

1. The Result of Pretest of Experimental and Control Group

The data was collected from two groups. The experimental and control groups. The pretest was administered before guiding question technique was implemented in experimental group while pretest was administered before traditional technique implemented in control group.

Pretest was conducted on the Friday, 8th of June 2012. The pretest in experimental group was given on the third and fourth meeting, while the control group was given pretest on the first and second meeting. Pretest was administered directly by the English teacher, Mr.Syafi'i. He asked the students to describe "flash disk" consists of approximately 150-200 words (Appendix). The pretest was conducted to determine whether both groups of class X APK have same ability or not.

a. The Result of Pretest of Experimental Group

As the test has been proven to be a test, pretest was administered to the class X APK 1 at SMK NU Lamongan as experimental group in this research. There are 33 students in class X APK 1 has been following the pretest. The score of experimental group which was showed in five components: content, organization, vocabulary, language use and mechanic (Appendix). Then, the score of pretest of experimental group was assessed based on the ESL Composition. The mean score of experimental group can be seen in the following table:

experimental group and traditional technique in control group was conducted with the same theme. Fourth meeting was posttest. This was to know the students' English writing achievement after the implementation of guiding question technique. This test was conducted on two classes that were X APK 1 as experimental group and X APK 2 as control group.

The result of students' achievement could be seen from pretest and posttest result. From the pretest, the mean score of pretest of experimental group was 63.3 and mean score of control group was 62.9. It means that the students of the two groups had similarity skill before the treatment was given. From the pretest results could be concluded that students had difficulty in describing the object and organizing their idea in writing. The pretest and posttest was attended by 65 students. There were 33 students from experimental group and 32 students from control group from control group.

On the other hand, the result of posttest both groups show different value. The mean score of experimental group was 81.7 and mean score of control group was 70.5. The experimental achieved higher improvement than control group. It means that guiding question technique more effective than traditional technique.

By the application of guiding question technique, students were motivated being an active in mastering English well by improving their composition. Furthermore guiding question technique made the students feel that writing was not a difficult activity. In other words, guiding question technique helps the students organize their idea when they were writing.

The result of this research shows that guiding question technique could help the English teacher in teaching writing. It could be conclude that teaching English writing by using traditional technique make the students feel bored and did not interest to the learning process. Unfortunately, writing was felt quite difficult to be taught. So, the teacher needs a new strategy a new strategy that involves students actively in the learning process. So students do not just shut up and accept the explanation from the teacher only. A teacher must be able to make learning interesting and fun.