goal, the students should learn four language skills: listening, speaking, reading, and writing. Among those four skills, writing is given less attention in the sense that it is considered as a productive skill but the teacher does not seem to make priority on writing. This situation does not support the statement of Geyser (2007:1) that writing allows students sufficient time to process information whereas speaking does not. Writing is also a way for the students who have limited confidence to speak in front of the class. Regarding the fact that the students have personal differences, the teacher should teach both writing and speaking in balance so that the students will have a good ability in both speaking and writing.

The learning process also seems to make priority on other skills and aspects of English such as speaking, listening, reading, vocabulary, and grammar. Although those skills and aspects are also important in learning English, the teacher tends to teach them separately from writing so that in learning process writing gets the least attention. Therefore, students' skills in writing are not developed maximally. Consequently, the students' writing is not developed as expected.

By considering the goal of teaching English and the situation in the field, teacher should also teach writing because it is as important as other skills. The statement is supported by Harmer (1998:79) that the most important reason for teaching writing, is that it is a basic language skill, just as important as speaking, listening, and reading. The students need to know some of writing's special convention like punctuation and paragraph construction just as they need to know how to pronounce spoken English appropriately.

Writing is a complex skill to master. In writing, students still face some difficulties. The first is lack of grammar understanding. The difficulty in terms of grammar is usually related to tenses. In constructing English sentences, time plays an important role. Different time of situation needs different tense which also means different types of verbs. For the students who do not know well about tenses and also lack of vocabulary, it might be confusing. The second is the content or ideas about what to write. Since one of the criteria of good paragraphs proposed by Smalley and Ruetten (1986) is about the unity, the students have to think about every idea that might help them to support the main topic. In fact, although they have been given a

topic to be developed, it has been difficult for them to gather the ideas of what to write and what to put in the paper. The last is the organization of the ideas. There are still many students that may know what they want to write but they do not know how to start it. It is supported by Diharyono's statement as quoted by Markhamah (2013) which 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 also cannot link the ideas they get into a coherent paragraph. In other words the students do not know what to write first and what to write last. Those difficulties are related to the aspects of writing; content, organization, grammar, vocabulary, and mechanics. Therefore, the teacher should teach both writing and speaking in balance because there are still some difficulties faced by the students related to the aspects of writing.

For that reasons, in order to overcome the students' difficulties in writing, the researcher chooses a technique to facilitate the students in writing. In learning activity, a technique can make the teaching learning process alive. Therefore, the students can be creative in composing paragraph. There are some techniques that can be used in teaching writing. One of them is guiding question technique. According to Traver (1998:70), a guiding question is the fundamental query that directs the search for understanding. This technique provides a list of questions that can make the students think about the topic. This technique is expected to give guidance about what should be included in students' writing. By using guiding questions technique, the students will not be confused of what to write first and next because they have guidance in its process. A previous research on guiding question technique was

conducted by Muhayyinah (2012) to find out whether any differences between the implementation of guiding question technique and traditional technique in teaching writing among students year X at SMK NU Lamongan. The result showed that it is more effective to use guiding question technique in teaching writing. She stated that by implementing guiding question the students will be more motivated in writing. It makes the students feel like writing is not a difficult activity since guiding question helps the students to organize their idea when they have to write. Another previous research was also conducted by Wulandari (2015) entitled *Improving Students' Ability in Writing Descriptive Paragraph through Guiding Question Technique at the Second Grade of SMPN 1 Gadingrejo Pringsewu*. It is similar to the research conducted by Muhayyinah, the result showed that guiding question technique can be used in teaching writing, in this case in teaching descriptive. It is because the technique can help the students who still have the problems in expressing their ideas in written form to generate their ideas related to the topic and it helps the students to write descriptive paragraph correctly and effectively.

The result of those studies suggests that guiding question technique is good to be implemented by the teacher. Different from the previous researches, this current research explores in particular writing in the form of recount text because recount text is a text that retells past event or something which happened in the past. Everyone likes to write past experiences, especially their unforgettable experiences which are impressed them. It will make the students interested in writing class so that the researcher is motivated to implement the technique on recount writing.

Based on the background above, the researcher would like to conduct research entitled The Implementation of Guiding Questions Technique in Improving Students' Writing Recount Text Ability at the First Grade of SMAN 13 Bandar Lampung**.**

1.2 Research Questions

In line with the background stated previously, the researcher formulates a research problem as follows:

Is there any difference of the students' recount text writing ability after the implementation of guiding question technique at the first grade of SMAN 13 Bandar Lampung?

1.3 Objectives of the Research

By relating to the research question, the objective of the research is formulated as follows:

To find out whether there is difference of the students' recount text writing ability after the implementation of guiding question technique.

1.4 Uses of the Research

In relation to the research question and objective, the finding of the research may be beneficial not only theoretically but also practically. The uses of the research are as follows:

1. Theoretically, the result of this research may support the theories that guiding question technique can be applied in teaching writing in order to increase the students' ability especially in writing recount text.

2. Practically, the result of this research can be used as consideration for the English teachers to use guiding question as a technique in teaching writing.

1.5 Scope of the Research

The focus of this study was students' recount text ability which was treated by guiding question technique in terms of content, organization, vocabulary, language use and mechanics. The technique implemented in this research is basic questions words 5W+1H (What, Who, Where, When, Why and How) to guide the students develop the topic into good paragraphs. The researcher focuses on recount text especially personal recount text. The subject of this research was one class in the first grade of SMAN 13 Bandar Lampung.

1.6 Definition of Terms

There are some terms that are used by the writer to give the basic understanding that related to the concept, they are stated below:

1. *Writing*

    Writing is a process of communication that uses conventional graphic system to convey a message to readers. This also means that writing is used for communicating one's idea in written form to readers, so that the readers

can understand the information (Linderman, 1983:3).

2. *Writing Ability*

   Students' writing ability refers to the students' competence in applying the components of writing are content, organization, vocabulary, language use (grammar) and mechanics (Jacobs, 1981: 60).

3. *Recount Text*

   Recount text is a text that reconstructs events, experiences and achievements from the past in a logical sequence. It is as the unfolding sequence of events over time (Derewianka, 1990: 14).

4. *Guiding Question Technique*

   Guiding question technique is a technique in which the students are guided to express their ideas into the written form by giving them some questions related to the topic (Traver, 1998).

This chapter has discussed about background of the research, research questions, objective of the research, uses of the research, scope of the research, and the definition of terms.

II.   LITERATURE REVIEW

This chapter will explain about writing, aspect of writing, teaching writing, recount text, guiding question technique, teaching writing recount text using guiding question technique, procedure of teaching writing recount text using guiding question technique, advantages and disadvantages of using guiding question technique, theoretical assumption, and hypothesis.

2.1 Writing

Writing is considered as the most difficult skill to be mastered in English. Here, it will be provided some definitions of writing according to experts. Byrne in Ozbek (1995), states that writing is transforming our thoughts into language. It means that when we want to write we think first and then put our thoughts in written form.

As an addition to Bryne's statement, Nik (2010) states that writing is not just putting pen to paper or writing down ideas but it is how these ideas are presented or expressed effectively. This highly demanding process of writing requires a number of skills and conventions like organization in the development of ideas and information; a high degree of accuracy in choosing the right words so there is no ambiguity of meaning and also the right use of complex grammatical devices to focus and

emphasize ideas. Besides, writing demands the writer to have careful choice of vocabulary and understand grammatical patterns and to be able to write sentence structures that is appropriate to the subject matter.

Writing is a means of communication, to convey message, ideas, and feeling in a written form. Raimes (1983: 76) states that writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences and paragraph. Writing also reinforces the use of sentence's structure and tenses, idiom and vocabulary correctly. Peter Elbow (1973: 14-16) adds about his concept about L2 writing. She says, "Writing is a two-step process. First, you figure out your meaning, then you put it into language."

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 the explanation above, it can be stated that writing is a whole brain activity to formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

2.1.1 Aspects of Writing

In writing there are several aspects which should be considered by students in order to write well. According to Jacobs et al. (1981), the components of writing are content, organization, vocabulary, language use, and mechanics.

a. Content

Content refers to the substance of writing, the experience of main idea. i.e., group of related statements that a writer presents as unit in developing a subject. Content of the paragraph do the work of conveying ideas rather that fulfilling special function of transition, restatement, and emphasis.

b. Organization

Organization refers to the logical organization of content. It is scarely more than attempt to piece together all collection of fact and jumble ideas. It refers to the arrangement of the sentences so that the paragraph can flow smoothly.

c. Vocabulary

Vocabulary refers to the selection of words which is suitable with the content. Choosing the right words can lead the readers to better understanding of the text.

d. Language use

The language use refers to the use of grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

e. Mechanic

Mechanics refers to all the arbitrary "technical" stuff in writing: spelling, capitalization, use of numerals and other symbols, etc.

2.2 Teaching Writing

Teaching writing is to teach the students how to express the idea or the imagination in written forms. It is very important for the teacher to provide the materials which are relevant to the students' interest and need. Brown (1980: 7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that in teaching, teacher helps the students and guides them to learn the material easily. Furthermore, Raimes (1983: 27) mentions that teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to build students' language skill. Therefore, teacher should know the problems faced by the students during teaching learning process in order to know appropriate way to overcome the writing problem in writing class.

Raimes (1983) also states that in order to be successful in writing, an English teacher should guide the students in writing, in which the material presented are relevant to

their interest, needs, capacities and age until they are able to make composition with few or no error. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, it is very important for teacher to provide the materials which are relevant to the students' interest and needs.

In writing, the writer might have enough time to express their idea in written form. There are some element of writing skills that are needed in teaching writing such as content, grammar, form/organization, vocabulary, and mechanic. These elements cannot be separated from each other. Teacher needs it to take account into them while teaching writing. In other words, teaching writing guides the students not only to write sentences in text, but also to recognize ideas in written form.

From the statement above, there are three steps of writing that by Edelstein and Pival (1988):

1. Pre-writing

    Pre-writing is concerning to select the general subject, restricts the subject, generates the ideas, make the outline and organize the ideas.

2. Writing

    Writing is to set on the paper the ideas in her or his mind into words, sentences, paragraph and so on.

3. Rewriting

    Re-writing concerns with evaluating her/his writing, deals mainly with:

    a. Concerning the content and form.

b. Correcting the vocabulary, punctuation, and grammar.

c. Correcting writing errors, word duplications and omission.

In addition, Mappe (2000) states that there are different views on the stages that the writers go through in producing a piece of writing, but a typically through model identifies four stages: pre-writing, drafting, revising and editing. The description of each stage is shown as follows:

1. Pre-writing

    In this stage, students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, encourage them before they write their sentences in the first draft. A typical pre-writing activity in the process approach would be for learners to brainstorm on the topic being provided. By this way, students will get motivation to write because they feel that they have something matter to say.

2. Drafting

    In this stage, students will select among ideas during pre-writing and structure. The result of brainstorming session provides a plan of description of topic. The content might be written without considering the grammatical aspect first.

3. Revising

    In this stage, the students review a draft to check five aspect of writing based on the feedback which is given by the teacher or peers. Revision is a process in which writers not only polish their style, but also develop their ideas. In this

stage, the teacher helps the students through the revision to shape and reshape the text into final form.

4. Editing

In this stage, the students check their final text for some mistakes they have made based on the feedback given, such as spelling, punctuation, grammar, and all presentation.

In conclusion, the English teachers have to guide the students when composing their writing. In this case, the researcher would like to use the steps of writing suggested by Mappe. The steps can be modified as follows:

1. Pre-Writing

In this step, students are given topics and series of questions related to the topics and they have to choose one of the topics. Based on the topic and a series of question they choose, they have to write recount text. But, before they write their recount text based on the chosen topic in the next step, in this step they have to answer the questions in order to help them generate and organize their ideas.

2. Drafting

After they answer the questions in the first steps, in this step they have to write their recount text based on their answer.

3. Revising

Before entering this step, the students are asked to read and correct their friends' work randomly. Students must firstly focus on the vocabulary including grammar. After that they should observe the content and organization of their fiends'

recount text. If there are any mistakes, they have to give suggestions for their friends' work. In this step, students revise their work if it is necessary based on their friend's suggestion.

4. **Editing**

In this step, students check their work once again in form of grammar, spelling and also punctuation and edit it if there is a mistake.

2.3 Recount Text

Recount text is one of text types that should be learned by the students. It also has been included in the 2013 Curriculum, especially for first grade students of senior high school. 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 et. al., (1997) 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.

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.

According to Derewianka (1990: 145), there are three generic structures of recount text. They are:

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 gives 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 detailed needed.

2. Events

   In 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.

   Going To Sanur Beach

   Last holiday our family went to Bali to have picnic. We went there by plane. We were in Bali for six day, so we had to stay in a hotel because we didn't have any relatives there. We stayed in Bali beach hotel near Sanur beach.

   When we came to the hotel, we didn't come to our room directly but we have to check in first. We were received by the receptionists who were friendly and kind, and then we were helped by a room boy who took us to our rooms. On the second day, we visited Sanur beach. We just took a walk because the beach is in front of the hotel. We walked along the seashore, played water and sand. Actually we also wanted to swim in the beach but the lifeguard didn't allow us.

   Besides doing many activities we also watched some foreign tourist's activities. They were lying on the beach, while others were having massage or surfing. When we felt tired, we took a rest to have some meals and drinks. At 2.0 p.m, we went to the hotel. It was tiring but we were happy.

   (Taken from http://www.belajardasarbahasainggris.com/2015/10/16/contoh-recount-text-bahasa-inggris-super-lengkap/)

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

<p align="center">Children Day's</p>

On children's day in1999, a technology treated more that 200 underprivileged children to a 'high-tech' experience. They ere 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 fell 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.

<center>My Rainforest Adventure</center>

Today I woke up at 5:00am in the morning. I put on my loose fitting shirt, trousers, sturdy black boots with little holes in them, wide brimmed hat and a plastic bag with spare dry clothes in case it rained so I didn't get a cold. When I got out of the four-wheel drive I could feel the refreshing cool air, it smelt like it had been raining for ages before I came to the rainforest. I decided to explore the forest floor.

The first animal I saw was a magnificent, giant eastern brown snake. I was so scared I felt like I wanted to run but that would be really dangerous! The second animal I spotted was a beetle eating a rotten berry. I bent down to have a closer look but it stank like rotten eggs and onion mixed together. Then I turned to the right and saw a bowerbird collecting lots of blue stuff like wrappers and blue flowers. It had beautiful, magnificent, midnight-blue eyes and it looked very graceful. By now I had seen enough on the forest floor so I decided to go to the understorey. So I went to the bridge in the understorey 20m high off the forest floor. The first animal I saw in the understorey was a massive, graceful, blue butterfly sucking pollen off a beautiful orchid. That was my favourite animal so far of all the animals I saw. The second animal I spotted was a black bat hanging upside down on the branch near me. Before I arrived at the rainforest I thought we wouldn't see a bat because I was going in the day and bats are nocturnal. The third animal I spotted was a grey Boyd's dragon it was eating lots of bugs and beetles. I looked down to the forest floor and saw a little stream, it had a cute, little platypus looking after her five tiny, mini babies. By now I had had enough of the understorey so I decided to go up the ladder to the canopy. I already knew that we would see lots of brightly coloured birds in the canopy. I went up the ladder and on the way up I already saw lots of birds and lots of berries and colourful, beautiful, rainbow flowers. When I got to the canopy I was 30m high. The first animal I saw in the canopy was a Crimson Rosella it was eating seeds off some beautiful flowers. The Crimson Rosella was dark red and midnight-blue on its tail and wings. I could see the emergent trees 50m tall off the ground. I saw a wedge-tail eagle looking for food and other little animals.

I had a great time because I liked the rainforest. The most terrifying animal was the eastern brown snake. I liked the blue butterfly the best of all the animals.

(Taken from http://www.write4fun.net/view-entry/153240)

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.

<div align="center">A Science Project</div>

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.

<div align="center">Short Biography of Kurt Cobain</div>

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 is house in Lake Washington. He had shot himself.

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

From the five types of recount text above, the focus of the research is personal recount since it tells the activities the writer or speaker involves or does her or himself. It will help the students, because they are involved in the story.

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, Joko Widodo, gives his speech in television today).

In this research, the researcher will focus on three language features; simple past tense, conjunctions, and adverbs. The researcher chooses language features out of eight because simple past tense, conjunction, and adverbs are the simplest language features which are used in writing personal recount text. The researcher also assumes that they are suitable to be taught to 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 are also necessary to be taught. Adverbs are also chosen because this type of word can indicate times, and places.

2.4 Guiding Question Technique

According to Bramer and Sedley (1981:24) asking and then answering questions is a good method to discover details of experience. So, giving questions to the students is expected to stimulate students' thoughts and they can compose the paragraph by answering the questions given to them. So that, the students can write well because they were guided by the questions and this activity is called guided writing.

Geyser (2007:16) states that guided writing is an extremely useful way to prepare students for a writing task. Furthermore, Robinson (1967: 2) defines guided writing as writing in which one cannot make a serious error so long as he follows directions. The directions are given by giving some questions related to the topic. This idea is also supported by saying "…the fundamental principle of guiding students in various ways toward a mastery of writing skill, and sometimes controlling what they write, is not one we can lightly dismiss…"

In addition, Byrne (1988) suggests that we should consider more carefully what kind of guidance we should give them. Particularly in relation to the various problems they have in writing. Based on this idea it may be true that one of the possibilities to be used as a task in guided writing is by giving the students questions as the guidance so that by answering the questions the students can write about something. In other words, Guided Questions is used to lead the students to write about something easily.

To encourage the learners to express their ideas, it seems to be good to use "open ended-questions" than "yes-no" questions" because it gives them more chances to

express their ideas openly. Rivers (1964:262) also supports this idea by saying "…a series of questions may be constructed that the students write continues story as they answer the question."

From the explanation above, it can be concluded that in teaching writing recount text using guiding questions technique, the teacher is not enough just asking students to write down recount text based on the topic given. The teacher gives the students set of questions which the answers can lead them to construct recount text. The answers of the questions will inspire students' imaginations that lead to more powerfully creative stories.

2.5 Guiding Question Technique in Teaching Writing

Writing is not an easy process. To pass the process, students need guidance, supporter, and advisor to make their writing better. It is supported by Crider (2000) in her book "On Teaching Writing." He states that without guidance, some students will never learn to write. Thus, the role of teacher is very needed to help the in writing a text.

In writing there are some approaches, methods, and techniques which have functions to improve the students' writing ability. Here, the researcher is interested in applying Guiding Questions Technique in teaching writing. Guiding questions technique 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. 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 led to focus on the idea they want to write and to link sentences into coherent ideas in the target language.

A previous research on guiding question technique was done by muhayyinah (2012) who carried out that guiding question technique is effectively improving students' writing skill. By implementing guiding question the students will be more motivated in writing. They will not feel confused since guiding question helps the students to organize their idea when they have to write. Furthermore, Wulandari (2015) investigated the implementation of guiding question technique in teaching descriptive text writing. The subject of her research was the 30 students in the second grade of SMPN 1 Gadingrejo Pringsewu which were selected randomly. Based on her research, she found that the students' descriptive text writing ability improves after the implementation guiding question technique. It is because guiding question technique leads the students to generate their ideas and it helps them to write paragraph coherently.

From the explanation above, it can be assumed that guiding question technique can be used in teaching writing. It helps the students to produce a good text as long as they follow the directions by answering the question well.

2.6 Procedure of Teaching Writing Recount Text Using Guiding Question Technique

In teaching recount text using guiding question technique, the researcher used the following procedures:

Pre-Activity

1. Reflection of the students' problem in doing their writing task.

2. Leading the students to learn the topic by asking some questions related to the topic.

3. Telling the students what they are going to learn and explain them how to write recount text based on Guided Questions technique.

While Activity

1. Giving students an example of recount text.

2. Explaining the generic structure and the language features of recount text.

3. Introducing Guided Questions as a tool to help students create a recount text.

4. Giving the students a set of questions related to the topic that should be developed as a recount text using Guiding Questions.

5. Asking the students to answer the questions in their mind and imagine the situation.

6. Asking the students to express their imagery in the best words to create a recount text that consists of 100-150 words individually.

7. Controlling the students' activity.

Post Activity

1. Asking the students to check their friends' writing and correct it if there is any mistake.

2. Asking the students to revise their writing.

3. Collecting the students' works.

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

Table 2.1 The Example of Recount Text and Guiding Question

Parts of Recount Text and List of	Recount Text

Orientation
  1. **What is your unforgettable experience?**
  2. **When did it happen?**
  3. **Where did it happen?**
	When I was **in the Junior High School, I** joined football club. **I** joined the club because I love sports. **I** had football on Sunday mornings. One day, my football club **joined a football competition**.

Events
  1. **What happened first?**
  2. **What happened next?**
  3. **What happened last?**
 	
Use "Connecting Words" to show the order of events.
	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.

Re-orientation
  1. **What was the last thing that happened?**
  2. **How did it finish?**
	We were so tired. However, **we were happy and proud to be the winner of the competition.** It was a very interesting competition in my experience.

2.7 Advantages and Disadvantages of Using Guiding Question Technique

As one of technique in teaching writing, guiding questions can give any advantages as well as disadvantages in teaching writing recount text.

The advantages of using guiding questions in teaching writing are:

1. It can minimize mistakes by the students when they write.

2. 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.

3. It allows the students to consider topic when planning their writing.

4. It will make their writing flow coherently because they write the paragraph by following the questions.

The disadvantage of using guiding questions in teaching writing is:

1. The disadvantages of guiding questions technique is it may be difficult to apply the guided writing process in a big group of students. It is difficult for the teacher to handle the students in a big group.

2.8 Theoretical Assumption

Writing is considered as the most difficult skill in learning English. Therefore, a suitable technique is needed to make the students easier in learning this skill. One of the techniques that can be used to make the students good in writing is guiding questions technique. 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 above, the researcher assumes that guiding question technique can help the students in producing good recount texts as long as they answer the question well.

2.9 Hypothesis

Concerning the theories and the assumption above, the hypothesis can be formulated as follows:

There is a difference of students' writing recount text ability after the implementation of guiding question technique.

This chapter has explained about writing, aspect of writing, teaching writing, recount text, guiding question technique, teaching recount text writing using guiding question technique, procedure of teaching writing recount text using guiding question technique, advantages and disadvantages of using guiding question technique, theoretical assumption, and hypothesis.

III. METHOD

This chapter presents research design, population and sample, data collecting technique, instrument of the research, validity and reliability, data collecting procedure, scoring system, data analysis, data treatment and hypothesis testing.

3.1 Research Design

In this research, the researcher conducted quantitative research based on experimental method. This study applied a one-group pretest posttest design of pre-experimental design. In this research the students was given a pretest before treatment and they was given a posttest after treatment. The researcher used a one class as the sample of the research. According to Hatch and Farhady (1982: 20), the research design can be presented as follows:

$$\boxed{\text{T1 X T2}}$$

Notes :

T   : Pretest
X   : Treatment/ Experiment
T2   : Posttest

The research was conducted in 5 meetings. Each meeting took two lesson hours (2 x 45 minutes). The first meeting was for a pretest, the other three meetings were

for the treatments and one last meeting was for a posttest. The pretest was done in order to find out the students' basic ability in writing a recount text before treatments. Then, the treatments were done to guide the students in writing a recount text by using guiding question technique. The last, posttest was done in order to find out the students' improvement in recount text writing.

3.2 Population and Sample

Population and sample are necessary in research and so are in this research. The population of this research was the first grade students of SMAN 13 Bandar Lampung in academic year of 2016/2017. There were eleven classes at the first grade. The first five classes were Science classes and the other six were Social classes in which each class consisted of 35-40 students. There was no leveling of the classes. In this research, the researcher took only one class as the experimental class that was given the treatments. The class had been selected by using a lottery technique to ensure that all classes got the same chance to be the sample of this research.

3.3 Data Collecting Technique

1. Pretest

    The researcher administered the pretest in order to find out the students' basic ability. It required 90 minutes for the pretest. In this test, the researcher provided some topics and the students were asked to write a recount text based on the topic they chose.

2. Posttest

Posttest was administrated after conducting the treatments for the students. The posttest was given in order to find out the result of teaching learning process whether they understood after being taught by using guiding questions technique. In this test, the researcher gave the same topics as the topics in the pretest and the students were asked to choose one of the topics and develop it into recount text. It took 90 minutes for this test.

3.4 Instrument of the Research

To figure out whether the objective of this research was achieved or not, the researcher used a research instrument. The instrument of this research was a writing test. The tests had been conducted in the first and last meeting of the research. The tests were a pretest before the treatments and a posttest after the treatments. Pretest was given to see the students' ability before treatments as the starting point for the researcher to give the treatments and the posttest was given to see the result of the treatments. In the pretest, the researcher asked the students to write their own recount text by using their own technique. The researcher gave some topics and the students had to choose one of the topics then they had to a write recount text based on the chosen topic. In the posttest, the researcher asked them to a write recount text by using guiding question technique they had already known in the treatment. There were also three topics given in this test which were the same as the topics in the pretest.

3.5. Validity and Reliability

3.5.1 Validity of the Test

Validity is a matter of relevance. It means that the test measures what is supposed to be measured. To measure whether the test had a good validity, the researcher analyzed the test from content validity and constructs validity. Content validity concerned with whether the test was sufficiently representative and comprehensive for the test. In the content validity the material given was suitable with the curriculum used. Furthermore in the research, the researcher used recount text writing test that was supposed to be comprehended by the first grade of senior high school students. The test was considered as valid in content validity since the test of writing constituted a representatives sample of the language skill and structure and also the material had been chosen based on English Curriculum for first year of senior high school students.

Construct validity is the process of determining the extent to which test performance can be interpreted in terms of one or more constructs (Gronlund N E, 198I:83). Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2006:25). If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have positive association to one another. Writing has five aspects; therefore, if the test has already measured the five aspects, the test has been covered the aspects of construct validity. In measuring construct validity of the instrument (test), the second rater was involved in scoring the students' work based on the indicators.

In this research, the researcher administered a writing test and the technique of scoring the students' writing was based on the five aspects of writing; they are content, organization, vocabulary, language use, and mechanic.

3.5.2 Reliability of the Test

Hatch and Farhady (1982:243) established that the reliability of a test could be defined as the extent to which a test produces consistent result when it administered under similar conditions. A test can be considered reliable if the test has a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there was inter-rater reliability. Inter-rater reliability will be used when score on the test will be independently estimated by two or more judges or raters. In this case, the first rater was the researcher and the second rater was English teacher in SMA Negeri 13 Bandar Lampung. Before scoring the students' recount text writing, it will be important to make sure that both raters use the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised from Jacobs et al (1981: 90). To measure how reliable the scoring was, this study used *Rank – order Correlation* with the formula:

$$p = 1 - \frac{6.\sum d^2.}{N(N^2 - 1)}$$

Notes   :

p : Coefficient of rank order

d   : Difference of rank correlation

N   : Number of students

1-6   : Constant number

(Hatch and Farhady, 1982: 206)

In this case, the co-efficient of rank correlation had been analyzed with the standard of reliability as followed:

1. 0.80000 - 1.0000   : very high reliability

2. 0.60000 - 0.7900   : high reliability

3. 0.40000 - 0.5900   : medium reliability

4. 0.20000 - 0.3900   : low reliability

5. 0.0000 – 0.1900   : very low reliability

Based on the standard of reliability above, it can be concluded that the writing tests will be considered reliable if the tests reach the range of 0.60-0.79 (high reliability).

3.6 Data Collecting Procedure

The procedures of the research are as follow:

1. Determining the population and sample

   In this stage, the researcher chose SMAN 13 Bandar Lampung as the population in this research. There are 11 classes in the first grade. The first five classes are Science class and the other six are Social class. The researcher took one of Science class as the sample using lottery technique. It was XI Science 1 that consists of 35 students. The researcher chose the first grade

students because based on the 2013 English curriculum, recount text is being learned by them.

2. Finding and selecting the materials

In this stage, the researcher found some topics for the pretest and posttest. The topic were based on the teaching and learning syllabus.

3. Administrating the pretest and getting the result

Pretest was administered to find out the students' basic ability before treatment. The students were asked to write recount text that consists of three or more paragraphs and each paragraph consists of four or more sentences in about 90 minutes. The students were given some topics. They had to choose one of the topics and then constructed a recount text based on the chosen topic.

4. Conducting the treatments by using guiding questions technique

In the treatments, which were given three times, the researcher applied the guiding question technique as the guidance for the students to write recount text. The researcher explained the objective of the instruction, social function and generic structure of recount text, and aspect of writing a good text. Each treatment lasted for 90 minutes.

5. Administrating the posttest

Posttest was administered to find out the improvement of the students' achievement in writing recount text after having the treatments. The test was the same as the pretest.

6. Scoring the students' writing

Scoring the students' writing was done after conducting the posttest. In this step, the researcher gave score based on the 5 aspects of writing. The 5 aspects are content, organization, vocabulary, grammar, and mechanic. In scoring, the researcher used 2 raters in order to avoid the subjectivity of the researcher. The first rater was the researcher and the second rater was the English teacher of the class.

7. Analyzing the data

   After scoring students' writing, the researcher compared the result of the pretest and posttest to find out whether there was improvement and what aspects of writing skill improved after being taught by using guiding question technique. If the score of posttest was better than pretest, it meant there was improvement on students' writing achievement.

3.7 Scoring System

The consideration of criteria for evaluating the students' recount text writing ability is based on the ESL Composition Profile by Jacob et al (1981). There were five aspects to be tested: content, organization, vocabulary, language use, and mechanics.

In evaluating the students' writing scores the researcher analyzed the result of students' text writing. The criteria of scoring system was based on the rating sheet from Jacob et al (1981) which concerned to the five aspects of writing. The criteria are showed in the table below:

Table 3.1 Specification Table

Aspects of Writing	Score	Criteria
Content	**30-27**	**Excellent to very good:** knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	**Good to average:** some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	**Fair to poor:** limited knowledge of subject, little substance, inadequate development of topic

	16-13	**Very poor:** does not show knowledge of subject, non substantive, not pertinent or not enough to evaluate
Organization	**20-18**	**Excellent to very good:** fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive
	17-14	**Good to average:** somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	**Fair to poor:** non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	**Very poor:** does not communicate, no organization or not
Vocabulary	**20-18**	**Excellent to very good:** sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate register

	17-14	**Good to average:** adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	13-10	**Fair to poor:** limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured
	9-7	**Very poor:** essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate
	25-22	**Excellent to very good:** effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.

Language use	**21-18**	**Good to average:** effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	**Fair to poor:** major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured
	10-5	**Very poor:** virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	**5**	**Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	**Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	**Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	**Very poor:** no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate
Total score		

3.8 Data Analysis

In order to get the results of this research, the researcher analyzed the data using some steps as follows:

1. Scoring the pretest and posttest

2. Finding the mean of the pretest and posttest using this formula:

$$Md = \frac{\Sigma d}{N}$$

Md = mean

Σ = total score of the students

N = number of students

3. Drawing conclusion by comparing the means of the pretest and posttest.

3.9 Data Treatment

In treating the data, the researcher used the following procedures:

3.9.1 Random Test

The random test was conducted to find out whether the students' data in the sample class fits the criterion of randomization or not. The samples were tasted by using Run Test in SPSS 16. The hypotheses of the random test were:

H_0 : The data is not random

H_1 : The data is random

The level of significance used is 0.05. H1 is accepted if the result of the random test if higher than 0.05 (p>).

3.9.2 Normality Test

The purpose of composing the normality test was to find out whether the data are normally distributed or not. The researcher used SPSS 16 to analyze the data in order to find the value. The hypotheses of the normality test were:

H_0 : The distribution of the data is not normal

H_1 : The distribution of the data is normal

The level on the significance used is 0.05. H1 is accepted if the result of the normality test is higher than 0.05 (p>).

3.10 Hypothesis Testing

To measure the improvement, the researcher compared the result of the pretest and posttest. The data were analyzed by using T-test in order to know the significance of the treatment effect.

The hypotheses were as follows:

H_0 : There is no difference of the students' recount writing achievement after being taught by using guiding questions technique. The criteria is H_0 (null hypothesis) is accepted if alpha level is higher than 0.05 (> 0.05)

H1 : There is difference of the students' recount writing achievement after being taught by using guiding questions technique. The criteria H_1 is accepted if alpha level is lower than 0.05 (< 0.05).

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to implement Guiding Question Technique in teaching writing and for further researchers who want to investigate the research about this technique.

5.1 Conclusion

Referring to the discussion of the research findings on the previous chapter, the researcher comes to the following conclusion.

Based on the result of this research, the implementation of guiding question technique can improve the students' recount text writing ability. It improves the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic. By implementing guiding question technique, the students are able to organize their ideas. It is because the questions given lead them to think about the topic. They will not be confused about what to write. Following the questions also makes their writing flow smoothly so that this technique enables the students to a write recount text effectively and coherently.

5.2 Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

5.2.1 Suggestions for English Teachers

1. Since guiding question technique can improve students' recount text writing ability, it should be applied by the teacher in writing class to develop students' creativity in writing.

2. The teacher should ask the students to bring along their own dictionary that they will not depend on the teacher and their friend in getting the meaning of words.

5.2.2 Suggestions for Further Researchers

1. There are few studies of guiding question technique and its implementation in monologue text writing. Therefore, further research could be about the investigation of this technique in teaching other monologue text writing such as procedure text.

2. In this research, the researcher conducted guiding technique to help students in senior high school, especially in recount text. Other researchers can conduct this technique on different level of students. It can be for example, Junior High School.

3. The researcher recommends comparing guiding questions with other techniques of teaching to know which technique is more effective to improve students' writing ability.

In brief, those are the conclusion of the research findings and suggestions for English teachers who want to try to guiding question technique in teaching writing and for further researchers who want to investigate the research about this technique.

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