

II. FRAME OF THEORIES

This chapter contains the theories which support the script. It includes the theories of Writing, Aspects of Writing, Recount Text, Guided Writing, Guided Writing in the Form of Guiding Questions, Teaching Writing, Teaching Recount Text through Guiding Questions, Advantages and Disadvantages of Using Guiding Questions, and also the Procedures of Teaching Recount Text through Guiding Questions Technique. The clear explanation of each term is as follows:

A. Notion of Writing Skills

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 letter, 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 by 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 these statements, it can be inferred that writing refers to a process in which its activities are not produced immediately. The writer must think first about the topic, try to know the topic and find some information about the topic. Writing involves some efforts such as trying, selecting, adding, revising, and rearranging the words or the sentences that have been written. And Guided Writing Technique can be used for helping the students develop their ideas.

Finocchiaro and Bonomo (1973:120) give the definition of writing as follows:

“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 advanced composition”.

Based on the definitions above, the researcher defines writing as an activity in which a person expresses his ideas, thought, expressions, and feelings which is used for communicating to the readers in the form of written words.

Murcia (1978: 129) says that there are principles of writing in order to write. They include what to say, how to sequence what to say, and how to express what was said. Based on this statement, it can be said that in writing students must be able to express their idea and sequence it in good order.

In writing, it is important for language learners to know syntactical structure of a paragraph that consists of words, phrase, clause, and sentence. Each of them can be elaborated in detail as follows:

1. Word: it is both a combination of letters and a symbol for an object, action, or intention. Thus, in grammatical terms, a word can consist of more than one set of letter combinations. For example, *Paul Jefferson* is one word because the two sets of letter combination refer to one item. Likewise, *the union of soviet socialist* is one word.
2. Phrase: a group of words that does not contain both a subject and a verb and that function as a single part of speech, such as a noun, adjective, or adverb.
 - Water entered *through the hull*. (*prepositional phrase functioning as an adverb*)
 - The lookouts *scanning the ocean* did not see the iceberg until it was too late. (*participle phrase functioning as an adjective*)
 - The crew fire flares *to signal other ships*. (*infinitive phrase functioning as an adverb*)
 - Spotting an iceberg is more difficult in calm seas than in choppy seas. (*gerundial phrase functioning as noun*)
3. Clause: A series of words that contains a subject and a verb. An independent clause can stand as a complete sentence; a dependent clause need to be attached to an independent clause. For instance:
 - Independent clause: *the election will be held on November 2.*

- Dependent clause: *While the voters do not like to go out on a cold day.*
(Notice that this clause is not complete; therefore it cannot stand as a complete sentence. Thus, it is a sentence fragment.)

Corrected fragment: *while the voters do not like to go out on a cold day, it is still necessary that all Americans vote.*

4. Sentence: the kind of sentence is determined by the kind of clauses used to form it, there are basically four kinds of sentences in English there are:

- A simple sentence is an independent clause. For example: *I enjoy playing tennis with my friend every weekend.*
- A compound sentence is two or more independent clauses joined together in any one of three ways. There are:
 - By coordinating conjunction: *I enjoy playing tennis but I hate playing golf.*
 - By a sentence connector: *I enjoy playing tennis; however, I hate playing golf.*
 - By a semi colon: *I enjoy playing tennis; I hate playing golf.*
- A complex sentence is the combination of an independent clause and a dependent clause. The two clauses may be in either order. For example: *I hate golf although I enjoy playing tennis.*
- A compound complex sentence is combination of two or more independent clause and one or more dependent clause. For example: *I hate playing golf, but I enjoy playing tennis even though I am not very good at it.*

Thus, it can be inferred that syntactical patterns of the language expressed the paragraph that is very important to master by language learners. It is, theoretically, the basic elements of writing skills before they can express their feeling, emotion, and ideas in written form.

B. Aspects of Writing

In writing process, the writer can be said successful if their writing contains some aspects of writing. According to Jacob et al (1981: 90) there are five aspects of writing, namely:

1. Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.
3. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
5. Mechanic refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

In addition, Harris (1979: 68-89) also stated 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. Vocabulary refers to the selection of word those are suitable with the content.
5. Mechanics refers to the conventional devices used to clarify the meaning.

In this research, the concepts proposed by Jacob et al are applied accordingly because these concepts are fairer in scoring each aspect of writing as they are elaborated in the next parts.

To be clearer, here is the example of recount text that reflects five aspects of writing:

Last holiday, I visited Vredeborg Fortress with my whole family. We went there by car. It was easy for us to reach the place because this building lies in the center of the Yogyakarta city.

Arriving at the place, my father parked our car in a provided parking lot which is quite large. This area is only to park motorcycles and cars. Especially for busses, the parking area is located two hundred meters from the fortress. Soon, I got out of the car and walked to the fortress. I couldn't wait to see what inside the building was.

Then, my mother bought entrance tickets for all of us. The ticket was quite cheap. My mother only had to pay ten thousand rupiah for four tickets. Directly, we all entered the place. There were some security officers who welcomed us and all the visitors warmly.

First of all, I saw information boards showing the directions how to go to certain rooms, like the rooms for displaying heirlooms and the audio visual room. I also noticed two statues of our heroes and two old canons. Many visitors were taking photographs there so I decided to do so.

After that, I went to the room for displaying heirlooms. I was interested to see some pictures portraying the Indonesian struggle against colonialism. Not far from there, there were the statues of Prince Diponegoro and the Dutch when they did a negotiation. To see all of them, soon I realized how hard our heroes fought for and defended the independence.

I spent almost three hours to go around the compound of Vredeborg fortress. I did enjoy my day there. So did my parents and my little sister.

(Adopted from Smart Steps book for Junior High School)

Referring to the example above, the reader can identify the five aspects of writing in term of recount text. First is content. Content refers to the substance of recount text writing. Content provides the unity. The unity can be identified by seeing the topic sentence and controlling idea. Each sentence in a paragraph should relate the topic and develop the controlling idea. Here, the topic sentence in the first paragraph is “*Last holiday, I visited Vredeborg Fortress with my whole family*”.

And the controlling idea is “*We went there by car. It was easy for us to reach the place because this building lies in the center of the Yogyakarta city*”. The topic sentence reflects the entire paragraph. In short, the paragraph is unified.

The second is organization. The term organization contains the sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. The text above is logically arranged because it depends on the generic structures of recount text. Smooth flow refers to how well one idea or sentence leads into another. Smooth flow can be achieved through combined sentence and through the use of certain expression called transitions, which provide the links between ideas. Some transitional expressions include for example, *then, first of all, after that*. These bridge the gaps between the paragraphs. Some of the sentences have been combined as well. Combining sentences and adding transitions make the ideas and sentences easier to follow.

Third is vocabulary. According to Jacob et al, vocabulary refers to the selection words those are suitable with the content. The word choices used in the text above communicate effectively and make favorable impression on the reader for instance: the word “*visiting, parking, entrance, ticket and so forth*”

Fourth is language used. Language used is identified from the construction of well-formed sentences. All the sentences that are used in the text above are grammatically correct and understandable. For example: “*my mother bought entrance tickets for all of us*”

The last is mechanic. Mechanic refers to spelling, punctuation, and capitalization. The paragraph above uses necessary and appropriate spelling i.e. Family (f-a-m-i-l-y), punctuation (comma and full stop) and capitalization (the first letter at the beginning sentence and name of the place)

Referring to the above ideas, it can be concluded that in order to have a good writing in the term of recount text, the text should contain some aspects of writing they are content, organization, vocabulary, language use, and mechanic.

C. Characteristics of Recount Text

Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain.

All recounts reconstruct the past, but the purpose, audience and focus will vary according to the form used. Many reluctant readers or writers find this text type accessible and manageable because it is generally based on fact rather than fiction.

Recounts generally follow a similar structure, but the students should be guided by the purpose for an audience of their text in their use of the following structure:

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 give 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 detail needed.

2. Series of 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 depend 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) in Miranti (2008:16), there are five types of recount text, they are:

1. Personal Recount

Telling about activities whereas the writer or speaker involves or do by her or himself (e.g. oral anecdote, diary entry) use the first pronouns (I, we).

Personal responses to the events can be included, particularly at the end.

Details are often chosen to add interest or humor.

2. Factual Recount

Record the particulars of an incident (e.g. report of science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as a historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievement.

This type uses the third person pronouns (he, she, it, and they). Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending describes the outcomes of the activity (e.g. science experiment). Details of time, place and manner may need to be precisely stated (e.g. at *2.45 pm.*, between *Pandawa street* and *Antasari street*, the man drove at 90 km/h). The passive voice may be used (e.g. the

beaker *was filled* with water), it may be appropriate to include explanations and justifications.

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.

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

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.

From five types of recount text above, the focus of the research is personal recount since it retells the activities whereas the writer or speaker involves or do by her or himself.

Language features that are used in Recount text 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, "This great tennis player will no doubt win many more tournaments".
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 top of the hotel’, are used to indicate specific times and places.
8. Specific participants (nouns and pronouns, such as Mt Stromlo Observatory, William Wallace provide detail and credibility.

Here is the example of recount text:

Last Holiday to Kuta Beach

Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach. We choose Bali because we thought that Bali was the most beautiful place and it was the island of the God.

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach.

Next day, I swam on the beach and dived under the sea. The view was very beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea. On the last day, I sunbathed in the beach like other tourists. Then, my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

And here is the organization of the recount text:

Last Holiday to Kuta Beach

Orientation:

Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach. We chose Bali because we thought that Bali was the most beautiful place and it was the island of the God.

Series of events:**Event 1:**

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach.

Event 2:

Next day, I swam on the beach and dived under the sea. The view was very beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea.

Event 3:

On the last day, I sunbathed in the beach like other tourists. Then, my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

Re-orientation:

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

Apparently, recount text has some aspects of writing skills such as introduction as seen in the orientation, supporting details reflected in the series of events, and then conclusion as seen in re-orientation.

D. Guided Writing

Paulston (1976: 205) states that guided writing means the using of certain control in pattern drills in which the students are helped to produce a correct composition. At the stage of guided writing, the students will be given some freedom in selecting language items and structural pattern in their writing exercises.

Dealing with the statement above, in guided writing, students will not make a serious error as long as they follow the directions. They are helped to avoid of

making mistakes in writing because the way of guided writing means the using of certain direction to the students before they start the writing process. David Hornsby (2000) outlines two different ways that guided writing can be managed. Each approach has a different main purpose.

1. One or two sessions may be planned for small groups of students who need assistance with specific writing skills.
2. Many sessions, building upon shared reading and writing of a particular genre are planned. Firstly, the students are immersed in the genre during reading. Secondly, they compose a text in that genre during shared or interactive writing. Finally, they are guided to write their own text in that genre.

According to Reid (1993), there are three types of guided writing exercises in widely used textbook:

1. Guided writing in the form of model composition

In this type, students are given a model text that has the same topic with students' writing task. Students can follow the model text but should change all information that is not suitable with them.

For example;

Model text

There are four session in New York City. The names of the seasons are winter, spring, summer, and autumn. In the winter it is very cold and windy, and in the summer it is very hot and humid. The weather in the spring and autumn, however, is very pleasant. For

many people these are the only times that the climate is comfortable. There is one thing certain about New York weather. It never stays the same. Like the woman, it is very changeable.

Instruction

Please write your own writing task. You can follow the model text but you should change all information that is not suitable with you.

2. Guided writing in the form of guiding questions

This type gives some opening comprehension question to the students to bridge them to the topic of their writing task. Students can make an outline based on their answer, and then they should create their writing task based on their outline. For example;

Guiding questions:

- How many seasons are there in New York City?
- What are the names of the season?
- How is the weather in the winter?
- How is the weather in the summer?
- What is certain about New York weather?

Instruction

Answer those questions and make an outline based on your answer. And then, you can write your own writing based on your outline!

3. Guided writing in the form of guided vocabulary

This type of guided writing pushes the students to write some vocabularies related to the topic of their writing task. Students can make a list of those vocabularies and develop those vocabularies into sentences. For example;

List of vocabularies

- It is fair
- It is sunny
- It is mild
- It is warm
- It is cool
- It is windy

Instruction

Please develop those vocabularies into sentences to support your writing!

Obviously, the three types of guided writing above, in this research, the researcher uses guided writing in the form of guiding questions since it requires to the recount text writing type.

E. Guided Writing in the form of Guiding Questions

A guided writing is used for guiding a learner to write something. One of the possibilities for a guided writing is by giving the learner some questions as guide

before writing, so that by answering the questions the students can express the idea in writing.

Robinson (1967: 2) defines guided writing as writing in which one cannot make a serious error so long as he follows directions. From this statement, if it is applied in the classroom context, it seems that the guide is used to avoid a serious error made by the students and the condition is that they should follow the direction.

Byrne (1988: 25) support this idea by saying

“...the fundamental principle of guiding them in various ways toward a mastery of writing skills, and sometimes controlling what they write, is not one we can lightly dismiss...”

In addition, Byrne suggests that we should consider more carefully what kind of guidance we should give them, particularly in relation to the various problems they have when writing. Based on this idea, the writer assumes that one of the possibilities to be used as a guided writing is by giving guiding questions so that by answering the questions, the students can write something easily.

This idea is advocated by Victoria University of Wellington, Communication Service Section (1992: 106) by stating:

“In some guided tasks, the guidance comes through questions...questions can be asked or answered in the first language. The questions can also be asked by means of pictures and diagrams...there is a wide variety of questions forms and types”.

This is added by Rivers (1964: 262) by saying

“...a series of questions may be constructed that the students writes a continue recounts as he answers them”.

Based on the explanations above the researcher concludes that guided writing in the form of 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

F. Teaching Writing

Teaching is showing or helping someone learn how to do something providing with knowledge, causing to know or to understand (Douglas, 1987: 7). Relating to the teaching foreign language, Lado (1959: 125) states that simply the goal of teaching a foreign language is the ability to use it, to understand the speech and of its native and target culture in terms of their meaning as well as their great ideas in achievement.

Teaching writing is to teach the students how to express the idea or imagination in writing form. In order to be successful in writing, in which the material presented, is relevant to their needs, interest, capacities, and ages until they are able to make a composition with view or even no errors (Finnochiaro, 1964: 129)

Referring to the statement above, it is clear that in writing the teacher should guide the students to write or how to express the ideas in writing form. In practicing their writing, they have to follow the steps to make their writing more effective. The writing process can be summarized as follows:

1. Pre-writing

In pre-writing, the writer selects the general subjects, restricts the subjects, generates the ideas, and organizes the ideas.

2. Writing

In writing, the writer sets on paper the ideas in her or his mind into words, sentences, paragraph and soon.

3. Rewriting

The writer evaluates her or his writing; they are: correcting the content and the form, correcting the vocabularies, punctuations, and grammar, correcting writing errors, word duplications, and omission.

(Edelstein and Pival, 1998)

From the process of writing above, guided writing in the form of guiding questions plays the important roles in the three stages of writing. As stated by Yuwono (1994: 16) that in order to be successful in writing, the English teacher should guide the students when composing their writing.

G. Teaching Recount Text Writing through Guiding Questions

In relation to teaching writing, Harmer (1984: 40) in Juwitasari (2005: 13) points out that there is certain particular consideration that needs to be taken into account, such as sentence, organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing skills including grammar, sentence organization, vocabulary, and mechanic. In other words, teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form.

In writing, there are several methods of developments that are commonly used to present written materials. Here, the writer is interested in using Guided Writing technique in the form of guiding questions in making or developing recount text. Because sometimes by answering the questions given before writing, the students are helped to discover details that should be put in their writing paper when they get stuck with their writing paper. It is supported by Bramer and Sedley (1981: 24), who say that asking then answering the questions is a good method to discover details of experience. It is also one of the best ways to discover ideas; it is useful in narrowing down a broad subject to a manageable topic and in discovering what to say about the topic.

When the students write a recount text, it means that they recount an event or an experience or can be the story from their experience or somebody else's

experience. When narrating the story or experience, they must be able to arrange the sentences coherently in order to make the story easy to follow.

The Guided Writing technique in the form of guiding questions will provide the students' preparation with the information, the facts, and the details about the subject before they begin to write. If the students follow the questions well, they will make their story flow coherently. Of course, not all the questions will be relevant to every topic. We must be able to choose the most suitable questions to develop the topic from the questions that we have made.

H. Advantages and Disadvantages of Using Guiding Questions

In using a technique, there must be the strength and the weakness. The advantages and disadvantages of using guided writing in the form of guiding questions are as follows:

1. The Advantages of Using Guiding Questions

- It can minimize mistakes by the students when they write.
- 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.
- It allows the students to consider topic when planning their writing.
- Students do not only learn by themselves but also they can share their knowledge to their friends during the writing process.

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

2. The Disadvantages of Using Guiding Questions

- It may be difficult to apply the guided writing process in a big group of students.

I. Procedures of Teaching Recount Text through Guiding Questions

In teaching recount text through guided writing in the form of guiding questions, the teacher follows the following procedures:

1. Pre-writing Activity

- The teacher explains what recount text is and also explains parts or generic structures that the students must write in a paragraph.
- The teacher chooses or has the students choose by themselves the topic to write about.
- The teacher gives the students some questions related to the topic
- The teacher gives an example of the recount text based on the questions as the model for the students.

2. Writing Activity

- The teacher asks the students to write their own recount text.

- The students begin to write a recount text by answering the questions given.
- While the students are writing, the teacher moves among them, gives assistance and guidance as required.

3. Re-writing Activity

- Collecting the students' work, monitoring and marking their work one by one right away; writing his comment and suggestion underneath.
- The teacher asks the students to do their final revision and collect their work.

J. Theoretical Assumption

One factor that obstructs the students from knowing how to write correctly and appropriately is the medium, which is used by the teacher. Guided writing in the form of guiding questions is medium that can be used to teach recount text.

Through guiding questions, the students are helped to avoid serious errors as long they follow the direction and answer the questions given in before writing. By using guiding questions, the students are also helped to focus the idea that they want to write and to link sentences into coherent ideas in the target language.

From the explanation above, the researcher assumes that guided writing in the form of guiding questions can produce good recount text writing as long as the

students answer the question well and it also can develop all aspects of recount text writing; content, organization, vocabulary, language used, and mechanic.

K. Hypothesis

Concerning to the theories and the assumption above, the researcher would like to formulate hypothesis that there is significant difference of the students' recount text writing ability in terms of content, organization, vocabulary, language used, and mechanic aspects after being taught by using guiding questions technique.