CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter deals with some literature related to the present study to support the research. It discusses some theories related to the application of guiding question technique in improving students' English writing achievement and some previous studies. The discussion covers the theoretical background and the review of previous study. The theoretical background covers the definition of guiding question technique, the characteristic of guiding question, the process of teaching writing using guiding question technique, advice for developing good guiding questions, the use of guiding question in teaching learning English writing text and traditional technique.

A. Theoretical Background

In teaching learning process, the teacher usually uses questions in their explanation. The goals why the teacher use question in the middle of their explanation in order to check the students understanding or just for motivating the students. But, not all questions given by the teacher is guiding question. The definition of guiding question and the characteristic of guiding question would be explain below to avoid misunderstanding and misinterpretation in reading this thesis.

1. The Definition of Guiding Question

A guiding question is the basic question that directs the search for understanding.¹ As the function of this teaching technique, it was believed that guiding question technique can direct the students' ideas when writing in processing. Writing process was need flexibility and recursive directions.² The students would be helped in writing by guiding question strategy.

Jeffrey D Wilhelm in her book entitled "A study Guide for Engaging Readers and Writers with Inquiry", he writes:

"Guiding questions create a clearly focused problem orientation for our studies that connects kids to socially significant material and learning. This in turn leads to exciting conversations that bring together the students' lives, the course content, and the world in which we live as we consolidate major concepts, vocabulary, strategies, and ideas".

In generally, guiding question can be defined as questions that mentally effect and lead the students' idea to find the whole things that are questioning by the teacher.

2. The Characteristic of Guiding Question

In order to avoid misunderstanding about guiding question with another type of question, it is important to state the characteristic of

² Larry Lewin, Paving the Way in Reading and Writing: Strategy and Activities to Support Struggling Students in Grade 6-12 (San Francisco: United of America, 2003) 120

¹ Rob Traver, "Educational Leadership" ASCD March 1998", (http://smallschoolproject.org, accessed on June 08, 2012)

³ Jeffrey D.Wilhelm, A Study Guide for Engaging Reader Writers With Inquiry (Scholastic Profesional, 2007) 8

guiding question. There are some characteristic of guiding question that discriminated from ordinary question. Based on the Rob Traver in educational leadership, there are four characteristic of guiding question,⁴ they are:

a. Open ended yet focus inquiry on a specific topic.

It is suggested for the teachers. When they would teach writing using guiding question technique, the teachers should pay attention to the question used. Open and ended question would be give opportunity for students to explain that they are understand or do not understand to the question given by the teacher. So, true feeling and more accurate information would be gotten. Furthermore, the questions must organizers and set the focus for the lesson or unit.

b. Non-judgment but answering them requires high level cognitive work, such as the development of a rich description, model evaluation or judgment.

The questions used by teachers should be able to direct the students' thinking in organizing their ideas in writing. In addition, the question must be delivered with a relaxed and fun. So, it is not impressed require students to answer these questions.

⁴ Rob Traver, "Educational Leadership" ASCD March 1998", (http://smallschoolproject.org, browsed on June 08, 2012)

c. Contains emotive force and is intellectually stimulating.

The questions used in guiding question should be able to stimulate students' thinking. The teachers must be able to build students' understanding of how the ideas for writing. So that students feel that writing is not a difficult skill.

d. Succinct, they contain only a handful contain.

Succinct, means that the question should be given weight and focus on themes that have been determined.

3. The Process of Teaching Writing Using Guiding Question Technique

The teacher must provide a good way in giving the question in order the students could understand and easier in writing. There are two important stages in implementing guiding question:⁵

- a. The teacher asks students to write a basic knowledge of the object
- b. The teacher responds the students' answer by providing questions containing wh-questions.

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⁵ Nadia Suprapto S.Pd, M.Pd. "Pembelajaran Melalui Bertanya (Learningg by Questioning)" (http://blog.elearning.unesa.ac.id) accessed on August 6, 2012

4. Advice For Developing Good Guiding Questions

Guiding question is a teaching strategy used by the teacher to lead the students' idea in writing activity. The students can generate and organize their ideas by guiding question technique. To make guiding question technique change into more advanced and interesting in teaching English writing text, there are some stages⁶:

a. Determine the theme or concept.

In teaching and learning activities, the teacher needs to determine the theme first. A new theme will be taken to make the students interest to the teaching and learning process. It is better for the teacher to invite the students in teaching and learning activity, for instance, by giving the theme that related to the students' department. Because of their curiousity, hopefully students have such motivation for writing.

b. List the questions that relate to the theme.

The teacher should give a clear and chronological question to lead the students' idea in writing. It is better for the teacher to make a list questions that believed might to make the students think and organize their idea in writing, but the teacher may not to limit possible of investigation wait to evaluate and refine the list until the teacher have several possibilities.

6 http://academic.evergreen.edu/w/waltonsl/Gquestions.htm Browsed on Wednesday, June 06, 2012 at 03.30 PM

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c. If the theme is multi-disciplinary, the question must allow for multiple possibility and perspectives.

The purpose of guiding question is to minimize the students' confusing in writing. So, more possibility questions are needed here. It is better to motivate and lead the students in writing.

d. Consider the six queries that newspapers answer: who, what, when, where, how, and why.

Lead the students to get idea in writing and develop it are the purpose of guiding question strategy. Guide the students by giving questions use WH-question is effective way because wh-questions has some elements, such as the verb, objects, manner, place, time, purpose, etc.

5. The use of Guiding Question in Teaching English Writing text

In teaching and learning process, the teacher needs a teaching technique and teaching media. The right technique will make the class activities more fun and interesting, including teaching and learning of writing class. As long as people know that writing is a not easy activity. It needs a lot of time and exercise to master English writing. Writing skill is complex and sometimes difficult to teach, requiring not only grammatical and theoretical devices but also it has conceptual and judgment elements. The students usually could not create their idea easily. Sometimes the students feel writing is difficult

⁷ J.B.Healon, Writing English Language Test, (New York:Longman, 1991) 135

activities. Although writing is complex and difficult to teach, the teacher should teach writing because writing is useful for the students.

Dealing with teaching and learning of writing class, the easier techniques that will help the students in learning process are needed. One of the best techniques used in writing class is guiding question technique. This technique may stimulate students' idea in writing. By this technique the students' idea will organizer well.

6. Traditional Technique

Traditional technique is the usual technique used by the teacher in the teaching and learning process. Aman Takhur stated that in the traditional teaching method, teachers illustrate the concept to the students with the help of chalks and blackboard. Every important thing regarding the topic was written on the blackboard and students make important notes from the blackboard. Traditional teaching system has its own merits and demerits. The main objective of traditional teaching was to pass the examination.

The typically of traditional technique was deeply teacher centered. As stated by Broughton and his colleagues that "teacher dominated interaction". ⁹
The teacher was explained more about the subject. The students was listen the

⁸ Aman Takhur, (http://www.indiastudychannel.com/resources/146615-How-make-teaching-more-effective-with-help.aspx) browsed on Wednesday, 13th on September 2012 at 22.11

⁹ Viera Boumova, Traditional vs Modern Teaching Method, Advantages and Disadvantages of Each" (Master's Diploma Thesis of Department of English and American Studies, 2008) 16

teacher's explanations. This idea was correspondent to the simile of Jim Scrivener. He was imagined traditional technique as "jug and mug". 10 The knowledge was being poured from one receptacle into an empty one. The teacher becomes a jug who was ready to give knowledge to the empty mug. In this case a mug was the students.

In teaching writing by traditional technique, the teacher does not require any special technical knowledge in the teaching process and can focus more on his or her subject. The teacher just asks the students to write without any guide. Writing skill as a productive skill has significant contradiction in the students' attitude. If the students can write in the language and they were considered to have reached the goal.

A. The Review of Previous Study

There have been some previous studies researching the use of guiding question techniques in teaching English. There are two kind of the previous study: the study that relates to the use of guiding question technique and the study of teaching strategy in writing. Among the studies are the one conducted by Eko Budiantoro, Khoiruddin Yanuar Syam, Neneng Fauziyah, Aninda Nidhommil Hima and Wiwid Anang Reny

The first previous study in teaching English writing text by guiding question technique was conducted by Eko Budiantoro, Surabaya State

¹⁰ Ibid, 18

University in her thesis. This study was conducted in 2010 entitled "Using Guiding Question to Stimulate the Students' Ideas in Writing Descriptive Text for The Tenth Grader of Senior High School". This study investigates the using of guiding question technique in teaching English writing descriptive text and the students' responses in teaching learning process. This research uses a descriptive qualitative research with non-participant researcher. The result of this study shows that guiding question technique is good alternative technique in teaching learning writing descriptive text. The differences this research with the previous study above is the subject of the research, the research question, the research design and the research instrument which is implemented to find the data.

A similar study was conducted by Khoiruddin Yanuar Syam, State University of Malang entitled "Using Fotonovela and Guiding Question to Improve the Ability in Writing Narrative Texts of Grade VIII Studies of SMP Negeri 21 Malan". This research was conducted in 2011. This study investigates the using of fotonovela and guiding question in teaching writing narrative texts. The similarity between this research and this previous study above are, both of them are focuses in writing skill and both of them use guiding question technique. The differences this research and previous study above are the object of this research, the students' level, and the research methodology used. This study use Classroom Action Research (CAR). Interview, observation, field notes and students' writing result are used to

collect the data. The result of this study show that fotonovele and guiding question effectively and successfully in helping students writing an English composition regarding students' problem in generating and organizing ideas.

This study is related to the strategy used in teaching writing, the title is "The effectiveness of Using Diary Writing to Improve Students' Writing Skill at SMA Al-Azhar Menganti Gresik". This research was done by Neneng Fauziyah, student of State Institute for Islamic Studies Sunan Ampel Surabaya. This research is qualitative-quantitative research method. There are two research problems. The first is how is the students' writing skill at SMA A-Azhar Menganti Gresik. The second is how is the effectiveness of using diary writing on students' writing skill at SMA Al-Azhar Menganti Gresik. The result of this study shows that diary writing can motivate the students to active and creative in writing.

The second previous study in writing skill was done by Aninda Nidhommil Hima, State University of Malang entitled "Using questioning technique to improve the ability of eight grade students of SMPN 10 Malang in writing recount texts" This research was conducted in 2011. In her study, the research design use is Classroom Action Research (CAR). The findings of this study show that questioning technique succeeded in improving the students' ability in writing recount paragraph especially in generating and developing the students' ideas. The improvement can be seen from students' writing scores in cycle 2 that had matched the criteria success above 70.

Meanwhile, there are 88% students in the class VIII at SMPN 10 Malang had achieved the score \geq 70.

The third previous study in writing skill entitled "Using WH-Question Technique to Improve the Second Year Students Abilities in Generating Ideas of Writing Recount in MTs Surya Buana Malang". This research was done by Wiwid Anang Reny students of state university of Malang. In her study, the research design use is Classroom Action Research (CAR) which was conducted in one cycle. The finding of this study show that WH-question technique effectively improved the junior high school abilities in generating ideas of writing recount based on their personal experience. The similarities between this research and previous study above are, both of them are focuses on writing skill.