IMPROVING STUDENTS' WRITING IN RECOUNT TEXT THROUGH THE USE OF GUIDING QUESTIONS AT SMAN 1 SEPUTIH MATARAM

(A Script)

By

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ABSTRACT

**IMPROVING STUDENTS' WRITING IN RECOUNT TEXT
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The aims of this research are to find out whether students' writing in the post increases after they learn writing through guiding question technique and to find out which of aspect of students' writing in post test increases the most after they learn writing through guiding questions technique. The subject of the research were 36 students of X MIA 3 class at SMA Negeri 1 Seputih Mataram in 2018/2019 academic year. In this research, the researcher administered five meetings. The beginning of the meeting, the researcher conducted the pretest to find out the students initial ability in writing a recount text. Next, the researcher had three times meetings of the treatments. At the end of the meeting, the researcher conducted the posttest to find out the students' writing ability after being taught by using guiding questions technique. The result of the students' writing test was measured in terms of content, organization, vocabulary, language use, and mechanic. The data were analysed by using Paired Sample t-test in which the significance was determined by sign <0.05.

The result of the research shows that students' writing in the post is higher than the pretest after they learn writing through guiding questions technique. It can be seen from the mean score of the pretest which was 63.81 and the posttest's mean was 72.26. The score increases about 8.46. also, the increase includes all aspects of writing, namely language use (3), vocabulary (2.39), content (1.68), organization (0.81), and mechanic (0.58).

The result of the computation shows that the value of two tailed significance is 0.000. It means H1 is accepted and H0 is rejected since 0.000 < 0.05. It proves that through the use of guiding questions technique in writing a recount text, students' score in the posttest is higher than the pretest.

Keywords: writing, recount text, guiding questions technique.

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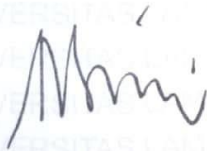
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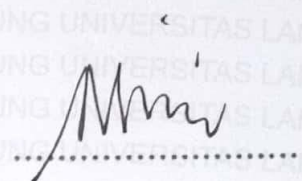The Department of Language and Arts Education

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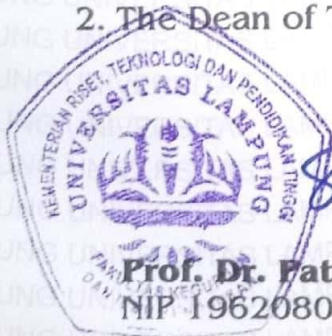1. Examination Committee

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CURRICULUM VITAE

Nuriasih was born in Rejosari Mataram, Central Lampung Regency on November 9th, 1996 as the only daughter of Rasidi and Suparmi and she has two older brothers, Edi Ismanto and Arif Arohim. She started her study at SDN 3 Rejosari Mataram in 2003. After graduated from elemantary schoo in 2009, she continued to study at Junior High School 2 Seputih Mataram and she was graduated in 2012. Then, she enrolled in Senior High Schoo 1 Seputih Mataram and finished her study in 2015. After the graduation, she passed *SNMPTN* program at English Education Study Program of Language and Arts Education, Facuty of Teacher Training and Education, University of Lampung.

During her study in the University, she was actively involved in *HMJPBS* and also English Society. From July to August 2018, she did *KKN* in Pugung, Tanggamusand she conducted *PPL* at State Vocational School 1 Pugung. To complete her study, she undertook a research related to students' writing ability through Guiding Questions Technique at Senior High School 1 Seputih Mataram in January to February 2019.

DEDICATION

This work is fully dedicated to:
1. Her beloved parents – Rasidi and Suparmi
2. Her brothers – Edi Ismanto and Arif Arohim
3. Her Almamater – Lampung University
4. Her friends in English Education Study Program
5. Engish Teachers

MOTTO

"The secret of getting ahead is getting started".

- Mark Twain

ACKNOWLEDEGEMENTS

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I. INTRODUCTION

This chapter indicates some points. They are background of the research, research questions, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background

According to the English Curriculum 2013, one of the goals of teaching English at senior high schools is to enable students to write texts in English. One of the texts the students need to master is a recount text. It is a kind of text which tells the writer's past experience. This indicates that writing has a crucial role in learning English. Furthermore, the English Competence in the curriculum requires the students to be able to compose written recount paragraph in a simple form. To do so, the students should be able to employ covert language, linguistic elements, and in accordance with the context. Consequently, the students should be able to develop their ideas by using English correctly. In other words, writing a recount paragraph requires complicated components of the target language as mentioned previously. This fact implies that writing is the most difficult skill of language.

Thus, it is important for the students to master this skill in order to they can express their idea and create a recount text cohesively based on the social function and generic structure of the text.

However, this objective is very hard to achieve. Most of the students' skills are far way from their learning target (Sukendar, 2012). It is supported by (Indah, 2018) that during Teachers Training Program (PPL) in SMPN 2 Negeri Agung, it was found that the students' writing achievement was still low. This can be seen from the results of students' writing that often consisted of some mistakes in vocabulary, grammar use, organization, mechanic, and also the ability of the students in expressing and developing their ideas. In addition, Diharyono (1990: 1) said that the students know or have the ideas what they are going to write, but they do not know how to put them into words. Finally they cannot build an effective sentence. Furthermore, the previous research conducted by Rianto (2010:51-52) indicated that students had some difficulties in writing class, such as to choose the appropriate words to make a sentence, develop the sentences into a paragraph, and elaborate their ideas well. The students also were not able to compose in a well-organized composition and also they made it in a poor language use.

Moreover, a research done by Kuswoyo (2011:38) showed that in the preliminary test, many students could not express their ideas smoothly in written form, although they had been given the topic to write and 90 minutes to develop the topic into narrative paragraph. The topic is students'experience. The difficulties

do not stop there, it also happens that when students have thought about what they want to write, they still do not know how to start it. Then, when they finally had written, it is often found that they can not link the ideas they have got into a coherent paragraph. In other words the students do not know what to write first and what to write last. They still have a problem with the organization.

In short, students' capability in writing still need to be developed due to the mistakes they often made in writing, such as inappropriate language use, inability in generating ideas and organization.

The students' low capability of writing happened due to a number of aspects. First, teacher seems to make priority on speaking rather than writing. This situation does not support the statement of Geyser (2007:1) that writing allows students sufficient time to process information whereas speaking doesn't. Writing is also an avenue for those 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' tendency can be found whether it is in writing or speaking. 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. Consequently, the students' writing does not develop as expected (Jayanti, 2015:2).

Second, according to Setiyadi (2007: 7.9), even though writing in the target language may involve the ability to shape the letters of the alphabet and the knowledge of the right combinations of letters, the real writing is the skill in expressing ideas through the written words of the target language, which is called composition. However, writing is a complex skill to be learnt. In writing, students have to face many difficulties such as lack of grammar understanding, lack of vocabulary, confused about the content, mechanic, and organization. Those difficulties are related to the aspects of writing. In addition, Byrne (1988:4) says that writing is difficult for most people both in mother tongue and in foreign language. The researcher assumes that the students are still confused in develop their writing. So, they need guidance in writing recount text to make them easier in expressing their ideas and also make their writing well organized.

In line to this problem, the teacher can make learning process in writing a paragraph to be more interesting. It can be done by applying some techniques in this process. One of some techniques which can be used is guiding questions technique. Raimes (1983: 101) asserts that guiding questions technique is used to allow the students a little freedom in structuring sentences or in their writing activity. Furthermore, guiding questions technique has some advantages. Faiz (2011) said that it can facilitate the teaching of writing to the students, so that the students will not be confused what they are going to write because they are guided to write by answering the questions related to the topic. Second, it can make their writing more coherent because they write the paragraph by following the questions. Moreover, the students will have a good organization while developing

the ideas since they pay attention with the questions (Marsya, 2018).

The previous research prove that guiding questions technique can be implemented in narrative text. The first is done by Jayanti (2015) in her research entitled *Teaching Narrative Writing through Guiding questions Technique at the Second Grade of SMA Negeri 1 Belitang*. This research was quantitative research which used One Group Pre-test Post test Design. The population was second grade students of SMA N 1 Belitang and class XI IPS2 consisting of 33 students was chosen randomly as the sample using lottery. The result of t-test computation showed that the tvalue was higher than t-table It means that the use of guiding questions technique could significantly increase students' narrative writing skill. The researcher concludes that the finding of this study has a positive influence in narrative writing. The aspect of writing that increased the most was language use with 16.76% increase. Meanwhile, the result of questionnaire showed that students' difficulties in writing mostly occurred in the language use aspect.

The second is a research done by Hariyanto (2018) who conducted the research at SMA Tamansiswa Teluk Betung Bandar Lampung at the eleventh grade to find out whether there is significant influence of using Guided Questions toward students' procedure text writing ability or not. The population of this research was the students of SMA Tamansiswa Teluk Betung Bandar Lampung at the eleventh grade. The writer used Guided Questions in Experimental class as a treatment and lecturing technique in control class. In collecting the data, the writer used instrument in written form. The writer did the post test to find out the students'

procedure text writing ability after conducting the treatment. After giving the post test, the writer analyzed the data by using independent sample t-test. To sum up, the use of Guided Questions toward students' procedure text writing ability had significant influence.

The next research entitled *Teaching Writing through Guiding Questions Technique to Improve Students' Writing Skill* by Firdani and Fitriani (2017) in their research. This research was aimed to examine whether students' ability in all aspects of writing can be improved by using Guiding Questions technique or not. Through random sampling, the writer took 21 out of 115 second grade students of MAN Darussalam Aceh Besar to be involved in this research. In this researh, it can be concluded that the use of Guiding Questions technique in teaching writing improves the students'writing performance. Moreover, out of all the writing aspects, content and organization are two of the highest improved aspects. Hence, Guiding Questions technique is recommended as a good technique in teaching writing.

The other research is *Guided Writing to Improve the Students' Writing Ability of Junior High School Students* by Ningsih (2016) also proves that Guided writing can overcome the problems in the teaching of writing found at MTs Almuna Samarinda. The setting of the research is the second grade students of MTs Almuna Samarinda. The result of study shows that Guided writing can overcome the problems in the teaching of writing found at MTs Almuna Samarinda. This cycle was successful because it reached the criteria of success. It is because by

using guided questions, the students can imagine the concept of ideas they are going to write on a piece of paper.

The result of those studies suggests that it is good to implement guiding questions technique in teaching of writing. Therefore, the researcher will try to apply it in writing a recount text. To justify the research questions of this research, the researcher uses those previous studies as a turning point for a better research. The difference between this research and the previous research lies on focus. Based on the statements above, the researcher is interested in investigating the study to apply guiding questions as a technique of teaching writing in improving students' writing in recount text at the first grade of senior high school.

1.2 Research Questions

The research questions of this research are formulated as follows :

1. Does students' writing in the post test increase after they learn writing through guiding questions technique?

2. Which aspect of students' writing in the post test increases the most after they learn writing through guiding questions technique?

1.3 Objectives

It is expected that the objectives of this research are :

1. To find out whether students' writing in the post test increase after they learn writing through guiding questions technique.

2. To find out which aspect of students' writing in the post test increases the most after they learn writing through guiding questions technique.

1.4 Uses

The uses of this research are formulated as follows :

1. Theoritically, it can be used as a contribution to the English teacher and researchers who are interested in conducting future research in the same field.

2. Practically, it can be used as an alternative technique in teaching writing recount text.

1.5 Scope

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

1.6 Definition of Terms

In order to avoid misunderstanding, the definitions of terms are provided as follows :

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

2. 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).

3. Guiding questions 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, objectives of the research, uses of the research, scope of the research and the definition of terms.

II. LITERATURE REVIEW

This chapter is concerned with the discussion on the definition of writing, aspects of writing, teaching of writing, technique in teaching of writing, guiding questions, guiding questions in teaching of writing, advantages and disadvantages of guiding questions technique, procedure of using guiding questions technique in teaching of writing, theoretical assumption and hypotheses.

2.1 Writing

Writing is a means of communication similar to speaking. Communication is not only achieved through speaking but it can also be through writing. In writing, a writer can communicate with the reader. He or she will express his or her ideas in the written form. As Tarigan (1987:2) states that writing is a language skill that is used in indirect communication. It can be said that the students can communicate their ideas, thoughts and feeling to the other through written form by putting them on a paper.

Another opinion comes from Raimes (1983) that there are some reasons why writing helps students to learn. The first reason is that writing reinforces the grammatical structures, idioms and vocabulary that the teachers have taught the students. Second, when the students write they also have chances to be

adventurous with the language, to go beyond what they have just learnt to say.

Nation (1990: 84) describes the process of writing is a way of bringing about improvement in learners' writing by providing help at the various stages of the process instead of focusing only on the finished product. This statement implies that writing is as a process, and it needs a kind of technique to enable the students that the aim is to improve their writing achievement. Hence, the existence of certain technique is needed to make the writing process valuable.

Referring specifically to the statements above, it can be inferred that writing is an activity where the writer can express the idea in a written form. In other words, writing is a process of expressing the ideas, thoughts and feelings of the writer by using a conventional system, such as letter, words and punctuation, so that the reader can understand the message of the information. Reasonably, the teacher should be able to help the students write a text easily.

2.2 Aspects of Writing

In writing, there are several aspects which should be considered by students in order to write well. The researcher will explain the aspects of writing according to Brown, Harris and Jacobs.

The first comes from Brown (2001: 15) who proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with

thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

In addition, Harris (1979: 68-89) also states that there are five aspects of writing. They are:

1. Content refers to the substance of writing, the idea expressed (unity).

2. Grammar refers to the employment of grammatical form and syntactic patterns.

3. Form refers to the organization of the content (coherence).

4. Style is related to the choice of structure and lexical items to give a particular tone or flavor to the writing.

5. Mechanic refers to the conventional devices used to clarify the meaning.

The last is Jacob (1981), he says that the aspects of writing consist of content, organization, vocabulary, language use, and mechanic. The definitions are as follows:

1. Content

This aspect refers to the substance of writing, the experience of main idea (unity). i.e, groups of related statements that a writer presents as unit in developing a subject. Content paragraph is related to convey ideas rather than fluffing special function of transition, restatement, and emphasis.

This also means that the transition of the paragraph is used to connect one idea to the next idea. Beside that, restatement is also used in content paragraph to state again or in a new form a message that is stated or declared; a communication (oral or written). Furthermore, emphasis is used to a special forcefulness of expression that gives importance to something singled out in oral or written paragraph.

2. Organization

This aspect refers to logical organizations of the content (coherence). It is scarily more than an attempt to piece together all collections of facts and jumbles ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

This aspect refers to the selection of words those are suitable with the content. It beings with the assumption that the writer wants to express the ideas as clearly and directly. Choosing words that express meaning is precisely rather than skew it or blur it.

4. Grammar

This aspect deals mainly with use of grammatical and synthetic pattern on separating, combining, and grouping ideas in words, phrases, clauses, sentences to bring out logical relationship in paragraphing writing. In paragraph, word is the smallest element that may be uttered in isolation with semantic or pragmatic content (with literal or practical meaning). Besides, Phrases may refer to any group of words, or one word. Furthermore, clause is the smallest grammatical unit

that can express a complete proposition. Sentence is a linguistic unit consisting of one or more words that are grammatically linked.

5. **Mechanic**

This aspect refers to the use graphic conventional of the language. i.e., the step of arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.

In this research, the writer will choose those aspects of writing which is stated by Jacob in evaluating the students writing score. They are content, organization, grammar, vocabulary, and mechanic.

2.3 Teaching of Writing

Teaching writing is teaching the students how to express the idea or imagination in written words (Finnonchiaro, 1964:129). However, to make the students' piece of writing better, the teacher should notice of some elements of writing including grammar, sentence organization, vocabulary and mechanic while helping them to express the idea in the process of teaching writing.

In relation to teaching writing, Harmer (1984:40) points out that there is certain particular consideration that needs to be taken account, such as sentence organization, paragraph arrangement and coherence.

In addition, Finocchiaro and Bonomo (1973:120) states that when we say writing we mean primarily the carefully guided marks on paper that we assist our students

in making unless we are teaching a course in creative writing or advance composition. Referring to the statement, it is reasonable for the teacher to guide the students learning writing to lead them to be more creative in expressing their ideas.

Another important thing that should be considered is that the students should exercise themselves to practice their writing in order to become accustomed to writing process. To make their writing more effective, the students have to follow some steps besides feedback and correction as some important stages in procedure of teaching writing.

There are three steps of writing that states by Edelstein and Pival (1988: 11):

1. Pre-writing

In pre-writing, the writer selects the general subject, restrict the subject, generate the ideas, and organize the ideas.

2. Writing

In this step, the writer sets the ideas in his minds into words, sentences, paragraph, on the papers.

3. Re-writing

The writer evaluates his/her writing: they are in part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission.

On the other hand, Crimmon (1983) points out that there are three stages of writing process. They are planning, drafting, and revising. The elements will be described as follows;

1. Planning

In this stage, the writer gathers information details or facts about the topic.

2. Drafting

In this stage, the writer arranges the information, facts or details that she/he has gathered in sentences of paragraph.

3. Revising

It deals with series of strategies designed to re-examine and to re-evaluate the choices that have created a piece of writing.

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, the 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.

It can be concluded that in writing there are some processes that should be considered in order to get a good piece of writing. The researcher applies pre-writing, drafting, revising, and editing (Mappe: 2000) as the teaching of writing.

2.4 Techniques in Teaching of Writing

In writing process, an idea is a very important part. In agreement with Peha (1995, p. 5) the idea is the goal of the writer when she or he wants to write something or express his or her thought, if there is no an idea it will not be a writing because writing appears due to the ideas. Therefore, the way to make the writing easier is

by using "invention technique" (Leki, 1998, p.20). According to Leki, there are some invention techniques that can help the students to find out the ideas before they begin to write, i.e. free writing, listing, WH-questions, clustering, looping, cubing and outlining.

1. Free writing

   Free writing is an individual activity for getting thoughts from students' head on to paper. The teacher asks the students to write what they think about the topic. (Elbow, 1998)

2. Listing

   Listing is faster than freewriting but operates on the same general principle. When you list, you write down everything that comes to your mind about your topic, but you do not write sentences. Instead, you write only words or quick phrases. Once again, you are trying to get down quickly as much information as possible. Listing is particularly useful for getting examples or specific information about a topic. This technique is also one of the most useful ways for wrters to get started again if for some reason their ideas dry up as they are writing a draft.

3. W-h questions

   When reporters write newspaper articles, they usually try to write the first sentence so that it will answer the following questions; who, what, when, where, why, and sometmes how. These questions can be used to generate ideas for your compositions as well. Asking questions like these may help you to clarify exactly what subject you are going to discuss in your composition. This technique, like listing, is also good for finding details about

your subject and for restarting your writing if for some reason you get blocked.

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. In relation to this, guiding questions technique is the fundamental query that directs the search for understanding. Traver (1998, p.1). It means that guiding questions technique is believed as a technique that can guide the students' ideas in writing process and also can help in finding out the ideas in writing. Meyers (2005, p. 2) said that questions can be one way to explore ideas in writing process. Therefore, guiding questions can help the students to generate the ideas in learning writing.

4. Clusters or branches

Smalzer (2005a, p. 80) said that a clustering technique is a way to generate ideas : an idea about the topic is written at the center of the page and then branches stem from the central box and more specific ideas are placed in them. Graphic organizers are another tool to organize ideas visually.

5. Looping

According to Leki (1995), looping is a prewriting technique which is similar to freewriting, but it is more focused. She states that,"Looping can help you focus your thoughts on a subject, find the core or center of your thoughts, and pinpoint a main idea on which to elaborate" (1995.28). To use this technique,

Leki mentions three steps of looping that writers can follow. To begin with, write down the subject you want to consider and write continuously for five minutes. As with freewriting, writers should not worry about grammar or punctuation. At the end of five minutes, read what you wrote. Then write down one sentence to summarise the essence of what is written. Next, begin a second loop by focusing on your summary sentence and writing continuously for another five minutes. After writing for five minutes, look for the main idea and summarise it in one sentence. Write that sentence down. Writers should follow the same procedure for their third loop. By the end of five minutes of writing, writers read the third text and summarise it in one sentence .Leki claims that, for most writers, the last sentence usually captures the gist of what they have to say on their topic (Leki, 1995).

6. Cubing

   Cubing involves looking at an ideafrom six different points of view, each representing one of the six sides of a cube. You will look quickly at your subject from these six angles so that you have several perspectives on the subject available to you. These angels are ; decribing, comparing, analyzing, associating, applying and arguing for or againsting the topic.

7. Outlining

   An outline is a structured method of exploring your thoughts on a subject. Outlining functions as a plan for writing. It is extremely helpful in dividing up big task of writing a formal paper into the much more managable task of writing small parts that will eventually make a unifield and organized whole.

2.5 Guiding Questions

Guiding questions technique is a technique in which used to guide the students to write something by giving some questions. The possibilities of the questions are given easy way of the students to write descriptive paragraph which related to the topic, in order to minimize the mistakes made by the students.

Robinson (1967: 2) defines guiding writing as "writing in which one cannot make serious errors as long as follows the directions. Byrne (1988: 25) supports this idea by saying the fundamental principle of guiding students in various ways toward a mastery of writing skill, and sometimes controlling what they write.

In additions, Byrne suggests that the teacher should consider more carefully what kind of guidance which the teacher 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 guiding 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, guiding questions technique is used to lead the students to write about something.

To encourage the learners to express their ideas, it seems to be good to use "open ended-questions" than "yes-no" questions" because those give 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 continuousness story as they answer the questions. "

In teaching writing recount text through guiding questions technique, the teacher is not enough just asking the students to write down recount paragraph based on the topic given. The teacher should give the students set of questions which the answer can lead them to construct recount paragraph. The answer of the questions will inspire the students' imaginations that lead to more powerfully creative paragraphs.

Dealing with the statement above, to make the questions and answers clearly, the characteristics of the questions should be attention by the teacher before create the questions is "*WH'* question. The teacher gives questions that related to the topic based on the assumption of the characteristic questions. This means that, when the teacher asks about *what and how* question, it will make the students to open their brain to create their ideas.

In short, guiding questions is a suitable technique to apply in teaching writing recount text. It is because the students can answer a lot of questions that are related to the topic. So, they can elaborate their answers well.

2.6 Guiding Questions in Teaching of Writing

In teaching writing recount text using guiding questions, three steps of the process of writing that is stated by Edelstain and Pival (1988:11) can be modified as follows:

1. Pre-writing

In this step, the teacher gives topics and series of questions related to the topic to the students in order to help them generates and organizes their ideas.

2. Writing

In this step, the students will be asked to answer series of questions that is given by the teacher. Answering series of questions will help them in putting on paper the ideas in their mind into words, sentences, paragraph and text.

3. Feedback

In this step, the teacher helps the students evaluating their writing in form of :

1. Correcting the content and the form
2. Correcting the vocabularies, punctuation and grammar
3. Correcting writing errors, words duplication and omission

It can be said that teaching writing is to teach the students how to express the idea or imagination in written words. Naturally the purpose of teaching writing is to help the students to express, organize and develop their ideas well in written form. Here, the role of the teacher is needed to guide and help them to express, organize and develop their ideas to make their pieces of writing better.

There are some of previous research which is done by the researchers.

The first is done by Jayanti (2015) in her script entitled *Teaching Narrative Writing through Guiding questions Technique at the Second Grade of SMA Negeri 1 Belitang*. This research was quantitative research which used One Group

Pre-test Post test Design. The population was second grade students of SMA N 1 Belitang and class XI IPS2 consisting of 33 students was chosen randomly as the sample using lottery. The result of t-test computation showed that the tvalue was higher than t-table It means that the use of guiding questions technique could significantly increase students' narrative writing skill. The researcher concludes that the finding of this study has a positive influence in narrative writing. The aspect of writing that increased the most was language use with 16.76% increase. Meanwhile, the result of questionnaire showed that students' difficulties in writing mostly occurred in the language use aspect.

The second is a research done by Hariyanto (2018) who conducted the research at SMA Tamansiswa Teluk Betung Bandar Lampung at the eleventh grade to find out whether there is significant influence of using Guided Questions toward students' procedure text writing ability or not. The population of this research was the students of SMA Tamansiswa Teluk Betung Bandar Lampung at the eleventh grade. The writer used Guided Questions in Experimental class as a treatment and lecturing technique in control class. In collecting the data, the writer used instrument in written form. The writer did the post test to find out the students' procedure text writing ability after conducting the treatment. After giving the post test, the writer analyzed the data by using independent sample t-test. To sum up, the use of Guided Questions toward students' procedure text writing ability had significant influence.

The next research entitled *Teaching Writing through Guiding Questions Technique to Improve Students' Writing Skill* by Firdani and Fitriani (2017) in their research. This research was aimed to examine whether students' ability in all aspects of writing can be improved by using Guiding Questions technique or not. Through random sampling, the writer took 21 out of 115 second grade students of MAN Darussalam Aceh Besar to be involved in this research. In this researh, it can be concluded that the use of Guiding Questions technique in teaching writing improves the students'writing performance. Moreover, out of all the writing aspects, content and organization are two of the highest improved aspects. Hence, Guiding Questions technique is recommended as a good technique in teaching writing.

The other research entitled *Guided Writing to Improve the Students' Writing Ability of Junior High School Students* by Ningsih (2016) also proves that Guided writing can overcome the problems in the teaching of writing found at MTs Almuna Samarinda. The setting of the research is the second grade students of MTs Almuna Samarinda. The result of study shows that Guided writing can overcome the problems in the teaching of writing found at MTs Almuna Samarinda. This cycle was successful because it reached the criteria of success. It is because by using guided questions, the students can imagine the concept of ideas they are going to write on a piece of paper.

Based on the previous researches above, it has been approved that guiding questions can be implemented successfully to teach writing.

2.7 Advantages and Disadvantages of Guiding questions Technique

The advantages and disadvantages of guiding of guiding questions technique are as follows :

1. The application of guided writing may enhance students' grammatical awareness and sentence structure knowledge of English, particularly at the lower levels of language proficiency.

2. The students will not be confused since they have a guidance to make a paragraph.

Despite guided writing's beneficial role in helping the students to produce written work with confidence, there is a disadvantage of guided writing :

1. The students sometimes only answer the question by having short answer. They do not have addition or supporting sentences which support the main answer.

2.8 Procedure of Using Guiding questions Technique in Teaching of Writing

Guiding questions is an activity in which the students are guided to express their ideas into the written form by giving them some questions related to the topic which is going to be written by the students in order to minimize the mistakes made by the students and to help them organize their ideas coherently as long as they follow the questions given by the teacher.

In teaching writing through guided questions, the researcher used the following procedures:

Pre-activity

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

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

3. Telling the students what they were going to learn and explaining to them how to write a recount text based on guiding questions technique.

Whilst activity

1. Giving students an example of recount text.

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

3. Introducing guiding questions as a tool to help students creating a recount text.

4. Giving the students 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 to imagine the situation.

6. Asking the students to express their imagery in the best words to create 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.

2. Asking the students' to revise their writing.

3. Collecting the students' works.

2.9 Theoretical Assumption

Guiding questions technique is an effective way to be used in teaching paragraph writing like recount text since the list of questions guide the students to avoid serious errors as long as they follow the direction and answer the questions given before writing.

From the explanation above, the researcher assumes that guiding questions technique can help the students in producing recount text. The reason is because 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. By using guiding questions technique, the students will also have different answers or opinions while they answer a list of questions about a ccertain topic. Besides, the students will write recount text in the correct grammar, organization, content, mechanics, and vocabulary.

Based on the statement above, the researcher assumes that students' writing improve after they learn writing through guiding questions technique.

2.10 Hypotheses

Based on the theoretical asumption above, the researcher formulates hypothesis as follows :

1. Students' writing in the post test increases after they learn writing through guiding questions technique.

2. Content is the aspect of students' writing in post test increases the most after they learn writing through guiding questions technique

These are the explanations about some theories related to the research. The theories will be used as references to conduct the research.

This chapter has explained about the definition of writing, aspects of writing, teaching of writing, technique in teaching of writing, guiding questions, guiding questions in teaching of writing, advantages and disadvantages of guiding questions technique, procedure of using guiding questions technique in teaching of writing, theoretical assumption and hypotheses.

III. METHODS

This chapter explains about research design, data sources, instruments, validity, reliability, procedure of data collection, data analysis, data treatment and hypothesis testing.

3.1 Design

In this research, the researcher conducted quantitative research based on pre experimental method. This study applied o*ne-group pretest-post test design of preexperimental design* (Setiyadi: 2006). In this research, the students were given pretest before treatment to find out the students' initial ability and they were given post test after treatment. The reseacher used one class as the sample of the research. It can be illustrated as follows:

T1 X T2

T1   : pre-test

X   : treatment (using guiding questions technique)

T2   : post-test

The research was conducted for five meetings. Each meeting took two lesson hours (2x45 minutes). The first meeting was pre test session, then the next day was the treatment for the students which was conducted three times and the last day was post test. The pre test was done to find out the students' basic ability in writing recount text before the treatment. Then, treatments were done to guide the students in writing recount text. The last, post test was done to find out the students' increase in writing recount text. It was also to make sure that guiding questions can be used to increase students' writing, especially in writing recount text.

3.2 Variables of The Research

Variable is a character of a group of people, their behavior, or the variant environment of one individual to others (Setiyadi, 2006:201). Besides, in order to assess the influence of the treatment in research. A variable could be classified according to how they are measured and their functions in the research. There are two variables, they are, dependent variable and independent variable. Dependent variable is a variable that the researcher observes and measures to determine the effect of the independent variable. Whereas independent variable is the major variable that a researcher hopes to investigate. Based on the explanation above, variables of the research can be seen that:

1. Student's writing in recount text is as dependent variable (Y) because this variable is observed and measured to determine the effect of independent variable.

2. Guiding questions technique is as independent variable (X) because this variable can influence or have effects to the dependent variable.

In conclusion there are two variables in this research. They are student's writing in recount text is as the dependent variable (Y) and guiding questions technique is as the independent variable (X).

3.3 Data Sources

Data sources were from population and sample which were necessary in a research. The researcher did the research in SMAN 1 Seputih Mataram, a senior high school level. While the population and sample of the research were the students of the school.

3.4 Instruments

To figure out whether the objective of the research had been achieved or not, the researcher used research instrument. The instrument of this research was tests. There were pretest and post test. In the first meeting, the researcher gave the students pre test and for the last meeting after the treatment was post test. The tests asked the students to write recount text based on the situation which had been given by the researcher. In addition, the students had to choose the same topic in the pre test and post test. For the pre test and post test, students had to write at least 100 words. Both tests take 90 minutes.

3.5 Validity and Reliability

In this section there are two parts which will be discussed further, they are validity and reliability.

3.5.1 Validity

Validity is a matter of relevance. It means that the test measures what is supposed to be measured. To measure whether the test has a good validity, the researcher analyzed the test from content validity and constructs validity. Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity the material given is suitable with the curriculum 2013. Furthermore in the research, the researcher uses recount text writing test that is supposed to be comprehended by the first of senior high school students. The test is considered as valid in content validity since the test of writing constitutes a representatives sample of the language skill and structure and also the material is 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, 1985:83). In this research, the researcher administers a writing test and the technique of scoring the students' writing is based on the five aspects of writing; they are content, organization, vocabulary, language use, and mechanic.

3.5.2 Reliability

Reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. To ensure the reliability of scores and to avoid the subjectivity of the researcher, the researcher uses inter-rater reliability. Inter-rater reliability is used when score on the test are independently estimated by two or more judges or raters. In this research, the first rater is the researcher and the second rater is an English teacher at the school. Before scoring the students' recount text writing, it is important to make sure that

both raters use the same criteria of scoring. Hereby, the first and the second rater will use scoring criteria devised from Jacobs et al (1981: 90). To measure how reliable the scoring is, this study will use *Rank – order Correlation* with the formula:

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

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 will be analyzed with the standard of reliability as follows:

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. 5. 0.0000 – 0.1900   : very low reliability

After calculating the result of the students' recount text writing, the researcher calculated the data by using the formula above (Appendices 9 and 10).

The result of the reliability could be seen in the following tables:

Table 3.1. The Result of Reliability

Reliability	Pretest	Post test
	0.961	0.968

Based on the result of reliability of the pretest and the postest, it can be concluded that the reliability of the inter-rater is very high.

3.6 Procedure of Data Collection

The procedures of the research are as follows:

1. **Determining the population and sample**

The researcher chose SMAN 1 Seputih Mataram as the population in this research. The researcher took one class as the sample. X MIA 3 was chosen as the sampel.

2. **Selecting the materials**

The researcher provided some topics for the pre test.

3. **Administrating the pre-test**

The students were asked to make a recount text by considering the situation given by the researcher. It took 90 minutes.

4. **Conducting the treatments by using guiding questions technique**

In the treatments which were given three times, guiding questions technique was applied as a guidance for the students to write a recount text. The researcher explained the objective of the instruction, social function and generic structure of recount text and aspects of writing a good text.

5. Administrating the post test

Post-test was administered to find out the improvement of the students' ability achievement in writing a recount text after having the treatments. The test was the same as in the pre-test.

6. **Scoring the students' writing**

Scoring the students' writing was done after conducting the post test. In this step, the students' writing was scored based on the five aspects of writing. The five aspects are content, organization, vocabulary, grammar and mechanic. In scoring, the researcher used two 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 result of the pre-test and post test were compared to find out whether students' writing in post test score higher than in pre test after they learn writing through guiding questions technique and which aspect of writing in the post test will score the highest than in pre test after they learn writing through guiding questions technique.

3.7 Scoring Criteria

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

The criteria of scoring system were based on the rating sheet from Jacob (1981) as can be seen below:

Table 3.2. The Scoring Criteria

Aspects of writing	Score	Criteria
Content	30-27	**Excellent to very good:** knowledgeable; substantive; thorough development of thesis; relevant to the assigned topic.
	26-22	**Good to average:** some knowledge of the subject; adequate range; limited development of thesis; mostly relevant to the topic, but lacks detail.
	21-17	**Fair to poor:** limited knowledge of the 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 / supported; succinct; well-organized; logical sequencing; cohesive.
	17-14	**Good to average:** somewhat choppy; loosely organized but main ideas stand out; 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 enough to evaluate.
Vocabulary	20-18	**Excellent to very good:** sophisticated range; effective word / idiom choice and usage; word from mastery; appropriate register.
	17-14	**Good to average:** adequate range; occasional errors of word / idiom form, choice, usage *but meaning not obscured.*
	13-10	**Fair to poor**: limited range; frequent errors of word / idiom form, choice, usage; meaning or obscured.
	9-7	**Very good:** essentially translation; little knowledge of english vocabulary, idioms, word form; or not enough to evaluate.
Language Use	25-22	**Excellent to very good**: effective complex constructions; few errors of agreement, tense, number, word order / function, articles, pronouns, preposition.
	21-19	**Good to average:** effective but simple constructions; minor problems in complex constructions; several errors in agreement, tense, number, word order / function, articles, pronouns,

		prepositions *but meaning seldom obscured.*
	17-11	**fair to poor:** major problems in simple / complex constructions, frequent errors of negation; agreement, tense, number, word order / 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 or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; or not enough to evaluate.
Total score		

3.8 Data Analysis

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

1. Scoring the pre-test and post-test

2. Finding the mean of the pre-test and post-test using this formula:

$$M\,d = \frac{\Sigma}{N}$$

     Md   = mean

     Σ = total score of the students

     N   = number of students

3. Drawing conclusion by comparing the means of the pre-test and post-test.

3.9 Data Treatment

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

3.9.1 Normality Test

The purpose of composing the normality test was to find out whether the data were 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 are:

H_0 : The distribution of the data is not normal

H_1 : The distribution of the data is normal

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

3.10 Hypothesis Testing

Then the result of t-observed or t-value will be compared with the result of the t-table to determine whether the alternative hipothesis can be accepted or not.

The hypotheses are as follows :

H_0 : Students' writing in the post test does not increase after they learn writing through guiding questions technique.

H_1 : Students' writing in the post test increases after they learn writing through guiding questions technique.

The criteria for accepting the hypothesis are as follows:

H_0 would be accepted if the significant value is higher than 0.05 (Sign. > 0.05).

H_1 would be accepted if the significant value is lower than 0.05 (Sign. < 0.05).

This chapter has discussed about research design, data sources, instruments, validity, reliability, procedure of data collection, scoring criteria, data analysis, data treatment and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use guiding questions technique as an additional step in teaching writing and for those who want to conduct similar research.

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, guiding questions technique can increase students' writing skill and it also improves the students' skill in five aspects of writing namely: content, organization, vocabulary, language use and mechanic. In addition, the language use has the highest score than the other aspect. It is because reconstructing the answer of questions makes their writing well organized.

5.2 Suggestions

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

1. **Suggestions to the teacher**

   a. Since guiding questions technique can improve students' recount text writing ability, the teacher should apply it in writing class to develop their ideas to write.

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

2. **Suggestions to Other Researchers**

   a. In this research, the researcher only focused on the increase of students' recount text writing ability. The researcher suggests other researchers to find out the effect of guiding questions technique in other skills such as reading, listening and speaking.

   b. Other researchers also can try to find out other types of texts besides recount text, for example: procedure text, hortatory and news item text.

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

This chapter presents the conclusion of the research and also the suggestions for English teachers and other researchers who are interested in conducting future research in the same field.

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