



THE EFFECTIVENESS OF GUIDED WRITING FOR TEACHING WRITING RECOUNT TEXT

(A Quasi-Experimental Study at the Eighth Grade Students of SMP N 1 Tulis in
the Academic Year of 2014/2015)

a final project

submitted in fulfillment of the requirements

for the degree of *sarjana pendidikan*

Dian Ayu Titisari

2201411037

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY
2015**

APPROVAL

This final project has been approved by the Board of examiners of the English Department of the Faculty of Languages and Arts Semarang State University on October 2015.

1. Chairman

Drs. Agus Yuwono., M.Si., M.Pd.
NIP.196812151993031003

2. Secretary

Rini Susanti Wulandari, S.S., M.Hum.
NIP. 197406252000032001

3. First Examiner

Rohani, S.Pd., MA.
NIP. 197903122003121002

4. Second Examiner as Advisor II

Yulianti, S.Pd, M.Pd., M.Ed.
NIP. 198607022012122001

5. Third Examiner as Advisor I

Drs. Laurentius Elyas Nugraha, MA.
NIP. 195207231980031004

Approved by

The Dean of Faculty of Languages and Arts



Prof. Dr. Agus Nuryatin, M.Hum
NIP.196008031989011001

DECLARATION OF ORIGINALITY

I, Dian Ayu Titisari, hereby declare that this final project entitled *The Effectiveness of Guided Writing for Teaching Writing Recount Text (A Quasi-Experimental Study at the Eighth Grade Students of SMP N 1 Tulis in the Academic Year of 2014/2015)* is my own work and has not been submitted in any form for another degree or diploma at any university of other institute or tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, October 2015



Dian Ayu Titisari

MOTTO AND DEDICATION

Verily, along with every hardship is relief.

(Al Insyirah : 5)

To :

My Truly Heroes (Bapak&Ibuk)

My Dear Sister (Indah)

My Special One

My Beloved Friends (Eri, Chas, Fitri, Febri)

All My Friends

ACKNOWLEDGEMENTS

First and foremost, I would like to praise Allah the Almighty, the Most Gracious, and the Most Merciful for the blessing given to me during my study and in completing this final project. Many people have a great deal in completing this final project. Therefore, in this occasion, I would like to express my gratitude to them.

I would like to express my sincerest gratitude and appreciation to Drs. Laurentius Elyas Nugraha, MA, as the first advisor who has given his valuable guidance, advice and encouragement so I could complete this final project. I also show my deepest gratitude to the second advisor, Mrs. Yuliati, S.Pd., M.Pd., M.Ed., who has given criticisms, corrections, comments, and suggestions. My great honor is extended to all lecturers and staff of the English Department for the priceless knowledge, lessons, and help they have given to me in making and completing this study.

Furthermore, my special thanks go to the principal of SMP N 1 Tulis, Mr. Edi Kuncoro, S.Pd., who has given an opportunity and permission to conduct the study in his school; Drs. Sumarlan, M.Pd., as the English teacher who has guided and helped me during the research, and also the students of VIII A, VIII F and VIII D for their participation in completing my final project. I dedicate my biggest thank to my beloved parents and my sister for their endless support with prayers and love. Also, huge thanks to my dear and my best friends in the English Department : Kasanah, Eri, Febri, Fitri for every single moment of joy and sorrow we cherished together.

I realize, there are many weakness in this final project, therefore, suggestions and criticism are always needed for the betterment. Finally, I have a great expectation that my study will be beneficial and useful for anyone who is interested in reading this final project.

Semarang, October 2015

A handwritten signature in black ink, consisting of a large, stylized 'D' followed by several vertical strokes and a horizontal line at the bottom.

Dian Ayu Titisari

ABSTRACT

Titisari, Dian Ayu. 2015. The Effectiveness of Guided Writing for Teaching Writing Recount Text (A Quasi Experimental Study at the Eighth Grade Students of SMP N 1 Tulis in the Academic Year 2014/2015). Final Project. English Education. Faculty of Languages and Arts. Semarang State University. First Advisor: Drs. Laurentius Elyas Nugraha, MA, Second Advisor: Yuliati, S.Pd., M.Pd., M.Ed.

Key words: guided writing, teaching writing, recount text

The aim of the research is to investigate whether guided writing is effective to be used in teaching writing recount text. There are two hypotheses in this research; working hypothesis (H_a) and null hypothesis (H_o). The working hypothesis says, "The eighth grade students taught with guided writing technique gain significantly better mastery of writing recount text than students taught with conventional method". Meanwhile, the null hypothesis says, "The eighth grade students taught with guided writing technique do not gain significantly better mastery of writing recount text than students taught with conventional method".

The population in this study was eighth grade students of SMPN 1 Tulis. The research applied a quasi experimental study and the research design was a non-equivalent control group design. In this research, the experimental group was taught using guided writing and the control group was taught using conventional method. The data were gained by administering a pre-test and a post-test. In the pre-test, the mean score of the experimental group was 67.93 and the control group was 68.23. The result of post-test of the experimental group was 81.89, while the control group was 74.21. The result of the t -test also showed that there was a significant difference between the experimental group and the control group. t -value for $\alpha = 5\%$ and $n = 77$ was 2.34 and t -table for $t_{(0.05)(77)}$ was 1.985. The calculation proved that t -value was higher than t -table.

It is concluded that guided writing is effective to be used in teaching writing recount text. The use of sequence of questions and outline can help the students to express their ideas. It is suggested that the teacher should consider that guided writing is a good technique in teaching writing since it is easier for the students to get the ideas before composing a text.

TABLE OF CONTENTS

APPROVAL.....	ii
DECLARATION OF ORIGINALITY	iii
MOTTO AND DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF CHARTS	xiii
LIST OF APPENDICES	xiv

CHAPTERS

I.INTRODUCTION

1.1	Background of the Study	1
1.2	Reasons for Choosing the Topic	3
1.3	Statement of the Problems	3
1.4	Objectives of the Study	4
1.5	Hypotheses	4
1.6	Significance of the Study	5
1.7	Outline of the Study	6

II. REVIEW OF RELATED LITERATURE

2.1	Review of Previous Studies	7
-----	----------------------------------	---

2.2	Review of Related Literature	9
2.2.1	Writing	9
2.2.2	The Process of Writing	12
2.2.3	Teaching Writing	13
2.2.4	Overview of Recount Text.....	15
2.2.5	Guided Writing Technique	16
2.2.6	The Process of Guided Writing	17
2.2.7	The Benefit of Guided Writing for Teaching Writing	18
2.2.8	Quasi-Experimental Research.....	19
2.3.	Theoretical Framework.....	19

III. METHODS OF INVESTIGATION

3.1	Research Design	21
3.2	Subjects of the Study	23
3.2.1	Population	23
3.2.2	Samples	23
3.3	Research Variables	23
3.3.1	Independent Variable	24
3.3.2	Dependent Variable	24
3.4	Research Instruments	24
3.4.1	Try-out	24
3.4.1.1	Content Validity	25
3.4.1.2	Interrater Reliability	25

3.4.2	Pre-test	27
3.4.3	Post-test.....	27
3.4.4	Questionnaire	27
3.5	Procedures of Collecting the Data	29
3.6.	Methods of Analyzing Data	29
3.6.1	Scoring Technique	29
3.6.2	Mean Score Differences Between Experimental Group and Control group	30
3.7.	t-Test Statistical Analysis	30

IV. DATA ANALYSIS AND DISCUSSION

4.1	General Description	33
4.2	Result of Try-out.....	34
4.2.1	Validity	34
4.2.2	Reliability.....	36
4.3	Result of Pre-test	40
4.4	Implementation of the Treatments	47
4.4.1	First Treatment.....	47
4.4.2	Second Treatment	49
4.5	Result of Post-test.....	50
4.6.	Mean Score Differences Between Experimental Group and Control group	56
4.7	t-Test	57

4.8	The Effectiveness of Guided Writing for Teaching Writing Recount Text	60
4.9	Result of Questionnaire	60
4.10	Discussion of the Research Findings	62

V. CONCLUSION AND SUGGESTION

5.1	Conclusions.....	64
5.2	Suggestions	65

BIBLIOGRAPHY	67
--------------------	----

APPENDICES

LIST OF TABLES

Table	Page
3.1 The Score Range	28
4.1 Schedule of the Study	33
4.2 Basic Competence and Indicators	35
4.3 Try-out Score	36
4.4 Pre-test Score of Experimental Group	41
4.5 Calculation of Table 4.4	42
4.6 Pre-test Score of Control Group	43
4.7 Calculation of Table 4.6	44
4.8 The First Treatment Activities	47
4.9 The Second Treatment Activities	49
4.10 Post-test Score of Experimental Group	50
4.11 Calculation of Table 4.10	52
4.12 Post-test Score of Control Group	53
4.13 Calculation of Table 4.12	54

LIST OF CHART

Chart	Page
4.1 Mean Scores Between Experimental Group and Control Group	56

LIST OF APPENDICES

Appendix

- 1 The Instrument of the Research
- 2 Scoring Guidance
- 3 Try-out Score
- 4 Pre-test Score of Experimental Group
- 5 Pre-test Score of Control Group
- 6 Post-test Score of Experimental Group
- 7 Post-test Score of Control Group
- 8 Questionnaire
- 9 Result of Questionnaire
- 10 Lesson Plan for Control Group
- 11 Lesson Plan for Experimental Group
- 12 List of Questions for Guided Writing (Treatment 1)
- 13 Outline for Guided Writing (Treatment 2)
- 14 Sample of Students' Work
- 15 Letter
- 16 Documentations

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the study.

1.1 Background of the Study

Increasing education standard will get the impact that teachers get more challenges to make a good quality education for students. It also happens when learning a language. One of indications in learning a language that a student has to acquire is writing skill. Writing is one of the four skills in language learning in addition to listening, speaking, and reading. As the one of the four skills in language learning, ability in writing also has to be improved.

Writing is not an easy thing to do, because the writer should pay attention to the correct vocabulary, making coherence among sentences, unity of the paragraphs, and also punctuation and grammar. Based on those complex activity, students tend to deem that writing is a difficult thing to do, especially when writing in a foreign language. In Indonesia, English is a foreign language that students feel it difficult to learn.

Based on the syllabus, the eighth grade students of Junior high school must acquire several competences. One of the competences in writing skill is to

Express ideas in the form of descriptive, recount, and narrative. In order to fulfill those requirements, the students have to be able to write the main ideas then elaborate them to make a good composition of a text.

Meanwhile, it needs much practice to make a good writing. According to Harmer (2004:8) that writing is different from speaking, because in composing a writing product is not instant, it takes continual practice. Harmer (2004:3) said that in order to measure students' knowledge in a language, the teachers often rely on the students' writing skill. However, in the real situation, students still get confused to make a good writing. They have difficulties in using correct spelling, grammar, and organizing the ideas.

Based on the problems stated above, it is better to solve those problems with an appropriate way of teaching writing. To overcome those problems, I want to implement guided writing technique for teaching writing recount text because it can make them write easily.

Guided writing lesson is a lesson where the teacher shows the process of writing sentence or paragraph using appropriate English rules to the students, then they are given opportunities to use the strategies in their own work (Simpson, 1998:1). In guided writing, the teacher guides the students in composing a text, while they are working in a small group. Here, the students follow the example that the teacher presents. It guides them through the writing process. The teacher may give series of exercises which focus on vocabulary building and sentence structure related to the text. Therefore, the students learn

various vocabulary and sentence patterns before they are able to write. So, the students will get better in their writing. From the explanation above, it can be assumed that guided writing can improve the students' writing skill.

Based on the reason above, I would like to conduct the research entitled: "The Effectiveness of Guided Writing for Teaching Writing Recount Text (A Quasi-Experimental Study at the Eighth Grade Students of SMP N 1 Tulis in the Academic Year of 2014/2015)."

1.2 Reasons for Choosing the Topics

The reason why I choose the topic "The Effectiveness of Guided Writing for Teaching Writing Recount Text" which becomes my concern in choosing the topic are as follows.

1. To write in a foreign language is assumed to be more difficult than that in native language. It is one of the major problems faced by most junior high school students.
2. To find out whether guided writing is effective to be used in teaching writing recount text.

1.3 Statement of the Problems.

This study is intended to answer the following questions:

1. How is the writing recount text mastery of the eighth grade students of SMP 1 Tulis?

2. How does the teacher of SMP N 1 Tulis apply guided writing in teaching writing recount text at eighth grade students of SMP N 1 Tulis in the academic year of 2014/2015?
3. How effectively does guided writing give contribution to improve the students' writing recount text at eighth grade students of SMP N 1 Tulis in the academic year of 2014/2015?

1.4 Objectives of the Study

The objectives of this study are as follows.

1. This study is conducted to observe whether the eighth grade students of SMP 1 Tulis have problem in writing recount text.
2. To describe the implementation of guided writing for teaching writing recount text at eighth grade students of SMP N 1 Tulis in the academic year of 2014/2015.
3. This study is conducted to investigate whether guided writing is effective to be used in teaching writing recount text.

1.5 Hypotheses

In this study, the hypotheses are as follows:

1. H1 = the eighth grade students of SMP N 1 Tulis taught with guided writing technique gain significantly better mastery of writing recount texts than students taught with conventional method.

2. H0 = the eighth grade students of SMP N 1 Tulis taught with guided writing technique do not gain significantly better mastery of writing recount texts than students taught with conventional method.

1.6 Significance of the Study

The significance of the study can be stated as follows:

1. For the students

This result of this study will provide beneficial information for the students to improve their own learning skill especially in writing recount text. They will find the easier way in writing recount text.

2. For the teachers

The teachers will gain an effective technique for teaching writing recount text. The result of the research is expected to give contributions to the teaching and learning process especially in teaching writing recount text at Junior High School.

3. For the writer

This study will give beneficial reference about teaching English writing in Junior High School in the future.

4. For the readers

The study of this research will be a good reference for readers who concerned about technique in teaching writing.

1.7 Outline of the Study

This final project is organized into 5 chapters. Chapter I deals with the introduction which comprises background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, hypotheses, significance of the study, and outline of the study.

Chapter II presents review of related literature, which presents general concept of writing, the process of writing, teaching writing, review of recount text, definition of guided writing technique, the process of guided writing, the benefit of guided writing for teaching writing, the quasi-experimental design, and theoretical framework.

Chapter III discusses the method of investigation which covers research design, subject of the study, population and sample, instruments for collecting the data, procedures of collecting the data, and method of analyzing the data.

Chapter IV covers the details of data analysis (by statistical analysis) to find out the result of the study.

Chapter V contains the conclusions and the suggestions of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

It is said that a study is valid when it is supported by some related literatures. This chapter concerns with some basic theories related to the study. This chapter is divided into three main parts; they are review of previous studies, review of related theories and review of theoretical framework. The review of previous studies discusses the previous studies conducted by other researchers related to the topic. Review of the related theories explains the theories related to the topic. In this study I discuss the definition of writing, process of writing, teaching writing, overview of recount text, the definition of guided writing technique, the process of guided writing, the advantage of guided writing for teaching writing, and the quasi-experimental design. And the last is the theoretical framework.

2.1 Review of Previous Studies

In this subchapter I discuss some of research that have been done by previous students of the English Department of Semarang State University. They can be used as references in this study. The previous studies related to this final project are:

- (1) Risqi Sugiarti (2014) conducted a research entitled “*The Effectiveness of Writing Workshop to Improve Students’ Writing Skill of Recount Text*”. This

study examines that the use of writing workshop as a technique in improving students' writing skill of recount text. The result of this research shows that there is a significance difference in students' achievement that are taught using writing workshop and using conventional technique.

- (2) Amaliah Khairina (2014) conducted a research entitled "*The Use of Sentence Race Game to Improve Students' Skill in Writing Recount Text*". The result of this study reveals that through the application of sentence race game, the teacher is able to improve students' acquisition in writing skill, such as grammar, form, content, style, and mechanics. In addition, there is a significance improvement of the result of the students' mean score in each test and also aspect of writing skill. Therefore, it can be concluded that sentence race game gives contribution to the improvement of the students' skill in writing recount text.
- (3) Fajar Cita Wibowo (2014) conducted a research entitled "*The Use of Facebook Group in the Learning of Writing Recount Text*". This study investigates the use of Facebook group in the learning of writing recount text. The result points that the students' writing skill is improved after they are taught by using Facebook group as the medium to deliver the materials, to do exercises, to discuss online, and to write a particular recount text.
- (4) Taufiq Hidayat (2012) conducted a research entitled "*The Use of Diary Writing Method to Improve Students' Writing Recount Text Ability*". The diary writing is believed by the researcher can help the students to get more

writing chance because they can write every day in a pleasing situation that makes them feel freely to write and the teacher can give them feedbacks by their writing products. The result shows that using diary writing method is effective to apply since the strategy helps the students solve their problems in writing recount.

In short, it is clearly seen from the previous explanation that media are such kind of effective ways or technique that can be used to improve the students' writing abilities.

Considering all of the studies above, I will use Guided Writing technique for teaching writing recount text to make the students easier in writing recount text. Then, review of related theories will be elaborated in the next session.

2.2 Review of Related Theories

2.2.1 Writing

One of the basic problems in foreign language teaching is to prepare students to be able to use the language. Writing (as one of the four skills; listening, speaking, reading, and writing) has always been part of the syllabus in the teaching of English. It is kind of skill that needs much practices.

Many experts have given many definitions about writing. Nagaraj (1996:134) said that writing is one of the most difficult skills that has to be continually practice. Writing is a skill that is used to pass on knowledge in a society. According to Nunan (1989:35) learning to write fluently and expressively is the

most difficult of the macroskill of language users whether it is the first, second, or foreign language.

Another definition comes from Eyres (2004:183) who states that the skills of planning, drafting, revision and proofreading are continually applied in writing. It makes writing is called as a dynamic process. It is in line with Bell and Burnaby (1984) in Nunan (1989) writing is a complex cognitive activity where the writer needs to control the content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. The writer also have to pay attention to the cohesion and coherent in paragraphs and texts.

According to Gabrielatos, chakraverty, and Gautum (2011:1) in Supriyanti (2013) writing is a complex activity because to produce a good writing, it needs a good grammar, organization, syntax, and diction. The writer should be involved in the process of finding a topic, classifying information that support the topic, and structuring the information in a logical sequence.

There are some characteristic of a good writing. Boardman (2002:18-25) in Natanael (2014) states there are three characteristics in a good writing, namely:

1. Coherence

A paragraph has coherence, the sentences are put in order so that the reader can understand the writer's ideas easily. All the supporting sentences are ordered according to a principle. The principles for ordering depend on the types of paragraph you are writing. Coherence means stick together.

2. Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

3. Unity

The last characteristic of a good paragraph is unity. All the supporting sentences should relate to the topic sentence.

The explanation about a good writing above is in line with statement from Harris (1969:68-69) in Fitriana (2009):

- (1) Content : the substance of writing, the idea expressed
- (2) Form : the organization of the content
- (3) Grammar : the use of grammatical form and significance
pattern
- (4) Style : the choice of the structure and lexical items to give a
particular one or flavor to writing
- (5) Mechanics : the use of the graphics convention of language

From all of the explanation above it can be concluded that writing is a complex process and activities to arrange and produce written form. The writer uses spelling, sentence structure, punctuation, and vocabulary in order to express the idea, thought, opinion, and feeling in order to express idea, thought, opinion, and feeling so that people, as readers, can understand.

2.2.2 The Process of Writing

Brown (2001:348) said there are three stages in writing. The pre-writing stage encourages the generation of ideas, which can happen in numerous ways, such as brainstorming, working in a group, and freewriting. The drafting and revising stage are the core of process writing.

According to Harmer (2004:4), writing process has four main elements; planning, drafting, editing (reflecting and revising), and final version. It can be represented in the following way.

Planning → drafting → editing → final draft

Eyres (2004:181) proposed that pre-writing, writing, and rewriting are the process of writing. In the pre-writing stage, the writers begins with deciding what to write in the form of a plan. In the writing stage, it is the process of writting down the ideas that needs skills of composition and transcriptional. In the third stage, that is rewriting stage, the writer revise the draft, making changes or improvements in his/her writing.

Based on those explanation, it can be concluded that writing has three main processes. They are prewriting, writing, and re-writing. The pre-writing stage helps the writer to gather information and generate ideas. The writer writes everything without thinking about grammar, punctuation, or spelling. Then, in drafting stage, the writer begins to write by putting those ideas into paragraphs. Finally, the writer reads what he or she has written to see whether any words or phrases that are not appropriate with the content.

2.2.3 Teaching Writing

Brown (2001:340) said the role of the teacher must be the facilitator and coach, not a director. As a facilitator, the teacher helps students to engage with the composition. To respect for students' opinion, the teacher must not impose his or her own thoughts on students' composition.

Here are the process approaches in writing instruction according to Shih (1986) in Brown (2001:335):

- a. Focus on the process of writing that leads to the final written product;
- b. Help student to understand about their own composition;
- c. Help student to follow the stages of prewriting, drafting, and rewriting;
- d. Give students time to write and rewrite;
- e. Place central importance on the process of revision;
- f. Let students discover what they want to say when they write;
- g. Give students feedback while they are composing a text (not just on the final product) as they want to express their ideas;
- h. Encourage feedback from both the instructor and peers;
- i. Include individual conferences between teacher and student during the process of composition.

Those statements are in line with Harmer (2004:41) teachers have a number of important tasks to do when helping students to become better writer,. The tasks which teachers have to do before, during, and after student writing are the following:

- Demonstrating

Teachers have to be able to explain the text specifically. Teachers have to make the students know the layout of the text and language used in a certain text.

- Motivating and provoking

The teachers help students to get the ideas when the students get stuck in writing. It is better if the teachers prepare amusing and engaging ways in teaching and learning process so can get the students' involvement in writing task. For example, students can be asked to do the reassemble jumbled texts on the board. Sometimes, teachers can give them the words to start writing.

- Supporting

Students need a lot of help and reassurance when they are writing, both with ideas and how to carry them out. Teachers need to support the students when they are writing in class, always available for them, and prepare to help students overcome difficulties.

- Responding

In order to respond students' writing, the teachers may give comments or suggestion for its improvement. It is better to react to what they have said rather than filling their work full of correction symbols.

- Evaluating

Teachers indicate where students work well and where they made mistakes, and of course give award for them who work well. Teachers

should highlight the students' error and try to put them right before handing back the marked scripts to the students.

2.2.4 Overview of Recount Text

Anderson (2003:48) said a recount is a text that retells past events that has purpose to give the audience a description of what occurred and when it occurred. It is inline with Gerot and Wignell (1995:194) social function of recount is to retell events for the purpose of informing or entertaining. Therefore, recount text is a kind of text that has function to retell the past events in order to give information of entertain the readers.

Generally, a recount text starts with orientation that gives background information about the characters, what happen with the character, and also informs where and when the story took place. Then, it is followed by the series of events that tells the events orderly. Sometimes, in the end of a recount text, there will be a re-orientation. It is an optional that states personal comment of the writer to the story.

According to Anderson (2003:50) the language features in a recount text are:

- Proper nouns to identify those involved in a text
- Descriptive words to give details about who, what, when, where, and how
- The use of past tense to retell the events
- Words that show the order of events (for example, first, next, then).

2.2.5. Guided Writing Technique

Sometimes, it is difficult for the students to write a certain topic directly. It is in line with Simpson (1998:1) proposes guided writing lesson is a lesson where the teacher shows the process of writing sentence or paragraph using appropriate English rules to the students, then they are given opportunities to use these strategies in their own work.

According to Brown (2001:344) in guided writing, teacher gives series of stimulator but loosens the control. For example, the teacher gives series of questions to the students in order to attract the students to tell a story. The questions can be about the participants of the story or when and where the story happen.

According to Turbill (2007) in Handayani (2013) states guided writing strategy is a teaching strategy which expands and develops texts while writing. The teachers' roles in this strategy are to guide a small group of students in order to create individual written texts, give response to students' efforts, and develop students' thinking during the process of writing. Furthermore, Frase (2008) in Handayani (2013) said guided writing lets a teacher to work closely with a small group of students based on their need. It can give guidance to the students from how to begin writing and help them during writing.

Guided writing is the next step after controlled writing as Raimes states that guided composition is an extension of controlled composition. It presents similar result but actually not equal. The teacher gives a first sentence at the beginning,

and then followed by giving a last sentence. Teacher may also give students an outline to expand, some attractive questions, or additional information in writing. After that, the students start discussing, make notes, share what they found, and make a draft together before they begin to write (Raimes,1983:103).

According to Brown (2001:16),

“Technique is a variety in giving any exercises, activities, or tasks that is used in language classroom for getting lesson objectives.”

Therefore, it can be concluded that guided writing technique is an activity given by the teacher in order to guide the students in composing a text. It can be in the form of a model text, an outline, or questions.

2.2.6 The Process of Guided Writing

According to Reid (1993: 25) in Dyan (2010:31) states there are some steps in guided writing, they are:

a. Model paragraph

At the beginning, the teacher provides a model of the text. This can be written on the board or copied onto the worksheet. Students concentrate on reading comprehension first, then study the features of the text given.

b. Comprehension questions

The teacher asks series of questions about the basic information of the text.

c. Language based exercises

The teacher gives exercises which focus on vocabulary building and sentence structure. It can be in the form of transformation, substitution, or complete pattern drills.

d. Oral composition

By discussions, students make suggestions about what to write and the teacher make an outline or a list of key expressions on the board. It is used as a basis for students' writing.

e. Written composition

Students follow the model given by the teacher, but involve some changes.

2.2.7 The Benefit of Guided Writing for Teaching Writing

Based on Primary National Strategy (2007:6), there are some benefit of using guided writing for teaching writing, those are:

- a. Enables the teacher to adjust the needs of the group;
- b. Facilitates the teaching and learning of individual children. Although guided writing is a group activity that has focus on the needs of the group, the teacher is able to observe and respond to the needs of individuals within the group;
- c. Provides the teacher with the opportunity to extend and challenge more groups of children;
- d. Encourages the children to be more active in discussions;
- e. Builds confidence. Here, all the group are given the same issues;

- f. Allows the teacher to give feedback immediately and have opportunity to discuss further information for improvement.

2.2.8. Quasi-Experimental Research

In this study I use a quasi-experimental research that compared two groups they are experimental group and control group. Both groups are given the same pretest and posttest but different treatment. Nunan (1992:41) mentions there are three types of experimental research; true experimental design, quasi experimental design, and pre-experimental design. In addition, a quasi-experimental design has both pre-test and post-test for control and experimental group, but has no random assignment of subjects.

In doing this research, the experimental group is taught written recount text by using guided writing technique and the control group is taught by using conventional method. To measure the effectiveness of guided writing, I will compare the students' achievement in experimental and control group.

2.3 Theoretical Framework

Theoretical framework consists of the summary of both previous studies and theoretical studies. Based on the previous studies, there are several studies related to the technique for teaching writing recount text have been conducted. Since the research about improving students' writing skill using guided writing technique has ever been conducted by several researchers, I intend to study deeper about guided writing for teaching writing recount text.

Writing is an important skills in language learning besides listening, speaking, and reading. As one of the four skills in language learning, ability in writing also has to be improved. Meanwhile, it is not easy for students to write, especially writing in a foreign language. Guided writing technique is one of the techniques used by the teachers in teaching writing that is assumed can make students easier in writing.

A Quasi-experimental research is used to conduct this study that uses two groups, they are experimental and control group. Both two groups are given pre – test and post-test. Experimental group is taught using guided writing, however, control group is taught using conventional method. To measure the effectiveness of guided writing, I will compare the students' achievement in experimental and control group. The further explanation will be discussed in chapter III.

CHAPTER III

METHODS OF INVESTIGATION

This chapter presents the description of methods of investigation. It contains several parts. They are research design, subjects of the study, variables of the study, research instruments, procedures of collecting the data, and methods of analyzing the data.

3.1. Research Design

There are three kinds of experimental research design, they are true-experimental, quasi-experimental, and pre-experimental research. In this research, I used a quasi-experimental design. According to Creswell (2009:154), quasi-experimental is a kind of experimental research in which individuals are not randomly assigned to groups. In this study, a non-equivalent control group design is used.

A **non-equivalent groups** design includes a group of participants who receive a treatment as an experimental group and another group of participants as a control group. This design was chosen because I did not break the classes up to get the objects of the study. I only took two existing classes randomly.

This design can be described as follows:

R	O ₁	X	O ₂
R	O ₃	Y	O ₄

In which,

R = Respondents

O_1 = Pre-test for the experimental group

O_2 = Post-test for the experimental group

O_3 = Pre-test for the control group

O_4 = Post-test for control group

X = Treatment using guided writing technique

Y = Treatment using conventional method

In this study, I divided the subject of the study into two groups, an experimental group and a control group. Before and after the experiment, both of groups were given pre-test and post-test. Both of groups took pre-test (O_1) and (O_3) to measure their early writing skills before getting the treatment. During the treatment, the experimental group was taught by using guided writing technique (X), while the conventional method (Y) was performed in the control group. After the treatment, the same post-tests (O_2) and (O_4) were administrated to investigate whether any significant differences in writing recount text between both groups.

The effectiveness of the instructional treatment is measured by comparing the average score of students' achievement in experimental and control group. When it turns out that the average score of students' achievement in experimental group is significantly higher than the average score of students' achievement in control group, then it is concluded that the instructional treatment is effective.

3.2. Subjects of the Study

The subject in this study was eighth grade students of SMP N 1 Tulis in the academic year of 2014/2015.

3.2.1. Population

According to Fraenkel and Wallen (2008:90), "Population is the larger group to which one hopes to apply the results." The population in this study was eighth grade students of SMP N 1 Tulis in the academic year of 2014/2015.

3.2.2. Samples

According to Fraenkel and Wallen (2008:90), "A sample in a research study is the group on which information is obtained." There are six classes of eighth-graders in SMP N1 Tulis in the academic year of 2014/2015. In this case, the samples were VIII F and VIID, where VIII F was chosen as the experimental group and VIII D was the control group.

3.3. Research Variables

A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied (Creswell, 2009:50). On the other word, variable is the condition that a researcher manipulates, controls or observes in the study. There were two types of variables that were used in this study, independent and dependent variable.

3.3.1. Independent Variable

According to Creswell (2009:51) independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated or predictor variables. Based on the definition, the independent variable in this study was guided writing technique for teaching writing recount text.

3.3.2. Dependent Variable

Creswell (2009:51) states that dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. Other names of dependent variables are criterion, outcome, and effect variables. Based on the definition, the dependent variable in this study was the students' writing ability in recount text.

3.4. Research Instruments

In conducting this experimental study, the instruments used were try out, pre-test, post-test, and questionnaire that is used to check the students' interest during the treatment.

3.4.1 Try-out

Before the pretest was administered, the pre-test was tried out and analyzed. Its aim was to know whether the test were in a good condition or not. I applied content validity to find out the test validity. Then, for the reliability, I used inter-rater reliability.

3.4.1.1 Content Validity

Brown (2004: 21) states

“To the extent that the analysis accords with the views of recognized authorities in the skills area and the test then reflects such an analysis, it may be said to have content validity. A test is said to have high content validity if each item, which is used to gather the data, has relevance to established criteria or objectives and covers representative materials.”

Therefore in making a test, I provided the information about the specific materials or skills being tested was based on the curriculum.

3.4.1.2 Interrater Reliability

The inter-rater reliability was used since this study is a written test. It was used because sometimes in written test there is human error, subjectivity, and bias may enter into the scoring process. As stated by Brown (2004: 21), “The careful specification of an analytical scoring instrument, however, can increase rater reliability.” Therefore, in scoring this written performance this study used table of rating scale which is consisted of organization, content, grammar, mechanics, and style or expression.

In scoring try out test, I was helped by the English teacher of SMP N 1 Tulis and my friend from English Education of Semarang State University. Therefore, there were three raters in this test. To calculate the result of the try out test, the formula is as follows.

$$r = \frac{n \times r_{xyz}}{(n-1)r_{xyz} + 1}$$

(Brown, 2005: 187)

Before calculating r-value, the value of standard deviation and the correlation between three raters have to be found out first. The test is reliable if r -value $> r$ -table. The formulas can be stated as follows.

$$Sx = \sqrt{\frac{\sum(X - Mx)^2}{N}} \quad Sy = \sqrt{\frac{\sum(Y - My)^2}{N}}$$

$$Sz = \sqrt{\frac{\sum(Z - Mz)^2}{N}}$$

(Brown, 2005: 187)

And the formula to calculate the correlation between the three raters is:

$$r_{xyz} = \frac{\sum(X - Mx)(Y - My)(Z - Mz)}{N \times Sx \times Sy \times Sz}$$

(Brown, 2005: 187)

In which:

Sx : standard deviation of rater 1

Sy : standard deviation of rater 2

Sz : standard deviation of rater 3

X	: Students' score of rater 1
M _x	: mean score of rater 1
Y	: students' score of rater 2
M _y	: mean score of rater 2
Z	: students' score of rater 3
M _z	: mean score of rater 3
r _{xyz}	: correlation between 3 raters
r	: interrater reliability
n	: number of raters
N	: number of students

3.4.2 Pre-test

Pre-test was conducted in the beginning of the research. In this research, I gave a pre-test for both two classes. I gave the pre-test to know the students' ability in writing recount text before implementing the treatment. During this session, the students had to write a recount story. I gave them a short explanation about recount text and after that the students had to make a recount text based on their experiences. Then, I collected the score as the data for the research.

3.4.3 Post-test

Post-test was conducted after the treatment. The post-test was given after conducting all the activities. I gave the same type of the test as pre-test. Post-test was used to measure the students' achievement after the treatment was given.

3.4.4 Questionnaires

Questionnaire was given to the students after they finished doing the post-test. There were five questions used to analyze the students' interest, advantage, achievement, relevancy, and difficulty in teaching and learning process by using guided writing technique.

According to Nunan (1992:143) questionnaire items can be closed or open ended. A closed item is the researcher provide the possible responses. Meanwhile, an open item is the subject decide what to say by themselves. Responding a closed item is easier than an open item. In addition, the researcher can easily compare and analyse the answer easier when using closed items. In this research, I used a closed items that had five questions with three possible answers for each questions. Each option was given a score that showed the quality of each indicator. The score range was from 1 to 3 as shown in table bellow:

Table 3.1 The Score Range

Options	Score
A	1
B	2
C	3

To see the mean of the questionnaire results, this formula was used:

$$M = \frac{\sum x}{N}$$

Where,

M = mean

$\sum x$ = the sum of the item score

N = the number of the students

3.5 Procedures of Collecting Data

In collecting the data, this study used a non-equivalent control group design. Based on this design, the students of both experimental and control groups first individually did the pre-test without giving them any treatment. The result of this test was used to find out the achievement of the students' writing in recount text. In this part, guided writing technique had not been applied yet. The next process was giving the students treatment of guided writing technique for the experimental group, however, the control group used the conventional method. Both experimental and control groups had the post-test. This post-test had aim to measure the students' progress on writing recount text.

3.6 Methods of Analyzing Data

Data analysis of this research was a quantitative in which the data measured in the form of numbers. After collecting the data, I analyzed them statistically. In this study, there were some steps of analyzing data, such as analyzing scoring technique, analyzing mean scores between experimental group and control group, and analyzing *t*-test result and hypotheses.

3.6.1 Scoring Technique

After conducting pre-test and post-test, I analyzed the students' works and scored them based on the quality of their writing. Moreover, to score the test, I applied the analysis method. This method depended on marking composition suggested by Brown and Bailey in Brown (2004:244). (*see Appendix 2*).

There are five aspects scored and each is scored 20, the maximum score is 100. To get the score of each student, the scoring considered the five components mentioned above.

Finishing scoring the students, I calculated the mean of the students' score. The formula is as follow.

$$M = \frac{\text{the total score}}{\text{the number of students}}$$

3.6.2 Mean Score Differences between Experimental Group and Control Group

The following formulas were used to get the means scores of two groups to know whether there was the significant difference between both groups or not.

$$Mx = \frac{\sum x}{N} \qquad My = \frac{\sum y}{N}$$

In which:

Mx : the mean of the experimental group

$\sum x$: the sum of all scores of the experimental group

My : the mean of the control group

$\sum y$: the sum of all scores of the control group

N : the number of the subject sample

3.7 t-Test Statistical Analysis

In order to examine the significance difference between experimental and control group, t-test formula was applied. By examining this difference I found whether the treatment given to the experimental group was effective or not. The result of the consultation was then used as an attempt to verify the hypothesis. The first thing that should be done was finding *t*-value. Then, the *t*-value was compared with the *t*-table. The formula of the *t*-value could be written as follows.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SED}$$

(Fraenkel and Wallen, 2008:248)

In which,

t = t-value

\bar{X}_1 = mean of experimental group

\bar{X}_2 = mean of control group

SED = standard error of the difference

However, before counting t-test, standard error of difference should be computed. The formula of standard error of difference was as follows.

$$SED = \sqrt{(SEM_1)^2 + (SEM_2)^2}$$

(Fraenkel and Wallen, 2008:248)

In which:

SED = standard error of difference

SEM₁ = standard error of the mean for experimental group

SEM₂ = standard error of the mean for control group

To calculate SED, standard error of the mean from both group should be calculated first. The formula of standard error of the mean was as follows.

$$SEM = \frac{SD}{\sqrt{n-1}}$$

(Fraenkel and Wallen, 2008:248)

After getting the result of t-test, the hypotheses of the study was tested by the following criteria:

1. Rejecting null hypothesis (Ho) and accepting alternative hypothesis (Ha) if t_{value} was higher than t_{table} ($t_{\text{value}} > t_{\text{table}}$).
2. Accepting null hypothesis (Ho) and rejecting alternative hypothesis (Ha) if t_{table} was higher than t_{value} ($t_{\text{table}} > t_{\text{value}}$).

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this chapter, all data collected during the research were analyzed and interpreted. This chapter is divided into nine subchapters: General Description, Result of Pre-test, Implementation of the Treatments, Result of Post-test, Mean Scores Differences between Pre-Test and Post-Test of Experimental Group and Control Group, t-Test, The Effectiveness of Guided Writing for Teaching Writing Recount Text, Result of Questionnaire, and Discussion of the Research Findings.

4.1 General Description

I conducted this research at SMP N 1 Tulis in the academic year of 2014/2015. The subjects of the study were eighth grade students of SMP N 1 Tulis especially VIII F and VIII D class. I acted as the teacher in the classroom. The schedule of the research is displayed in the table below:

Table 4.1

Schedule of the Study

Date	Activity					
	Preliminary study	Try-out test	Pre-test	Treatment 1	Treatment 2	Post-test and Questionnaire
March 30 th , 2015	V					

May 12 th , 2015		V				
May 14 th , 2015			V			
May 18 th , 2015				V		
May 21 st , 2015					V	
May 25 th , 2015						V

4.2 Result of Try Out

In order to check the validity and reliability of the test, try out had been done before the pre test. This try out was done by the students of class VIII A on Tuesday, May 12th 2015. First, I came to the chosen class, then I explained briefly about recount text. After that, I distributed the instruments and asked the students to write a recount text based on their personal experiences. The result of the try out is as follows.

4.2.1 Validity

According to Brown (2004: 21)

“To the extent that the analysis accords with the views of recognized authorities in the skills area and the test then reflects such an analysis, it may be said to have content validity.”

Since the test was written test, therefore I used content validity. To find out whether the test had content validity, it could be done by comparing the test with

the materials dealing with the curriculum requirement. As stated by Brown (2004:21)

“A test is said to have high content validity if each item, which is used to gather the data, has relevance to established criteria or objectives and covers representative materials.”

Table 4.2

Basic Competence and Indicators

Basic Competence	Indicators
12.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	<p>12.1.1 Students identify social function, generic structure, and linguistic features of recount text.</p> <p>12.1.2 Students mention specific information from the text given.</p>
12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	12.2.1 Students write a short monologue in the form of recount text about students' experience.

It is mentioned above in basic competence of KTSP Curriculum that eighth grade students were demanded to be able to catch the meaning of recount text . Then, I made the indicator from the basic competence that students were able to write a short monologue in the form of recount text based on their experiences. The instruction of the try out test was “*Make a recount text about your personal experience.*” In short, based on the curriculum the test had the content validity because the material being tested was suitable with the curriculum requirement.

4.2.2 Reliability

The inter-rater reliability was used since this study is a written test. It was used because sometimes in written test there are human error, subjectivity, and bias may enter into the scoring process. As stated by Brown (2004: 21)

“The careful specification of an analytical scoring instrument, however, can increase rater reliability.”

The result of the try out test is as follows.

Table 4.3
Try Out Scores

No	Student Code	Score		
		Rater 1 (X)	Rater 2 (Y)	Rater 3 (Z)
1	S1	39	71	38
2	S2	-		
3	S3	42	63	51

4	S4	36	77	38
5	S5	38	59	38
6	S6	-		
7	S7	43	76	43
8	S8	50	73	47
9	S9	46	59	45
10	S10	65	81	70
11	S11	50	67	44
12	S12	56	77	54
13	S13	-		
14	S14	41	60	36
15	S15	39	60	41
16	S16	43	76	54
17	S17	73	80	75
18	S18	39	58	34
19	S19	36	72	37
20	S20	39	35	30
21	S21	41	76	34
22	S22	65	85	35
23	S23	63	83	56
24	S24	34	34	34
25	S25	46	73	45
26	S26	44	47	45
27	S27	37	30	34

28	S28	63	86	60
29	S29	54	88	54
30	S30	66	72	66
31	S31	38	31	32
32	S32	36	33	30
33	S33	58	81	59
34	S34	74	91	81
35	S35	36	32	25
36	S36	65	75	65
37	S37	50	81	50
38	S38	34	33	32
39	S39	36	50	40
40	S40	52	78	55
41	S41	30	37	30
	Mean	(M _x) 47.29	(M _y) 63.95	(M _z) 45.71

Before calculating r-value and standard deviation, I calculated the score from the three raters as follows.

$$\sum(X-M_x)^2 = 5439.82$$

$$\sum(Y-M_y)^2 = 14133.89$$

$$\sum(Z-M_z)^2 = 6927.82$$

Then, I calculated the Standard Deviation of three raters as follows.

$$Sx = \sqrt{\frac{\sum(X - Mx)^2}{N}}$$

$$Sy = \sqrt{\frac{\sum(Y - My)^2}{N}}$$

$$Sz = \sqrt{\frac{\sum(Z - Mz)^2}{N}}$$

(Brown, 2005: 187)

In which:

Sx : standard deviation of rater 1

Sy : standard deviation of rater 2

Sz : standard deviation of rater 3

X : Students' score of rater 1

Mx : mean score of rater 1

Y : students' score of rater 2

My : mean score of rater 2

Z : students' score of rater 3

Mz : mean score of rater 3

N : number of students

From the calculation, the value of Standard Deviation of three raters are as follows.

$$Sx = \sqrt{\frac{\sum(X - Mx)^2}{N}} = \sqrt{\frac{5439.82}{38}} = 11.96$$

$$S_y = \sqrt{\frac{\sum(Y - My)^2}{N}} = \sqrt{\frac{14133.89}{38}} = 19.29$$

$$S_z = \sqrt{\frac{\sum(Z - Mz)^2}{N}} = \sqrt{\frac{6927.82}{38}} = 13.50$$

After the Standard Deviation of three raters were found, then I calculated the reliability from the three raters as follows.

$$r_{xyz} = \frac{\sum(X - Mx)(Y - My)(Z - Mz)}{N \times S_x \times S_y \times S_z}$$

(Brown, 2005: 187)

$$= \frac{17667.10}{118393.92}$$

$$= 0.15$$

Then, I calculated the reliability as follows.

$$r = \frac{n \times r_{xyz}}{(n - 1)r_{xyz} + 1}$$

(Brown, 2005: 187)

In which:

r : interrater reliability

n : number of raters

r_{xyz}: correlation between 3 raters

$$r = \frac{n \times r_{xyz}}{(n - 1)r_{xyz} + 1}$$

$$= \frac{0.45}{1.30}$$

$$= 0.345$$

The result of interrater reliability of the try out test was 0.345. The test is reliable, if $r_{\text{value}} > r_{\text{table}}$. Then, the result was consulted with r_{table} for $\alpha = 5\%$ with $N = 38$ is 0.320.

$r_{\text{value}} \text{ VS } r_{\text{table}}$ $0,345 > 0,320$

Since the result of r_{value} was higher than r_{table} , it was concluded that the try out test was reliable and could be used as the pre-test.

4.3 Result of Pre-Test

Before the experiment was conducted, the students were given a pre-test in order to know the students' ability. This test was followed by 41 students of class VIII F SMP N1 Tulis as the experimental group and 39 students of class VIII D SMP N 1 Tulis as the control group. The test was a written test. This pre-test was conducted on Thursday, May 14th 2015. First, I came to the chosen class, the first was class VIII D and then followed by class VIII F on the next hour. Then, I asked several questions about what they did last holiday. After that, I distributed the instruments and asked them to write a recount text. They were asked to write a recount text based on their experiences. And then, they had to submit their work at the end of the class.

The result of pre-test in experimental group can be seen in the table below:

Table 4.4

Pre-Test Scores of Experimental Group

Number	Students' Code	Pre-Test Scores
1	F-01	42
2	F-02	92
3	F-03	61
4	F-04	75
5	F-05	58
6	F-06	47
7	F-07	43
8	F-08	82
9	F-09	40
10	F-10	44
11	F-11	51
12	F-12	82
13	F-13	79
14	F-14	81
15	F-15	79
16	F-16	76
17	F-17	77
18	F-18	38
19	F-19	62
20	F-20	35
21	F-21	89
22	F-22	82
23	F-23	38
24	F-24	76
25	F-25	95
26	F-26	61
27	F-27	72
28	F-28	77
29	F-29	71
30	F-30	94
31	F-31	74

32	F-32	65
33	F-33	81
34	F-34	83
35	F-35	64
36	F-36	56
37	F-37	76
38	F-38	71
39	F-39	71
40	F-40	77
41	F-41	68

The calculation from the pre-test of experimental group is shown by the table below:

Table 4.5

Calculation from Table 4.4

Score	f^a	fX^b	$X - \bar{X}$	$(X - \bar{X})^2^d$	$f(X - \bar{X})^2^e$
95	1	95	27.07	732.78	732.78
94	1	94	26.07	679.64	679.64
92	1	92	24.07	579.36	579.36
89	1	89	21.07	443.94	443.94
83	1	83	15.07	227.10	227.10
82	3	246	14.07	197.96	593.89
81	2	162	13.07	170.82	341.65
79	2	158	11.07	122.54	245.09
77	3	231	9.07	82.26	246.79
76	3	228	8.07	65.12	195.37

75	1	75	7.07	49.98	49.98
74	1	74	6.07	36.84	36.84
72	1	72	4.07	16.56	16.56
71	3	213	3.07	9.42	28.27
68	1	68	0.07	0.00	0.00
65	1	65	-2.93	8.58	8.58
64	1	64	-3.93	15.44	15.44
62	1	62	-5.93	35.16	35.16
61	2	122	-6.93	48.02	96.05
58	1	58	-9.93	98.60	98.60
56	1	56	-11.93	142.32	142.32
51	1	51	-16.93	286.62	286.62
47	1	47	-20.93	438.06	438.06
44	1	44	-23.93	572.64	572.64
43	1	43	-24.93	621.50	621.50
42	1	42	-25.93	672.36	672.36
40	1	40	-27.93	780.08	780.08
38	2	76	-29.93	895.80	1791.61
35	1	35	-32.93	1084.38	1084.38
Total	41	2785			11060.78

In addition, the result of pre-test in control group can be seen in the table below:

Table 4.6

Pre-Test Scores of Control Group

Number	Students' Code	Pre-Test Scores
1	D-01	46
2	D-02	29
3	D-03	85
4	D-04	51
5	D-05	87
6	D-06	75
7	D-07	54
8	D-08	70
9	D-09	80
10	D-10	80
11	D-11	62
12	D-12	58
13	D-13	61
14	D-14	49
15	D-15	65
16	D-16	81
17	D-17	74
18	D-18	86
19	D-19	79
20	D-20	-
21	D-21	78
22	D-22	73
23	D-23	71
24	D-24	85
25	D-25	84
26	D-26	80
27	D-27	80
28	D-28	75
29	D-29	39
30	D-30	61
31	D-31	75

32	D-32	54
33	D-33	25
34	D-34	61
35	D-35	71
36	D-36	76
37	D-37	67
38	D-38	80
39	D-39	-
40	D-40	67
41	D-41	87

The calculation from the pre-test of control group is shown by the table below:

Table 4.7

Calculation from Table 4.6

Score	f^a	fX^b	$X - \bar{X}$	$(X - \bar{X})^2^d$	$f(X - \bar{X})^2^e$
87	2	174	18.77	352.31	704.63
86	1	86	17.77	315.77	315.77
85	2	170	16.77	281.23	562.47
84	1	84	15.77	248.69	248.69
81	1	81	12.77	163.07	163.07
80	5	400	11.77	138.53	692.66
79	1	79	10.77	115.99	115.99
78	1	78	9.77	95.45	95.45
76	1	76	7.77	60.37	60.37
75	3	225	6.77	45.83	137.50
74	1	74	5.77	33.29	33.29

73	1	73	4.77	22.75	22.75
71	2	142	2.77	7.67	15.35
70	1	70	1.77	3.13	3.13
67	2	134	-1.23	1.51	3.03
65	1	65	-3.23	10.43	10.43
62	1	62	-6.23	38.81	38.81
61	3	183	-7.23	52.27	156.82
58	1	58	-10.23	104.65	104.65
54	2	108	-14.23	202.49	404.99
51	1	51	-17.23	296.87	296.87
49	1	49	-19.23	369.79	369.79
46	1	46	-22.23	494.17	494.17
39	1	39	-29.23	854.39	854.39
29	1	29	-39.23	1538.99	1538.99
25	1	25	-43.23	1868.83	1868.83
Total	39	2661			9312.92

In which,

^af = frequency

^bfX = frequency x score

X - \bar{X} = score – mean

(X - \bar{X})²^d = (score-mean)²

$$f(X - \bar{X})^2 = \text{frequency} \times (\text{score} - \text{mean})^2$$

(Fraenkel and Wallen, 2008:248)

To calculate the mean score and standard deviation, the following formulas are used.

$$\bar{X}_1 = \frac{\sum fX}{n}$$

$$SD = \sqrt{\frac{f(X - \bar{X})^2}{n}}$$

(Fraenkel and Wallen, 2008:248)

Therefore, the calculation of mean score and standard deviation of experimental group are as follows.

$$\bar{X}_1 = \frac{\sum fX}{n}$$

$$= \frac{2785}{41}$$

$$= 67.93$$

$$SD_1 = \sqrt{\frac{f(X - \bar{X})^2}{n}}$$

$$= \sqrt{\frac{269.78}{41}}$$

$$= \sqrt{269.78}$$

$$= 16.42$$

Moreover, the mean score and standard deviation for the pre-test of control group are as follows.

$$\bar{X}_2 = \frac{\sum fX}{n}$$

$$= \frac{2661}{39}$$

$$= 68.23$$

$$SD_2 = \sqrt{\frac{f(X - \bar{X})^2}{n}}$$

$$= \sqrt{\frac{9312.92}{39}}$$

$$= \sqrt{238.79}$$

$$= 15.45$$

The calculation above shows that the experimental group got total scores 2785 in doing pre-test. Next, the maximum score was 95 and the minimum score was 35. The mean score of this group was 67.93 and standard deviation was 16.42. In addition, it can be seen that the total scores of pre-test in control group was 2661. Furthermore, the maximum score was 87 and the minimum score was 25. The mean score of the students' result in this group was 68.23 and standard deviation was 15.45.

The result of pre-test in control group was slightly different from the experimental group. Therefore, I concluded that two groups had equal level

writing ability before getting the treatment. It meant that the experiment could be continued.

4.4 Implementation of the Treatments

In this research, there were two treatments, they were:

4.4.1 First Treatment

In conducting the experiment, the students were given treatments after pre-test for twice. The first treatment was done on Monday, 18 of May 2015. The purpose of these treatments was to apply guided writing for teaching writing recount text.

Table 4.8

The First Treatment Activities

Control Group	Experimental Group
Opening	
<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks students' attendance. • The teacher asks some questions related to the material will be addressed. 	<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks students' attendance. • The teacher asks some questions related to the material will be addressed.
Main Activities	
<ul style="list-style-type: none"> • The teacher asks several questions about the students' activity during holiday. • The teacher gives the example of 	<ul style="list-style-type: none"> • The teacher asks several questions about the students' activity during holiday. • The teacher gives the example of

<p>recount text.</p> <ul style="list-style-type: none"> • The teacher explains about recount text, its generic structure and language features. • Teacher and students discuss the example of recount text together. • The teacher asks the students to answer questions based on the text. • Teacher and students discuss the answers together. • The teacher gives another example of recount text. • Teacher and students discuss the example of recount text together. • The teacher asks the students to answer questions based on the text. • Teacher and students discuss the answers together. 	<p>recount text</p> <ul style="list-style-type: none"> • The teacher explains about recount text, its generic structure and language features. • Teacher and students discuss the example of recount text together • The teacher asks the students to answer questions based on the text. • Teacher and students discuss the answers together. • The teacher starts teaching using guided writing. • The teacher asks several questions about activities they did in their holiday. • The students write their answers of the questions given by the teacher. • The students write a recount text based on their answers of the questions. • The teacher checks the students' writing.
Closing	
<ul style="list-style-type: none"> • The teacher asks the students whether they find any difficulties during the lesson. • The teacher concludes the lesson. • The teacher greets the students to close the lesson. 	<ul style="list-style-type: none"> • The teacher asks the students whether they find any difficulties during the lesson. • The teacher concludes the lesson. • The teacher greets the students to close the lesson.

4.4.2 Second Treatment

The second treatment was the last treatment in this research. It was done on Thursday, 21 of May 2015. The procedure of the second treatment was the same as the previous one.

Table 4.9

The Second Treatment Activities

Control Group	Experimental Group
Opening	
<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks students' attendance. • The teacher asks some questions related to the material will be addressed. 	<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks students' attendance. • The teacher asks some questions related to the material will be addressed.
Main Activities	
<ul style="list-style-type: none"> • The teacher gives the example of recount text. • Teacher and students discuss the example of recount text together. • The teacher asks the students to answer questions based on the text. • Teacher and students discuss the answers together. • The teacher gives another example of recount text. • Teacher and students discuss the example of recount text together. 	<ul style="list-style-type: none"> • The teacher gives the example of recount text • Teacher and students discuss the example of recount text together • The teacher asks the students to answer questions based on the text. • Teacher and students discuss the answers together. • The teacher starts teaching using guided writing. • The teacher gives an outline to the students.

<ul style="list-style-type: none"> • The teacher asks the students to answer questions based on the text. • Teacher and students discuss the answers together. 	<ul style="list-style-type: none"> • The students complete the outline with their activity in the past. • The students write a recount text based on the outline they make. • The teacher checks the students' writing.
Closing	
<ul style="list-style-type: none"> • The teacher asks the students whether they find any difficulties during the lesson. • The teacher concludes the lesson. • The teacher greets the students to close the lesson. 	<ul style="list-style-type: none"> • The teacher asks the students whether they find any difficulties during the lesson. • The teacher concludes the lesson. • The teacher tells that they will have a post-test for the next meeting. • The teacher greets the students to close the lesson.

4.5 Result of Post-test

Post-test was given after conducting all the activities above. The test was given to measure the students' ability after getting the treatments. The test item was the same as the pre-test. It was conducted on Sunday, 25 of May 2015. Then the result was analyzed. The result of post-test in experimental group can be seen in the table below:

Table 4.10

Post-Test Scores of Experimental Group

Number	Students' Code	Post-Test Scores
1	F-01	65
2	F-02	75

3	F-03	-
4	F-04	88
5	F-05	71
6	F-06	83
7	F-07	52
8	F-08	96
9	F-09	78
10	F-10	63
11	F-11	74
12	F-12	95
13	F-13	96
14	F-14	87
15	F-15	77
16	F-16	76
17	F-17	80
18	F-18	56
19	F-19	-
20	F-20	69
21	F-21	94
22	F-22	91
23	F-23	54
24	F-24	70
25	F-25	97
26	F-26	88
27	F-27	95
28	F-28	85
29	F-29	89
30	F-30	95
31	F-31	88
32	F-32	83
33	F-33	86
34	F-34	97
35	F-35	98
36	F-36	-
37	F-37	96
38	F-38	88
39	F-39	60
40	F-40	97
41	F-41	74

The calculation from the post-test of experimental group is shown by the table below.

Table 4.11

Calculation from Table 4.10

Score	f^a	fX^b	$X - \bar{X}$	$(X - \bar{X})^2^d$	$f(X - \bar{X})^2^e$
98	1	98	16.11	259.53	259.53
97	3	291	15.11	228.31	684.94
96	3	288	14.11	199.09	597.28
95	3	285	13.11	171.87	515.62
94	1	94	12.11	146.65	146.65
91	1	91	9.11	82.99	82.99
89	4	356	7.11	50.55	202.21
88	1	88	6.11	37.33	37.33
87	1	87	5.11	26.11	26.11
86	1	86	4.11	16.89	16.89
85	2	170	3.11	9.67	19.34
83	1	83	1.11	1.23	1.23
80	1	80	-1.89	3.57	3.57
78	1	78	-3.89	15.13	15.13
77	1	77	-4.89	23.91	23.91
76	1	76	-5.89	34.69	34.69

75	2	150	-6.89	47.47	94.94
74	1	74	-7.89	62.25	62.25
71	1	71	-10.89	118.59	118.59
70	1	70	-11.89	141.37	141.37
69	1	69	-12.89	166.15	166.15
65	1	65	-16.89	285.27	285.27
63	1	63	-18.89	356.83	356.83
60	1	60	-21.89	479.17	479.17
56	1	56	-25.89	670.29	670.29
54	1	54	-27.89	777.85	777.85
52	1	52	-29.89	893.41	893.41
Total	38	3112			6713.58

Furthermore, the result of post-test in control group can be seen in the table below:

Table 4.12
Post-Test Scores of Control Group

Number	Students' Code	Post-Test Scores
1	D-01	76
2	D-02	78
3	D-03	87
4	D-04	41
5	D-05	54
6	D-06	80
7	D-07	53
8	D-08	75
9	D-09	88

10	D-10	80
11	D-11	83
12	D-12	83
13	D-13	50
14	D-14	83
15	D-15	87
16	D-16	84
17	D-17	76
18	D-18	81
19	D-19	80
20	D-20	39
21	D-21	77
22	D-22	80
23	D-23	80
24	D-24	83
25	D-25	80
26	D-26	80
27	D-27	80
28	D-28	84
29	D-29	49
30	D-30	36
31	D-31	74
32	D-32	35
33	D-33	77
34	D-34	91
35	D-35	84
36	D-36	77
37	D-37	80
38	D-38	89
39	D-39	80
40	D-40	79
41	D-41	91

The calculation from the post-test of control group is shown by the table below:

Table 4.13

Calculation from Table 4.12

Score	f^a	fX^b	X - \bar{X}	(X - \bar{X})^{2d}	f(X - \bar{X})^{2e}
91	2	182	16.76	280.90	561.80
89	1	89	14.76	217.86	217.86
88	1	88	13.76	189.34	189.34
87	2	174	12.76	162.82	325.64
84	3	252	9.76	95.26	285.77
83	4	332	8.76	76.74	306.95
81	1	81	6.76	45.70	45.70
80	10	800	5.76	33.18	331.78
79	1	79	4.76	22.66	22.66
78	1	78	3.76	14.14	14.14
77	3	231	2.76	7.62	22.85
76	2	152	1.76	3.10	6.20
75	1	75	0.76	0.58	0.58
74	1	74	-0.24	0.06	0.06
54	1	54	-20.24	409.66	409.66
53	1	53	-21.24	451.14	451.14
50	1	50	-24.24	587.58	587.58
49	1	49	-25.24	637.06	637.06
41	1	41	-33.24	1104.90	1104.90

39	1	39	-35.24	1241.86	1241.86
36	1	36	-38.24	1462.30	1462.30
35	1	35	-39.24	1539.78	1539.78
Total	41	3044			9765.56

From the tables above, I calculated the mean score and standard deviation of post-test in experimental group are as follows.

$$\bar{X}_1 = \frac{\sum fX}{n}$$

$$= \frac{3112}{38}$$

$$= 81.89$$

$$SD_1 = \sqrt{\frac{\sum f(X - \bar{X})^2}{n}}$$

$$= \sqrt{\frac{6713.58}{38}}$$

$$= \sqrt{176.67}$$

$$= 13.29$$

Moreover, the mean score and standard deviation in control group are as follows.

$$\bar{X}_2 = \frac{\sum fX}{n}$$

$$= \frac{3044}{41}$$

$$= 74.24$$

$$SD_2 = \sqrt{\frac{f(X - \bar{X})^2}{n}}$$

$$= \sqrt{\frac{6765.56}{41}}$$

$$= \sqrt{238.18}$$

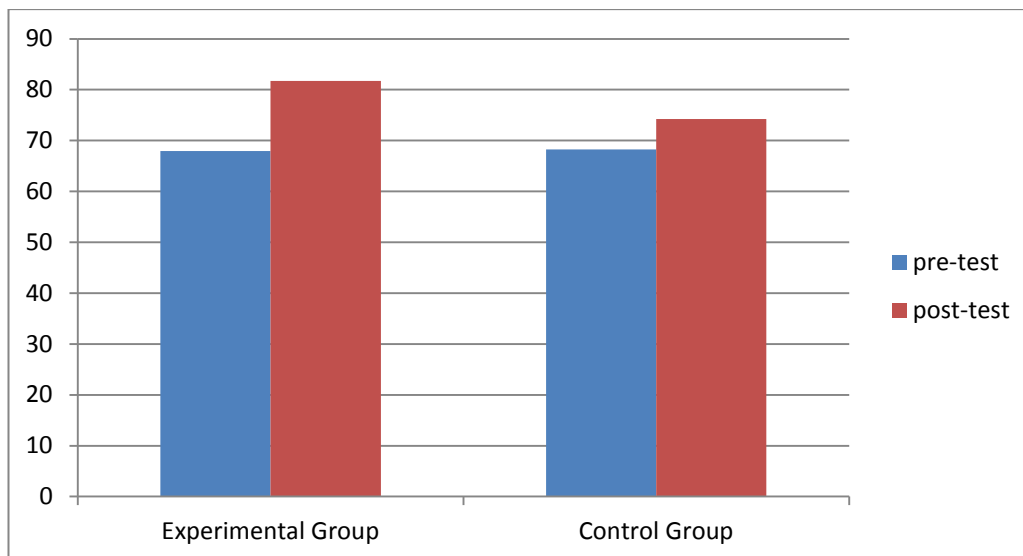
$$= 15.43$$

Based on the post-test result, the total score of experimental group was 3112. This group got mean score 81.89. Furthermore, the control group got total score 3044. The mean score of this group was also increased, it was 74.24. As a result, the result shows that there was an improvement in post test result than pre-test.

Based on the tables above, it meant the students' improvement of experimental group is higher than control group. Based on the post-test result, it can be concluded that guided writing technique is more effective in teaching writing recount text.

4.6 Mean Scores Differences between Pre-Test and Post-Test of Experimental Group and Control Group

The significant difference of the experiment could be seen through the difference of means scores in two groups. The following graph presented the mean scores result of pre-test and post-test between the two groups.

Chart 4.1**Mean Scores between Experimental Group and Control Group**

The chart above shows that the mean score of the pre-test in the experimental group was 67.93. Meanwhile, the mean score of the post-test was 81.89. Therefore, there is a significant improvement between the pre-test and the post-test scores achieved by the students of the experimental group.

On the other hand, the mean score of control group also shows an improvement. It was 68.23 in the pre-test and 74.24 in the post test. In this group, there is less improvement than the experimental group. It meant that the difference mean score on the experimental group is higher than in the control group. In short, I concluded that there is a better improvement of the experimental group's achievement after they received the treatments by using guided writing for teaching writing recount text. To prove the significant improvement of both groups, the results needs to be tested by using t-test.

4.7 t-Test

To measure the significance of the pre-test and the post-test, the *t*-test was used. The result of the consultation was then used as an attempt to verify the hypothesis. The first thing to do was finding *t*-value. Then, the *t*-value was compared with the *t*-table. The formula of the *t*-value can be written as follows.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SED}$$

(Fraenkel and Wallen, 2008:248)

In which,

t = *t*-value

\bar{X}_1 = mean of experimental group

\bar{X}_2 = mean of control group

SED = standard error of the difference

However, before counting *t*-test, standard error of difference had to be computed. The formula of standard error of difference is as follows.

$$SED = \sqrt{(SEM_1)^2 + (SEM_2)^2}$$

(Fraenkel and Wallen, 2008:248)

In which:

SED = standard error of difference

SEM₁ = standard error of the mean for experimental group

SEM₂ = standard error of the mean for control group

To calculate SED, standard error of the mean from both group had to be calculated first. The formula of standard error of the mean is as follows.

$$SEM = \frac{SD}{\sqrt{n-1}}$$

(Fraenkel and Wallen, 2008:248)

The calculation of standard error of the mean for experimental and control groups are as follows.

$$\begin{aligned} SEM_1 &= \frac{SD}{\sqrt{n-1}} \\ &= \frac{13.29}{\sqrt{38-1}} \\ &= \frac{13.29}{6.08} \\ &= 2.19 \end{aligned}$$

$$\begin{aligned} SEM_2 &= \frac{SD}{\sqrt{n-1}} \\ &= \frac{15.43}{\sqrt{41-1}} \\ &= \frac{15.43}{6.32} \\ &= 2.44 \end{aligned}$$

After getting the value of standard error of the mean from both groups, the standard error of difference could be calculated.

$$\begin{aligned} SED &= \sqrt{(SEM_1)^2 + (SEM_2)^2} \\ &= \sqrt{(2.19)^2 + (2.44)^2} \\ &= \sqrt{4.77 + 5.95} \\ &= \sqrt{10.73} \end{aligned}$$

$$= 3.28$$

The SED value had been found, then I calculated the t -value by using the t -test formula.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SED}$$

$$t = \frac{81.89 - 74.24}{3.28}$$

$$t = \frac{7.65}{3.28}$$

$$t = 2.34$$

Therefore, t_{value} was 2.34. Then, I consulted with t_{table} for $\alpha = 5\%$ and $n = n_1 + n_2 - 2 = 77$ is $t_{(0.05)(77)} = 1.985$.

Based on the calculation of t -test, it was found that t -value is higher than t -table ($2.34 > 1.985$). I concluded H_a is accepted that the eighth grade students taught with guided writing technique gains significantly better mastery of writing recount text than students taught with conventional method and H_o is rejected.

4.8 The Effectiveness of Guided Writing for Teaching Writing Recount Text

After getting the treatment by using guided writing for teaching writing recount text, the students' writing skill of the experimental group increased significantly. There was better improvement in experimental group which was taught by guided writing compared to control group, which was taught by conventional method. Thus, guided writing is proved as an effective technique for teaching writing recount text. It could be seen by the post-test findings, mean

scores differences between pre-test and post-test of experimental group and control group, and t-test findings.

4.9 Result of Questionnaire

After the post-test was done, the questionnaire was given to the students in order to get some information related to the research that had been done. There were five questions in the questionnaire. The questions were written in Indonesian in order that the students could easily understand the questions. From the questionnaire, I found that:

Question 1 (The advantages): A=0, B=36, C=2

$$\frac{(36 \times 2) + (2 \times 3)}{38} = 2.05$$

Question 2 (The motivation): A=0, B=36, C=2

$$\frac{(36 \times 2) + (2 \times 3)}{38} = 2.05$$

Question 3 (Students' achievement): A=0, B=34, C=4

$$\frac{(34 \times 2) + (4 \times 3)}{38} = 2.10$$

Question 4 (Difficulty): A=1, B=32, C=5

$$\frac{(1 \times 1) + (32 \times 2) + (5 \times 3)}{38} = 2.10$$

Question 5 (Students' interest): A=0, B=22, C=16

$$\frac{(22 \times 2) + (16 \times 3)}{38} = 2.42$$

Based on the classification of graded score in the previous chapter, the results of questionnaire could be concluded as follows,

- (1) The first question in the questionnaire was *Apakah dengan menggunakan teknik guided writing membuat Anda mudah dalam menulis?* From the result of the questionnaire it could be seen that guided writing made the students easier in writing.
- (2) The second question was *Apakah dengan menggunakan teknik guided writing membuat Anda termotivasi untuk menulis?* From the answers of the students, I concluded that guided writing highly motivated them to express their ideas.
- (3) The third question was *Apakah dengan menggunakan teknik guided writing dapat meningkatkan kemampuan writing Anda?* By seeing the result, I concluded that guided writing in teaching writing recount text and the students' ability in writing were very relevant since this technique could help them to improve their writing ability.
- (4) The forth question was *Apakah dengan menggunakan teknik pembelajaran guided writing Anda mengalami kesulitan dalam menulis?* From the result, it could be seen that teaching writing recount text using guide writing technique made the students easier to accept the material. They did not feel difficult during the process of writing by using this technique.
- (5) The last question was *Apakah pembelajaran dengan menggunakan teknik guided writing menyenangkan?* From the answer of the questionnaire, it could be seen that the students' interest was high during the process of teaching and learning by using guided writing. The teaching and learning process by using this technique was enjoyable and fun for the students.

4.10 Discussion of the Research Findings

From the computation done above, it was obtained that the t_{test} was higher than the t_{table} . It meant that guided writing is effective to be used in teaching writing recount text and gives significant result. Therefore, I would like to elaborate them based on the research questions.

The first question of this study was “How is writing recount text mastery of the eighth grade students of SMP 1 Tulis?” This question could be answered by referring to the result of the pre-test. From the result, it could be seen that from both classes, many students still get low scores in writing recount text. In addition, the mean score for the experimental group was 67.93 and the control group was 68.23. I concluded that the writing ability of the students at the eighth grade of SMP 1 Tulis was low.

The second question was “How could guided writing be applied for teaching writing recount text at eighth grade students of SMP N 1 Tulis in the academic year of 2014/2015?” The implementation of guided writing for teaching writing recount text was applied in the experimental group. In this research, I did the treatments twice. For the first treatment, I used series of questions in order to attract the students’ ideas in developing recount text. The last treatment was giving an outline to be completed by the students before they started writing. In implementing those treatments, the students seemed to be interested because by using them, they could write easier.

The last question was “How effective does guided writing give contribution to improve the students’ writing recount text at eighth grade students of SMP N 1 Tulis in the academic year of 2014/2015?” It was answered by using quantitative approach. The result of the tests showed that the average post-test score of the students who were taught by using guided writing was higher than those who were taught using conventional method. The average of the experimental group before the treatments was 67.93 and after the treatments was 81.89. It is higher than the control group which had average 68.23 before the treatments and obtained average 74.24 after the treatments. Therefore, it could be stated that in this study, guided writing is more effective in teaching writing recount text than the conventional teaching method. This statement is strengthen through the questionnaire that was given to the experimental group.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the important points from the whole discussions in the study. It also suggests some recommendations for the readers and the academic teaching as well as for further researchers.

5.1 Conclusions

The objective of this study is to find out whether guided writing is effective to teach writing recount text to the eighth grade students of SMP N 1 Tulis in the academic year of 2014/2015. In order to achieve the objective of the study, I conducted a quasi-experimental research. Based on the analysis, I can conclude the following.

- (1) From the result of the pre-test, the writing ability of the students at the eighth grade of SMP N 1 Tulis was low. It could be seen from both classes, many students still get low scores in writing recount text. The mean score for the experimental group was 67.93 and the control group was 68.23.
- (2) I did the treatments twice for the implementation of guided writing for teaching writing recount text. The first treatment, I used series of questions in order to attract the students' ideas in developing recount text. The last treatment was giving an outline to be completed by the students before they started writing.

- (3) The experimental research which focused on learners' ability to create a recount text was successful. The computation result for experimental group's mean on pre-test was 67.93 and 68.23 for the control group. In the post-test, the experimental group gained 81.89 and the control group gained 74.21. The calculation showed that the result of experimental group was higher than the control group.
- (4) Based on the the result of post-test, mean scores differences between pre-test and post-test of experimental and control group, and t-test findings on the previous chapter, I concluded that guided writing is effective to be used in teaching writing recount text. It is also strengthen through the result of questionnaire that was given to the experimental group.
- (5) Guided writing technique can help the students to compose a recount text. The sequence of questions and outline can help them to express their ideas, therefore, they can write easier.

5.2 Suggestions

The success in teaching does not depend on the final product only, but also on how the process of teaching and learning flow. Regarding to the teaching of writing recount text, the teacher should provide an appropriate technique because sometimes it is difficult for the students to write due to their limited ideas. By using guided

writing, the students will be helped by the teacher to explore their ideas by using sequence of questions or outline. I would like to give some suggestions for the teacher, the students, and the next researcher as follows.

1. For the teacher

The teacher should find proper media or technique so that the students understand the materials easily. The teacher should also present the lesson in an enjoyable and understandable way. Through this study, the teacher can consider that guided writing is a good technique in teaching writing since it is easier for the students to understand the ideas before composing a text.

2. For the students

The students should be confident to write their ideas in the form of a text. They can make an outline before starting their writing to help them express their ideas.

3. For the next researcher

I suggest to the next researcher to apply new media or technique in his/her research to enhance writing ability. I hope that this research can be used as one of references for them in conducting their research.

BIBLIOGRAPHY

- Anderson, M. and Anderson, K. 2003. *Text Types in English 1*. Malaysia: Macmilian
- Brown, D. 2001. *Teaching by Principles: An Interactive Approach to Language Paedagogy*. New York: Longman.
- Brown, D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Longman.
- Brown, D. 2005. *Testing in Language Program*. Singapore: McGraw Hill.
- Creswell, J. W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: Sage.
- Dyan, V. L. 2010. *Improving Writing Skill through Guided Writing*. [Online.] Available at <http://eprints.uns.ac.id/7708/> [accessed on 6/01/2015].
- Eyres, I. 2004. *Primary English*. London: Paul Chapman Publishing.
- Fitriana. 2009. *The Students' Ability in Creating Written Recount Texts*. Final Project of Semarang State University.
- Richard, J. C. 2008. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Gerot, L. and Wignell, P. 1995. *Making Sense of Functional Grammar*. Australia: Gerd Stabler.

- Handayani, A. A. K., Nyoman, D., Ni Made, R. 2013. The Effect of Guided Writing Strategy and Students' Achievement Motivation on Students' Writing Competency. *Language Education Department Post Graduate Program Ganesha University of Education Journal*. [Online.] Available at <http://ejournal.undiksha.ac.id/> [accessed on 6/01/2015].
- Harmer, J. 2004. *How to Teach Writing*. Malaysia: Longman.
- Hidayat, T. 2012. *The Use of Diary Writing Method to Improve Students' Writing Recount Text Ability*. Final Project of Semarang State University.
- Khairina, A. 2014. *The Use of Sentence Race Game to Improve Students' Skill in Writing Recount Text*. Final Project of Semarang State University.
- Nagaraj, G. 1996. *English Language Teaching*. Calcutta: Sangam Books.
- Nunan, D. 1989. *Designing Task for the Communicative Classroom*. Britain: Bell&Bain Ltd Glasgow.
- Nunan, D. 1992. *Research Methods in Language Learning*. United state of America: Cambridge University Press.
- Primary National Strategy. 2007. Improving Writing with a Focus on Guided Writing. *Primary National Strategy*. [Online.] Available at dera.ioe.ac.uk/6649/8/Guided_writing_materials_Redacted.pdf [accessed on 19/01/2015].

Raimes, A. 1983. *Technique in Teaching Writing*. New York: Oxford University Press.

Saragih, N., Silalahi, R., Pardede, H. 2014. The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar. *IOSR Journal of Humanities and Social Science*. [Online.] Available at iosrjournals.org/iosrjhss/papers/Vol19issue1/...12/J0191125664.pdf [accessed on 5/06/2015].

Simpson, C. 1998. *Daily Guided Writing*. New Jersey: Addison Wesley Educational Publisher Inc.

Sugiarti, R. 2014. *The Effectiveness of Writing Workshop to Improve Students' Writing Skill of Recount Text*. Final Project of Semarang State University.

Suprianti. 2013. A Comparative Effect of Writing Workshop and Journal Writing Techniques Based on Text Types on the Eighth Grade Students' Writing Competency at SMP Negeri 1 Singaraja in the Academic Year 2012/2013. *Language Education Department Post Graduate Program Ganesha University of Education Journal*. [Online.] Available at <http://pasca.undiksha.ac.id/e-journal/index.php/jpbi/article/download/745/531> [accessed on 5/06/2015].

Wibowo, F. C. 2014. *The Use of Facebook Group in the Learning of Writing Recount Text*. Final Project of Semarang State University.

Appendices

Appendix 1

The Instrument of the Research

(This instrument is used for tryout, pre-test, and post-test)

Tenses : Past tense

Kind of Text : Recount Text

Time Allotment : 75 minutes

Instruction:

1. Write your name, class, and student number on the right corner of the worksheet.
2. Make a recount text about your personal experience. It can be funny, terrible, or spooky experience.
3. Your recount text should consists orientation, a series of event, and re-orientation.

Appendix 2

Scoring Guidance

<p>Organization: Introduction, Body, and Conclusion</p>	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused
	14-12	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations

		may not be fully supported by the evidence given; problems of organization interfere
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical development of ideas; Content	20-18	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	17-15	Essay addresses the issues but misses

		some points; ideas could be more fully developed; some extraneous material is present
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right
	11-6	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content
	5-1	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
Grammar	20-18	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences

	17-15	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences
	14-12	The ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present
	11-6	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
	5-1	Severe grammar problems interfere greatly with the messages; reader can't understand what the writer was trying to say; unintelligible sentence structure

Punctuation, spelling, and mechanics	20-18	Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper in neat and legible
	14-12	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11-6	Serious problem with format of paper; parts of essay not legible; errors in sentence punctuations and final punctuation; unacceptable to educated readers
	5-1	Complete disregard for English writing conventions; paper illegible;

		obvious capital missing; no margins; severe spelling problems
Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	14-12	Some vocabulary misused; lacks awareness of register; may be too wordy
	11-6	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety

Appendix 3

Try Out Scores

No	Student Code	Score		
		Rater 1 (X)	Rater 2 (Y)	Rater 3 (Z)
1.	S-1	39	71	38
2.	S-2	-		
3.	S-3	42	63	51
4.	S-4	36	77	38
5.	S-5	38	59	38
6.	S-6	-		
7.	S-7	43	76	43
8.	S-8	50	73	47
9.	S-9	46	59	45
10.	S-10	65	81	70
11.	S-11	50	67	44
12.	S-12	56	77	54
13.	S-13	-		
14.	S-14	41	60	36
15.	S-15	39	60	41
16.	S-16	43	76	54
17.	S-17	73	80	75
18.	S-18	39	58	34

19.	S-19	36	72	37
20.	S-20	39	35	30
21.	S-21	41	76	34
22.	S-22	65	85	35
23.	S-23	63	83	56
24.	S-24	34	34	34
25.	S-25	46	73	45
26.	S-26	44	47	45
27.	S-27	37	30	34
28.	S-28	63	86	60
29.	S-29	54	88	54
30.	S-30	66	72	66
31.	S-31	38	31	32
32.	S-32	36	33	30
33.	S-33	58	81	59
34.	S-34	74	91	81
35.	S-35	36	32	25
36.	S-36	65	75	65
37.	S-37	50	81	50
38.	S-38	34	33	32
39.	S-39	36	50	40
40.	S-40	52	78	55

41.	S-41	30	37	30
	Mean	(Mx) 47.29	(My) 63.95	(Mz) 45.71

Appendix 4

Pre-Test Scores of Experimental Group

Student s' Code	Criteria					Total
	Organizati on	Logical of Developme nt Ideas	Gramm ar	Punctuatio n, Spelling, and Mechanics	Style and Quality of Expressi on	
F-1	5	7	8	14	8	42
F-2	19	18	19	19	17	92
F-3	15	15	11	15	5	61
F-4	15	16	15	15	14	75
F-5	17	17	6	13	5	58
F-6	6	8	8	15	10	47
F-7	5	7	15	10	6	43
F-8	18	18	16	17	13	82
F-9	6	7	8	14	5	40
F-10	5	6	15	10	8	44
F-11	7	7	15	10	12	51
F-12	19	19	16	17	11	82
F-13	19	18	14	19	9	79
F-14	17	18	15	14	17	81
F-15	17	18	15	15	14	79

F-16	19	19	12	15	11	76
F-17	17	15	17	14	14	77
F-18	7	15	5	5	6	38
F-19	18	15	12	10	7	62
F-20	5	5	8	12	5	35
F-21	19	19	17	17	17	89
F-22	18	17	17	16	14	82
F-23	5	7	12	9	5	38
F-24	19	19	14	12	12	76
F-25	19	19	19	19	19	95
F-26	15	16	10	15	5	61
F-27	17	16	16	12	11	72
F-28	17	16	17	15	12	77
F-29	17	15	17	10	12	71
F-30	18	19	19	19	19	94
F-31	18	18	15	12	11	74
F-32	17	15	14	5	14	65
F-33	17	17	17	16	14	81
F-34	19	19	17	17	11	83
F-35	11	11	16	15	11	64
F-36	8	9	15	14	10	56
F-37	18	15	14	15	14	76

F-38	17	15	15	12	12	71
F-39	18	19	11	12	11	71
F-40	17	18	17	14	11	77
F-41	19	18	11	14	6	68

Appendix 5

Pre-Test Scores of Control Group

Students' Code	Criteria					Total
	Organization	Logical of Development Ideas	Grammar	Punctuation, Spelling, and Mechanics	Style and Quality of Expression	
D-1	7	7	15	12	5	46
D-2	7	7	5	5	5	29
D-3	17	17	17	17	17	85
D-4	15	15	6	10	5	51
D-5	18	18	17	17	17	87
D-6	15	17	15	14	14	75
D-7	15	15	6	12	6	54
D-8	17	17	11	14	11	70
D-9	17	17	17	15	14	80
D-10	17	17	15	17	14	80
D-11	15	15	11	10	11	62
D-12	11	11	16	15	5	58
D-13	11	15	11	12	12	61
D-14	11	11	11	10	6	49
D-15	15	15	6	15	14	65
D-16	18	17	17	15	14	81

D-17	17	15	17	14	11	74
D-18	19	19	17	14	17	86
D-19	11	15	17	18	18	79
D-20			-			
D-21	11	15	17	18	17	78
D-22	11	15	17	16	14	73
D-23	17	17	17	15	5	71
D-24	17	17	19	14	18	85
D-25	17	18	17	17	15	84
D-26	15	17	17	17	14	80
D-27	18	18	15	15	14	80
D-28	18	15	15	15	12	75
D-29	15	7	5	6	6	39
D-30	11	15	15	14	6	61
D-31	15	15	17	14	14	75
D-32	15	15	6	12	6	54
D-33	5	5	5	5	5	25
D-34	11	7	17	15	11	61
D-35	17	17	11	15	11	71
D-36	17	17	17	14	11	76
D-37	17	17	15	7	11	67
D-38	18	18	15	15	14	80

D-39			-			
D-40	15	15	11	15	11	67
D-41	18	18	17	17	17	87

Appendix 6

Post-Test Scores of Experimental Group

Students' Code	Criteria					Total
	Organization	Logical of Development Ideas	Grammar	Punctuation, Spelling, and Mechanics	Style and Quality of Expression	
F-1	12	13	15	17	8	65
F-2	18	18	7	17	15	75
F-3			-			
F-4	18	18	18	17	17	88
F-5	19	18	8	17	9	71
F-6	17	17	16	17	16	83
F-7	8	8	13	15	8	52
F-8	19	19	20	19	19	96
F-9	18	18	15	15	12	78
F-10	10	9	16	16	12	63
F-11	15	16	16	12	15	74
F-12	20	20	17	19	19	95
F-13	19	19	18	20	20	96
F-14	19	19	17	15	17	87
F-15	16	16	15	16	14	77
F-16	18	17	12	15	14	76

F-17	17	17	17	14	14	80
F-18	17	17	8	6	8	56
F-19			-			
F-20	18	18	10	16	7	69
F-21	20	19	17	20	18	94
F-22	20	20	15	18	18	91
F-23	8	9	13	17	7	54
F-24	9	10	18	15	18	70
F-25	20	19	20	19	19	97
F-26	20	20	17	16	15	88
F-27	19	19	18	20	19	95
F-28	19	19	18	16	13	85
F-29	20	19	17	19	14	89
F-30	20	20	20	15	20	95
F-31	19	19	15	17	18	88
F-32	18	17	17	16	15	83
F-33	18	19	17	16	16	86
F-34	20	20	18	20	19	97
F-35	19	19	20	20	20	98
F-36			-			
F-37	20	20	20	18	18	96
F-38	17	17	20	17	17	88

F-39	7	9	13	17	14	60
F-40	20	20	20	18	19	97
F-41	18	18	12	13	13	74

Appendix 7

Post-Test Scores of Control Group

Students' Code	Criteria					Total
	Organization	Logical of Development Ideas	Grammar	Punctuation, Spelling, and Mechanics	Style and Quality of Expression	
D-1	17	17	15	15	12	76
D-2	17	17	15	15	14	78
D-3	18	18	17	17	17	87
D-4	6	7	6	14	8	41
D-5	11	15	11	12	5	54
D-6	17	17	15	17	14	80
D-7	15	15	5	12	6	53
D-8	17	17	16	14	11	75
D-9	18	18	17	18	17	88
D-10	18	18	15	15	14	80
D-11	18	18	18	15	14	83
D-12	18	18	18	15	14	83
D-13	6	7	17	14	6	50
D-14	17	17	17	14	18	83
D-15	17	17	17	19	17	87
D-16	18	18	17	17	14	84
D-17	17	17	15	15	12	76

D-18	18	18	17	14	14	81
D-19	17	16	15	17	15	80
D-20	5	7	8	14	5	39
D-21	14	15	17	17	14	77
D-22	18	18	15	15	14	80
D-23	18	18	15	15	14	80
D-24	18	18	18	15	14	83
D-25	18	18	15	15	14	80
D-26	18	18	15	15	14	80
D-27	18	18	15	15	14	80
D-28	19	19	17	15	14	84
D-29	15	7	15	7	5	49
D-30	5	7	5	14	5	36
D-31	11	15	17	14	17	74
D-32	5	7	6	12	5	35
D-33	15	18	15	15	14	77
D-34	19	19	17	18	18	91
D-35	19	19	17	15	14	84
D-36	15	18	15	15	14	77
D-37	18	18	15	15	14	80
D-38	19	19	19	14	18	89
D-39	18	18	15	15	14	80

D-40	18	17	15	15	14	79
D-41	18	18	19	18	18	91

Appendix 8

Questionnaire

Mata Pelajaran : Bahasa Inggris

Sekolah : SMP N 1 Tulis

Kelas :

Tanggal :

Pertanyaan:

1. Apakah dengan menggunakan teknik *guided writing* membuat Anda mudah dalam menulis?
 - a. Tidak
 - b. Ya, cukup membantu
 - c. Sangat membantu
2. Apakah dengan menggunakan teknik *guided writing* membuat Anda termotivasi untuk menulis?
 - a. Tidak
 - b. Ya, cukup termotivasi
 - c. Sangat membantu dalam menulis
3. Apakah dengan menggunakan teknik *guided writing* dapat meningkatkan kemampuan *writing* Anda?
 - a. Tidak
 - b. Ya, dapat meningkatkan kemampuan *writing*
 - c. Sangat membantu dalam meningkatkan kemampuan *writing*
4. Apakah dengan menggunakan teknik pembelajaran *guided writing* Anda mengalami kesulitan dalam menulis?
 - a. Mengalami kesulitan
 - b. Tidak mengalami kesulitan
 - c. Sangat memudahkan dalam belajar

5. Apakah pembelajaran dengan menggunakan teknik *guided writing* menyenangkan?
- a. Tidak
 - b. Menyenangkan
 - c. Sangat Menyenangkan

Appendix 9

Result of the Questionnaire

No.	Sample	Questions				
		1	2	3	4	5
1.	S-01	B	B	B	B	C
2.	S-02	B	B	C	C	C
3.	S-03	B	B	B	B	C
4.	S-04	B	B	B	B	B
5.	S-05	B	B	B	B	B
6.	S-06	B	B	B	B	B
7.	S-07	B	B	B	B	C
8.	S-08	B	B	B	C	C
9.	S-09	B	B	B	C	C
10.	S-10	B	B	B	C	C
11.	S-11	B	B	C	B	B
12.	S-12	B	B	B	C	C
13.	S-13	B	B	B	B	B
14.	S-14	B	B	B	B	B
15.	S-15	B	B	B	B	B
16.	S-16	C	B	B	B	B
17.	S-17	B	B	B	B	B
18.	S-18	B	B	B	B	B
19.	S-19	B	B	B	B	C
20.	S-20	B	B	B	B	C
21.	S-21	B	C	B	B	B
22.	S-22	B	B	B	B	B
23.	S-23	B	B	B	B	C
24.	S-24	B	B	B	B	C
25.	S-25	B	B	B	B	C
26.	S-26	B	B	B	B	C
27.	S-27	B	B	B	B	B
28.	S-28	B	B	B	B	B
29.	S-29	B	B	B	B	B
30.	S-30	B	B	B	B	B
31.	S-31	B	B	B	B	B
32.	S-32	B	B	B	B	B

33.	S-33	B	B	B	B	B
34.	S-34	B	B	B	B	B
35.	S-35	B	C	B	B	C
36.	S-36	B	B	C	B	C
37.	S-37	B	B	B	B	B
38.	S-38	C	B	C	B	B

Appendix 10**Lesson Plan for Control Group**

Name of School : SMP NEGERI 1 TULIS

Subject : English

Class / Semester : VIII / 2

Material : Written Recount Text

Time Allocation : 4 X 40 minutes

I. Standard Competence

- Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar
- Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

- Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

- Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

III. Indicators

- Students identify social function, generic structure, and linguistic features of recount text.
- Students mention specific information from the text given.
- Students write a short monologue in the form of recounttext about students' experience.

IV. Objectives

- Students are able to identify social function, generic structure, and linguistic features of recount text.
- Students are able to mention specific information from the text given.
- Students are able to write a recout text about their experience.

V. Character Building :

- Trustworthiness
- Respect
- Dilligence

VI. Material

- ✓ Short monologue in the form of recount text

Text 1

Going Swimming with My Best Friend

It was Sunday. My friend and I had a plan to swim togetherin Bandar swimmingpool.

At 9 a.m., I went to Rian's house. Rian was my best friend. We went there by bus.

Arriving in the swimmingpool, we bought two tickets for us. Then, we went to the changing room to change our clothes. Before we got into the water, we borrowed a float, because we could not swim well.

After we swam around 2 hours, we decided to buy “laker” that was sold beside the pool. Its smell made me hungry. However, we had to change our clothes before buying it. Unfortunately, the floor was very slippery, so when I was walking, I got a slip. Many people looked at me, even my friend, Rian laughed. I thought my face became red at that time.

The nice taste of “laker” could make me forget that embarrassing moment. After we were full enough, we got into the bus and went home.

Text 2

My Mother’s Birthday

It was my mother’s birthday last Sunday. On Friday my sister and I went shopping to Pekalongan. We bought a lovely batik shirt. Then we wrapped it in a green paper. Green is my mother’s favourite colour.

On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful cake. I wrote “ Happy birthday “ on it. After that, my sister put some chocolate and ornaments on the top of the cake.

On Sunday evening, my uncle and aunt came to my house. They bought several bottles of soft-drink and present for my mother. Then we sat together in the sitting room.

Finally, my mother cut the cake while we were singing a ‘ Happy Birthday’ song for her. After giving each of us piece of cake, she opened the presents. And she was happy.

Text 3

My Worst Experience on the Bus

The sun shone brightly on Sunday Morning. I got a BBM from my friend Lisa telling me that she wanted me to accompany her buying shoes. We made an appointment to meet up at Batang Square.

After preparing everything, I went out from my house and waited for a bus. On the bus, I sent her a message that I had already been on the way to Batang Square. Then, I entered my mobile phone into my handbag.

The bus ran slowly before finally it arrived at Batang Square. There were many people got out of the bus including me. Then, I searched my mobile phone in my bag, in order to call Lisa to tell that I had arrived. Unfortunately, I could not found my mobile phone in my bag. I took out everything in my bag, but I still did not find it.

Lisa saw me, then she approached me. She asked what did I do, and I said that I lost my mobile phone. She helped me to look for it, but it was gone.

That day I lost my important and valuable thing in my life. That was my mobile phone. I promised to myself to be more careful in lots of ways. However, I still accompanied my friend buying shoes without mobile phone in my bag.

Text 4

Shopping with My Mom

My mother and I went shopping to Batang Market last Sunday. We took a bus at 8 a.m. We would like to buy fruit, vegetable, and fish.

First, we went to the fruit section. We bought two kilograms of apples and three papayas. After that, we went to vegetable section. We bought cabbage, broccoli, and carrot. Next, we went to the fish section to buy fresh fish.

Batang market was very hot at that time. I felt so thirsty, so I asked my mother to have some drink. After I drank up, we went home. Arriving at home, we prepared cooking fish that we bought before.

✓ Questions for the texts above

Text 1

Answer the following questions based on the text.

1. What is the text about?
2. Who had a plan for swimming?
3. Where did they swim?
4. How did they go there?
5. What was the embarrassing moment of the writer when he was swimming ?

Text 2

Answer the following questions based on the text.

1. What is the text about?
2. Whose birthday was at that time?
3. What did the writer buy for her mother?
4. Who made the birthday cake?
5. When was the party held?

Text 3

Answer the following questions based on the text.

1. What does the text talk about?
2. Why did Lisa send a BBM for the writer?
3. Where did they make appointment to meet?
4. What happened to the writer when she was on the bus?

5. What can you learn from the story?

Text 4

Answer the following questions based on the text.

1. What does the text talk about?
2. Who are the character of the story?
3. What did they do on last Sunday?
4. What did they buy in Batang Market?
5. What did the writer do after arriving at home?

✓ Answer key

Text 1

1. The text is about the writer's activity on Sunday, that was going swimming with his best friend.
2. The writer and his best friend had a plan for swimming.
3. They swam at Bandar swimmingpool.
4. They went there by bus.
5. The emarrasing moment happened was getting a slip while walking near the pool.

Text 2

1. The text is about the birthday party of the writer's mother.
2. It was the writer's mother birthday.
3. The writer bought a lovely batik shirt as a present for her mother.
4. The writer, her sister, and her mother made the birthday cake.
5. The party was held on Sunday evening.

Text 3

1. The text talks about the worst experience that the writer had.
2. Lisa sent BBM for the writer because she wanted her to accompany buying shoes.

3. They made appointment to meet at Batang Square.
4. The writer lost her mobile phone when she was on the bus.
5. We have to be careful.

Text 4

1. The text talks about the writer experience when she was having shopping with her mother.
2. The characters of the story were the writer and her mother.
3. They went shopping on last Sunday.
4. They bought two kilograms of apples, three papayas, cabbage, broccoli, carrot, and fresh fish.
5. They prepared cooking fish after arriving at home.

✓ **The Goal of Recount Text**

The goal of a recount text is to retell the past event in order to give information or entertain the reader.

✓ **Generic Structure of Recount Text**

Generic structure of a recount text is:

- Orientation: gives background information about the characters, what happen with the character, and also informs where and when the story takes place
- Sequence of events: tells the series of events in the order in which they happened
- Re-orientation: personal comment of the writer to the story (optional)

✓ **Language Feature of Recount text**

- Proper nouns to identify those involved in a text
- Descriptive words to give details about who, what, when, where, and how
- The use of past tense to retell the events
- Words that show the order of events (for example, first, next, then).

VII. Teaching Method

BKOF approach with:

- Discussion
- Question and answer
- Writing practice

VII. Learning Media and Sources

1. **Media:** recount texts
2. **Sources:** text books which are relevant to the material

VIII. Learning Stages

First Meeting

1. Opening Activity
 - Greeting
 - Praying
 - Checking attendance
2. Main Activity
 - a. Building Knowledge of the Field

Students are asked several questions about their activity during holiday.
 - b. Modelling of the Text

Students are given example of recount text and its generic structure and language features.
 - c. Joint Construction of the Field

Students answer questions based on the text.
 - d. Independent Construction of Text

Students make a recount text about their personal experience.
3. Closing Activity
 - Summarizing

- Saying good bye

Second Meeting

1. Opening Activity

- Greeting
- Praying
- Checking attendance

2. Main Activity

a. Building Knowledge of the Field

Students are asked several questions about their activity during holiday.

b. Modelling of the Text

Students are given example of recount text and its generic structure and language features.

c. Joint Construction of the Field

Students answer questions based on the text.

d. Independent Construction of Text

Students make a recount text about their personal experience.

3. Closing Activity

- Summarizing
- Saying good bye

Third Meeting

1. Opening Activity

- Greeting
- Praying
- Checking attendance

2. Main Activity

a. Building Knowledge of the Field

Students are asked several questions about their activity during holiday.

b. Modelling of the Text

Students are given example of recount text and its generic structure and language features.

c. Joint Construction of the Field

Students answer questions based on the text.

d. Independent Construction of Text

Students make a recount text about their personal experience.

3. Closing Activity

- Summarizing
- Saying good bye

Fourth Meeting

1. Opening Activity

- Greeting
- Praying
- Checking attendance

2. Main Activity

a. Building Knowledge of the Field

Students are asked several questions about their activity during holiday.

b. Modelling of the Text

Students are given example of recount text and its generic structure and language features.

c. Joint Construction of the Field

Students answer questions based on the text.

d. Independent Construction of Text

Students make a recount text about their personal experience.

3. Closing Activity

- Summarizing
- Saying good bye

IX. Asessment

- a. Type : Recount Text

b. Technique : Written test

c. Instrument :

Indicator	Evaluation	
	Type	Test Item
1. Write a short monologue in the form of recounttext about students' experience.	Written test	Writting product

Rubric of Evaluation:

Organization: Introduction, Body, and Conclusion	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused
	14-12	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of

		organization interfere
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical development of ideas; Content	20-18	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	17-15	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous

		material is present
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right
	11-6	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content
	5-1	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
Grammar	20-18	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences
	17-15	Advanced proficiency in English grammar; some grammar problems

		don't influence communication, although the reader is aware of them; no fragments or run-on sentences
	14-12	The ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present
	11-6	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
	5-1	Severe grammar problems interfere greatly with the messages; reader can't understand what the writer was trying to say; unintelligible sentence structure
Punctuation, spelling, and mechanics	20-18	Correct use of English writing conventions: left and right margins,

		all needed capitals, paragraphs indented, punctuation and spelling; very neat
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper in neat and legible
	14-12	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11-6	Serious problem with format of paper; parts of essay not legible; errors in sentence punctuations and final punctuation; unacceptable to educated readers
	5-1	Complete disregard for English writing conventions; paper illegible; obvious capital missing; no margins; severe spelling problems

Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	14-12	Some vocabulary misused; lacks awareness of register; may be too wordy
	11-6	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety

Maximum score is 100 point.

The score of each component is 20 point.

Formula: Organization + Content + Grammar + Mechanics + Style

Tulis, April 2015

English Teacher

Researcher

Drs. Sumarlan, M.Pd.

NIP. 196903251995121001

Dian Ayu Titisari

NIM. 2201411037

Appendix 11

Lesson Plan for Experimental Group

Name of School : SMP NEGERI 1 TULIS

Subject : English

Class / Semester : VIII / 2

Material : Written Recount Text

Time Allocation : 4 X 40 minutes

X. Standard Competence

- Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar
- Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

XI. Basic Competence

- Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

- Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

XII. Indicator

- Students identify social function, generic structure, and linguistic features of recount text.
- Students mention specific information from the text given.
- Students write a short monologue in the form of recounttext about students' experience.

XIII. Objectives

- Students are able to identify social function, generic structure, and linguistic features of recount text.
- Students are able to mention specific information from the text given.
- Students are able to write a recout text about their experience.

XIV. Character Building :

- Trustworthiness
- Respect
- Dilligence

XV. Material

- ✓ Short monologue in the form of recount text

Text 1**Going Swimming with My Best Friend**

It was Sunday. My friend and I had a plan to swim togetherin Bandar swimmingpool.

At 9 a.m., I went to Rian's house. Rian was my best friend. We went there by bus.

Arriving in the swimmingpool, we bought two tickets for us. Then, we went to the changing room to change our clothes. Before we got into the water, we borrowed a float, because we could not swim well.

After we swam around 2 hours, we decided to buy “laker” that was sold beside the pool. Its smell made me hungry. However, we had to change our clothes before buying it. Unfortunately, the floor was very slippery, so when I was walking, I got a slip. Many people looked at me, even my friend, Raina laughed. I thought my face became red at that time.

The nice taste of “laker” could make me forget that embarrassing moment. After we were full enough, we got into the bus and went home.

Text 2

My Mother’s Birthday

It was my mother’s birthday last Sunday. On Friday my sister and I went shopping to Pekalongan. We bought a lovely batik shirt. Then we wrapped it in a green paper. Green is my mother’s favourite colour.

On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful cake. I wrote “ Happy birthday “ on it. After that, my sister put some chocolate and ornaments on the top of the cake.

On Sunday evening, my uncle and aunt came to my house. They bought several bottles of soft-drink and present for my mother. Then we sat together in the sitting room.

Finally, my mother cut the cake while we were singing a ‘ Happy Birthday’ song for her. After giving each of us piece of cake, she opened the presents. And she was happy.

Text 3

My Worst Experience on the Bus

The sun shone brightly on Sunday Morning. I got a BBM from my friend Lisa telling me that she wanted me to accompany her buying shoes. We made an appointment to meet up at Batang Square.

After preparing everything, I went out from my house and waited for a bus. On the bus, I sent her a message that I had already been on the way to Batang Square. Then, I entered my mobile phone into my handbag.

The bus ran slowly before finally it arrived at Batang Square. There were many people got out of the bus including me. Then, I searched my mobile phone in my bag, in order to call Lisa to tell that I had arrived. Unfortunately, I could not found my mobile phone in my bag. I took out everything in my bag, but I still did not find it.

Lisa saw me, then she approached me. She asked what did I do, and I said that I lost my mobile phone. She helped me to look for it, but it was gone.

That day I lost my important and valuable thing in my life. That was my mobile phone. I promised to myself to be more careful in lots of ways. However, I still accompanied my friend buying shoes without mobile phone in my bag.

Text 4

Shopping with My Mom

My mother and I went shopping to Batang Market last Sunday. We took a bus at 8 a.m. We would like to buy fruit, vegetable, and fish.

First, we went to the fruit section. We bought two kilograms of apples and three papayas. After that, we went to vegetable section. We bought cabbage, broccoli, and carrot. Next, we went to the fish section to buy fresh fish.

Batang market was very hot at that time. I felt so thirsty, so I asked my mother to have some drink. After I drank up, we went home. Arriving at home, we prepared cooking fish that we bought before.

✓ Questions for the texts above

Text 1

Answer the following questions based on the text.

1. What is the text about?
2. Who had a plan for swimming?
3. Where did they swim?
4. How did they go there?
5. What was the embarrassing moment of the writer when he was swimming ?

Text 2

Answer the following questions based on the text.

1. What is the text about?
2. Whose birthday was at that time?
3. What did the writer buy for her mother?
4. Who made the birthday cake?
5. When was the party held?

Text 3

Answer the following questions based on the text.

1. What does the text talk about?
2. Why did Lisa send a BBM for the writer?
3. Where did they make appointment to meet?
4. What happened to the writer when she was on the bus?

5. What can you learn from the story?

Text 4

Answer the following questions based on the text.

1. What does the text talk about?
2. Who are the character of the story?
3. What did they do on last Sunday?
4. What did they buy in Batang Market?
5. What did the writer do after arriving at home?

✓ Answer key

Text 1

1. The text is about the writer's activity on Sunday, that was going swimming with his best friend.
2. The writer and his best friend had a plan for swimming.
3. They swam at Bandar swimmingpool.
4. They went there by bus.
5. The emarrasing moment happened was getting a slip while walking near the pool.

Text 2

1. The text is about the birthday party of the writer's mother.
2. It was the writer's mother birthday.
3. The writer bought a lovely batik shirt as a present for her mother.
4. The writer, her sister, and her mother made the birthday cake.
5. The party was held on Sunday evening.

Text 3

1. The text talks about the worst experience that the writer had.
2. Lisa sent BBM for the writer because she wanted her to accompany buying shoes.

3. They made appointment to meet at Batang Square.
4. The writer lost her mobile phone when she was on the bus.
5. We have to be careful.

Text 4

1. The text talks about the writer experience when she was having shopping with her mother.
2. The characters of the story were the writer and her mother.
3. They went shopping on last Sunday.
4. They bought two kilograms of apples, three papayas, cabbage, broccoli, carrot, and fresh fish.
5. They prepared cooking fish after arriving at home.

✓ **The Goal of Recount Text**

The goal of a recount text is to retell the past event in order to give information or entertain the reader.

✓ **Generic Structure of Recount Text**

Generic structure of a recount text is:

- Orientation: gives background information about the characters, what happen with the character, and also informs where and when the story takes place
- Sequence of events: tells the series of events in the order in which they happened
- Re-orientation: personal comment of the writer to the story (optional)

✓ **Language Feature of Recount text**

- Proper nouns to identify those involved in a text
- Descriptive words to give details about who, what, when, where, and how
- The use of past tense to retell the events
- Words that show the order of events (for example, first, next, then).

VII. Teaching Method

- a. BKOF approach with:
 - Discussion
 - Question and answer
- b. Writing practice using guided writing technique

XVI. Learning Media and Sources

1. **Media:** recount texts
2. **Sources:** text books which are relevant to the material

XVII. Learning Stages

First Meeting

1. Opening Activity
 - Greeting
 - Praying
 - Checking attendance
2. Main Activity
 - a. Building Knowledge of the Field

Students are asked several questions about their activity during holiday.
 - b. Modelling of the Text

Students are given example of recount text and its generic structure and language features.
 - c. Joint Construction of the Field

Students answer questions based on the text.
 - d. Independent Construction of Text

Students make a recount text about their personal experience.
3. Closing Activity
 - Summarizing
 - Saying good bye

Second Meeting

1. Opening Activity

- Greeting
- Praying
- Checking attendance

2. Main Activity

a. Building Knowledge of the Field

Students are asked several questions about their activity during holiday.

b. Modelling of the Text

Students are given example of recount text and its generic structure and language features.

c. Joint Construction of the Field

- Students answer questions based on the text.
- Students are given several questions in order to write a recount text.

a. Independent Construction of Text

Students make a recount text about their personal experience based on the answers of the questions in the previous stage.

3. Closing Activity

- Summarizing
- Saying good bye

Third Meeting

1. Opening Activity

- Greeting
- Praying
- Checking attendance

2. Main Activity

a. Building Knowledge of the Field

Students are asked several questions about their activity during holiday.

b. Modelling of the Text

Students are given example of recount text and its generic structure and language features.

c. Joint Construction of the Field

- Students answer questions based on the text.
- Students are given an outline about experience they ever had.

a. Independent Construction of Text

Students make a recount text based on the outline.

3. Closing Activity

- Summarizing
- Saying good bye

Fourth Meeting

1. Opening Activity

- Greeting
- Praying
- Checking attendance

2. Main Activity

a. Building Knowledge of the Field

Students are asked several questions about their activity during holiday.

b. Modelling of the Text

Students are given example of recount text and its generic structure and language features.

c. Joint Construction of the Field

- Students answer questions based on the text.
- Students make a review of recount text.

a. Independent Construction of Text

Students make a recount text about their personal experience.

3. Closing Activity

- Giving feedback
- Saying good bye

XVIII. Asessment

a. Type : Recount Text

b. Technique : Written test

c. Instrument :

Indicator	Evaluation	
	Type	Test Item
2. Write a short monologue in the form of recounttext about students' experience.	Written test	Writting product

Rubric of Evaluation:

Organization: Introduction, Body, and Conclusion	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused
	14-12	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations

		may not be fully supported by the evidence given; problems of organization interfere
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical development of ideas; Content	20-18	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	17-15	Essay addresses the issues but misses

		some points; ideas could be more fully developed; some extraneous material is present
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right
	11-6	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content
	5-1	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
Grammar	20-18	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences

	17-15	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences
	14-12	The ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present
	11-6	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
	5-1	Severe grammar problems interfere greatly with the messages; reader can't understand what the writer was trying to say; unintelligible sentence structure

Punctuation, spelling, and mechanics	20-18	Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper in neat and legible
	14-12	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11-6	Serious problem with format of paper; parts of essay not legible; errors in sentence punctuations and final punctuation; unacceptable to educated readers
	5-1	Complete disregard for English writing conventions; paper illegible;

		obvious capital missing; no margins; severe spelling problems
Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	14-12	Some vocabulary misused; lacks awareness of register; may be too wordy
	11-6	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety

Maximum score is 100 point.

The score of each component is 20 point.

Formula: Organization + Content + Grammar + Mechanics + Style

Tulis, April 2015

English Teacher

Researcher

Drs. Sumarlan, M.Pd.

NIP. 196903251995121001

Dian Ayu Titisari

NIM. 2201411037

Appendix 12**List of Questions for Guided Writing****(First Treatment)**

- Did you ever had a study tour?
- Where did you go?
- When did you go to (the place)?
- How did you go there?
- What time did you leave your school?
- What was your first destination in your study tour?
- What did you do there?
- Next destination? Where did you go after that?
- What did you do there?
- What did the last place you visit?
- Did you buy souvenir? What were they?
- Did you have a special moment during your study tour? If you had, what was it?
- How long was your study tour?
- What day did you go back to Batang?
- How was your feeling after having a study tour?

Appendix 13**Outline for Guided Writing****(Second Treatment)**

Title :

Orientation : Who is the character?

What happened with the character?

When did it happen?

Where did it happen?

Series of events

Event 1 : First,

Event 2 : Next,

Event 3 : Then,

Re-orientation :

NOTE: for completing the outline, I ask several questions to the students about an experience that most of them ever had. Of course, the experience is different with the previous one. So that, I can complete the outline for the guidance of the students in writing a recount text.

Appendix 14

Sample of Students' Work

Nama : Purri Kartika Sari

No : 28

Kelas : VII D.

"Going to beach with my sister."

It was Sunday, my sister and I Going to beach in the morning.
At 05.30 a.m. we went there by motor cycle.

Arriving in the beach. we bought ticket to enter the beach.
At there we eat breakfast. After that, beside the beach we
take a picture.

After take a picture, we went to home. Before went to
home, we took a walk in the hill enjoy the view. After that,
we went to home. Arriving home At 09.00 a.m.

4
15
15
14
15
16
75

Nama : Putri kartika sari

No : 28

Kls : VII D.

"Losing my mobile phone"

On yesterday, I go to Simbang desa by motorcycle with my friend. Accompany my friend back to home. After that, before my back to home, in the way. I didn't know mobile phone fell in the road.

I realise my mobile phone fell in the road After I arrived in the house.

My panic arrived home my mobile phone After lost.

I look for with my friend every way. I'm Very sad.

Finally. at afternoon, there a boy find my mobile phone in the way, the boy give my phone for my. I'm Very happy. My mobile phone is finded.

18

18

17

17

14

84

Nama : Suharningsih

No. Absen : 37

Kelas : VIII F

Went To Holiday In Pagilaran

OK, friend . . .

Last school holiday, my friend and I class 6 went to pagilaran tea plantation for a burn duck. We left school at 08.00 a.m by open truck.

At around 11.00 we arrive at the burn duck. We walked together and friend. At around 12.00 we had lunch and eat duck. Then did dhuzur prayer. We enjoyed the beautiful scenery. We go home at 14.00.

We ~~tired~~ felt tired but happy and we enjoyed my holiday school to make I am very happy and my friend !!!

16

16

17

13

14

76

Nama : Suharningsih

No Absen : 37

Kelas : VIII F

Going to Jogjakarta

I had a study tour. I went to Jogjakarta. I went there on May 15th, 2013. I went there by bus. I left school at 7.15 a.m.

First, I visited in Taman Pintar. I saw picture prominent figure Indonesian. After that, I went to Prambanan Temple. I took picture in Prambanan Temple. The last, I had shopping at Malioboro. I bought clothes and bag.

^{together} My special moment during my study tour was I and friends took picture with tourist. On Thursday, I came to Batang. I was tired but happy. ~~I enjoyed my picnic to make, I was tired but hope.~~

19

19

20

19

19

96

Appendix 15

Letter



PEMERINTAH KABUPATEN BATANG
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP N 1 TULIS
Terakreditasi dengan Nilai A
Jl. Raya Simbangdesa, Kec. Tulis, Telp. (0285) 4493373
BATANG

SURAT KETERANGAN PENELITIAN

Nomor : 420 / 097 / 2015

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Tulis Kabupaten Batang menerangkan bahwa yang tersebut di bawah ini telah melaksanakan tugas penelitian :

N a m a	: DIAN AYU TITISARI
NIRM	: 2201411037
Fakultas	: Bahasa dan Seni
Jurusan	: Bahasa dan Sastra Inggris
Program Study	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2014/2015
Judul	: " The Effectiveness Of Guided Writing For Teaching Writing Recount Text "
Waktu Pelaksanaan	: Bulan April s.d. Mei 2015

Demikian Surat Keterangan Penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya .

Tulis, 18 Mei 2015
Kepala Sekolah

EDY KUNCORO, S.Pd
NIP. 19680405 199103 1 012

Appendix 16

Documentation





