### **CHAPTER I**

### INTRODUCTION

This research was investigate the effectiveness of guiding question technique in teaching English writing descriptive text at SMK Nahdlatul Ulama Lamongan. This chapter discusses the background of study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, the definition of the key terms, and the research report writing organization.

# A. Background of The Study

English was an international language, which was used in our country as the foreign language. To make English become more familiar in our country, English was selected as a compulsory subject in our educational system starting from junior high school until university level. Beside that, the Indonesian Education Department determines English as one of the subjects tested in the National Examination (UN) for high school including vocational high school.

The students of vocational high school have to master English not only as the prerequisite to finish their study but also as the requirement for seeking for job when they have finished their study. So, English was getting more important for the students of vocational high school. If the students have good command of English, it would help the students for their career.

In learning English, the students have to master four English skills: listening, reading, writing, and speaking. Among other skill, writing, as a productive skill, has an important role for the students. Writing is the ability to express ideas, thoughts, and knowledge in written language to make it clear, readable, and understandable to other. It means that by having a good writing skill, student of vocational high school can easily get a job, for example, the students were able to write an application job in English. So, there are more opportunities for the students to get a job.

Writing skill for students of vocational high school was needed and very important, especially for the students who learn in administration major because it was related to letter administration. The students must be able to manage and respond letter that comes to the employer where they will work in the future.

Writing has been an important skill, but the students usually get some difficulties in writing. Harmer writes in his book entitled "The Practice of English language Teaching" that writing is complex.<sup>2</sup> In fact, there were three problems in writing that students usually have. The first problem was the organization of the writer's ideas, the second problems was mastery of vocabulary, and the last was mastery of grammar. The first problem becomes

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<sup>&</sup>lt;sup>1</sup> Ristiyana Primadani, Thesis: "The Effectiveness of Using Short Note in Teaching Writing at SMP Negeri 1 Bangsal Mojokerto" (Surabaya:State Institute for Islamic Studies, 2011) 1

<sup>&</sup>lt;sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman) 258

an important problem in writing. It would be difficult for the reader to understand if the writing did not have a good organization.

The problems of writing are also faced by one of the English teachers in SMK NU Lamongan. From an interview with him, it was found out that the students' English writing achievement was still far from minimum criteria for completeness (KKM). It could be seen from the mean score of students' English writing daily examination in the second semester was 59-60. The teacher reflected that it might be caused by boredom, lack of ideas organization skill, students' negligence to instruction, and lack of practice. The students seem to feel bored and feel that writing was a difficult activity. Also, they cannot start or finish their writing; they cannot discover and organize the ideas when they were writing. Besides, the students often did not care with the teacher's instruction. Above all, the students never practice writing at home.

At the end of interview, the teacher said that "we are more focus on our major than others, because students of vocational high school demanded to be preparing in the occupation word". The teacher prepares more on the teaching aid and teaching strategy that used in teaching vocation subject than non-vocation subject.

The researcher also interviews some students to know their opinion about writing skill. Based on the interview of students at SMK NU

<sup>&</sup>lt;sup>3</sup> Translation from interview with English Teacher on Friday, 27 April 2012

Lamongan, the cause of the problem was recognized. The strategy used in teaching writing was monotonous and the teacher just asked the students to write text without some strategies. One of students at SMK NU Lamongan said that "I can not writing because writing is bored activity. I confuse and I do not know how to write".

From the interview by the teacher and students, it can be concluded that the problem that have been faced by the English teacher at SMK NU Lamongan was caused by the teaching strategy used in the writing class was still traditional and makes the students bored and feel that writing was difficult activity. The students did not know how to start, discover and choose many ideas which come to their mind. Beside that, SMK NU Lamongan seems to give less attention to the non-vocation subject, including English lesson, despite the fact that English is tested at the National Examination.

Based on the explanation above, there was a need to find a solution to solve the problem that the students are facing in the school. The use of guiding question techniques in teaching writing seems to be an appropriate technique to solve the problem. Guiding question is the basic question that directs the search for understanding.<sup>5</sup> This teaching technique English writing text would be a help for the students in investigating the question and it would

<sup>4</sup> Translation from interview with one of student at SMK NU Lamongan on Monday, 30<sup>th</sup> April 2012

<sup>&</sup>lt;sup>5</sup> Rob Traver, "Educational Leadership, ASCD March 1998", (http://smallschoolproject.org, browsed on June 08, 2012)

direct students in order to choose, find and create the ideas of writing and then developing students' ideas into understand. The process of guiding question was very useful to help the students to generate and organize ideas into a good composition of writing. So, the product of writing can easier understand by the reader.

In writing class, the teacher of SMK NU Lamongan usually focuses on the book in giving the material. The teacher never guides and helps the student to write. They just ask the students to write based on the book. It can make the students bored. By guiding question technique, it is expected that the students will find it fun and easy to write. This is because guiding question brings several many challenges that make students feel writing is easy activity. The students could also be directed in writing up.

This research was conducted in SMK NU Lamongan. As a national school (SSN, Sekolah Standart Nasional). SMK NU Lamongan has many achievements in English: become the first winner of regional speech for vocational high school and the third winner of regional news presenter. Despite this good achievement in speaking but the students of this are lacks in writing skill and have many problem in writing as reflected by the teacher in an interview presented earlier in this section.

With the background elaborated above, this research was going to be conducted to investigate "The Effectiveness of Guiding Question to Improve

the Students' Writing Achievement among Students Year X of SMK NU Lamongan".

### **B.** Statement of The Problem

The research question of this study is formulated below.

Is guiding question technique more effective than traditional technique in teaching writing to the students of year X at SMK NU Lamongan?

# C. Objective of The Study

Based on the formulation of the problems stated above, the objectives of this study was to find out whether in the use of guiding question technique is more effective than traditional technique in teaching writing.

## D. Significance of The Study

This research is significant because the result of this study will be useful for the next researcher and the teachers in general.

# 1. For Researcher

The result of this research would give information to the next researcher about the effectiveness of guiding question technique in teaching writing. If the result presents that guiding question technique is effective, the result of the research would serve as a future reference for researcher on the subject of teaching English. If the result presents that guiding question technique is not effective, it would beneficial for the next researcher to conduct other technique in teaching English.

#### 2. For teacher

The result of this research would give information to the teacher about the effectiveness of guiding question technique in teaching writing. If the result presents that guiding question technique was effective, the teachers could use it as a new strategy in teaching writing. So, they could develop the strategy to teach English. If the result present that guiding question technique is not effective, the teachers can not use it in overcoming the problems of teaching writing text.

## E. Scope and Limitation of The Study

As talking the students' mastery of English will be too broad for this study, this proposed research discusses the effectiveness of guiding question technique in teaching writing among students class X at SMK Nahdlatul Ulama Lamongan.

The focus of this research is focused only on the analysis of the improvement of the English writing achievement among students class X at SMK NU Lamongan.

# F. Definition of Key Terms

Before preceding the further discussion, the definition of key terms is intended to avoid confusion and misunderstanding, which are as follows:

## 1. Guiding Question Techniques

Guiding question is defined as the basic of question that directs the search for understanding.<sup>6</sup> In this research guiding question is defined as the questions that mentally effect and lead the students' idea to find the whole things that are questioning by the teacher.

#### 2. Effectiveness

The term effectiveness defined as the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome or a deep produce.<sup>7</sup> In this research, effectiveness was indicated by improvement of writing ability that measured by comparing the mean score of posttest both groups.

## 3. Traditional Technique

The term traditional technique in this study define as the usual technique that used by the English teacher of SMK NU Lamongan in teaching writing without any guiding question in the academy year of

<sup>6</sup> Rob Traver, "Educational Leadership, ASCD March 1998", (http://smallschoolproject.org, browsed on June 08, 2012)

<sup>&</sup>lt;sup>7</sup> http://dictionary .reveerso.net/English-definition/effectiveness. Browsed on Monday, 07 May 2012 at 8.45

2011 - 2012.<sup>8</sup> The researcher was interviewed the teacher in the preliminary this research. The teacher was given the information about the technique that he used in the teaching writing as explained above.

# G. Research Report Writing Organization

The research report writing organizations of this thesis are:

**CHAPTER I**: Defining the introduction that consists of six sub topics those are, background of the study, statement of the problems, objectives of the study, scope and limitation of the study, definition of key terms.

CHAPTER II: Defining the review of related literature that contain the theoretical background about the teaching of writing descriptive text through guiding question technique and previous study. The theoretical background covers: the definition of guiding question, 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 English writing text and traditional technique.

**CHAPTER III:** The research method that describe the step and the instruments of data collection. This chapter consists of research design, research hypothesis, research variable, population and sample, research setting

 $<sup>^{8}</sup>$  Translation from interview with one of English teacher of SMK NU Lamongan on Friday,  $27^{\rm th}$  April 2012

and subject, data analysis technique, research instrument, data collection technique, research procedure, research instrument, data collection technique and data analysis technique.

**CHAPTER IV:** This chapter aims are to describe the finding of the study that includes data presentation, hypothesis, and discussion

**CHAPTER V:** The last discussion of the study that consists of conclusion and suggestions.