

***APPLICATION OF GUIDED QUESTIONS TECHNIQUE TO TEACH NARRATIVE
TEXT WRITING SKILLS***

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Abstract

Based on the needs analysis before teaching practice, it was found that 54% of students had difficulty in organizing their ideas when writing narrative texts. This study aims to determine students' narrative writing skills after being taught using guided questions at SMAN 7 Kediri. A one-shot case study research design was used involving one class of 11th grade students without a pre-test. This activity was carried out when the writer was conducting the teaching practice activity at school. Students' narrative text writing skills after being taught using guided questions reached an average score of 94 in idea organization, 78.6 in sentence structure, and 74 in mechanics, and the average overall writing ability reached 82. This shows that guided questions can be used by teachers to help students write essays. In addition, guided questions are an alternative strategy for learning to write in English.

Keywords: *guided questions, organization, punctuation, sentence structure, writing skill*

**PENERAPAN TEKNIK *GUIDED QUESTIONS* UNTUK MENGAJAR
KETERAMPILAN MENULIS TEKS NARATIF**

Abstrak

Berdasarkan analisis kebutuhan sebelum praktik mengajar, ditemukan bahwa 54% siswa mengalami kesulitan dalam menyusun ide-ide mereka ketika menulis teks naratif. Penelitian ini bertujuan untuk mengetahui kemampuan menulis naratif siswa setelah diajar menggunakan di SMAN 7 Kediri. Desain penelitian *one-shoot case study* digunakan dengan melibatkan satu kelas siswa kelas 11 tanpa pre test. Kegiatan ini dilakukan pada saat penulis melakukan kegiatan Pengenalan Lapangan Persekolahan. Kemampuan menulis teks naratif siswa setelah diajar menggunakan *guided questions* mencapai nilai rata-rata 94 dalam penyusunan ide, 78,6 dalam struktur kalimat, dan 74 dalam mekanik, dan rata-rata kemampuan menulis secara keseluruhan mencapai 82. Hal ini menunjukkan bahwa *guided questions* dapat dipergunakan guru membantu siswa membuat karangan. Selain itu, *guided questions* merupakan strategi alternatif yang untuk belajar menulis Bahasa Inggris.

Kata Kunci: *pertanyaan terarah, pengorganisasian text, tanda baca, struktur kalimat, keterampilan menulis*

BACKGROUND

Writing is a complex skill that students must acquire to effectively convey ideas, experiences, and thoughts. It is also one of the key language skills. In an English as a Foreign Language (EFL) setting, writing is often regarded there is limited research as a challenging skill because it involves generating ideas, arranging them in a logical way, and using proper grammar and language rules (Brown, 2004). For this reason, teaching writing should not only focus on the result but also help students understand and go through the entire writing process (Harmer, 2004).

Based on an observation for need analysis before teaching during the teaching practice at a senior high school, it was found that the problems mentioned above happened in the class. First, 54% of the students had difficulty to develop ideas when they were assigned to make a text. Another problem was they still made grammatical mistakes in their sentences. Moreover, some of them also had difficulty to arrange ideas that followed the structure of a text. These problems encouraged the writer to find solution.

In fact, English teachers must follow *Merdeka Curriculum*. This curriculum places a strong emphasis on student-centered learning, allowing for more flexible teaching approaches and encouraging the development of important skills like literacy and critical thinking. According to the *Kajian Akademik Kurikulum Merdeka*, the curriculum gives teachers more freedom to choose teaching methods that fit the needs of their students and their learning environment, while also aiming to create more engaging and meaningful learning experiences (*Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*, 2024). This flexibility enables teachers to use various instructional strategies that support students throughout the learning process, including when teaching writing.

In response to these learning challenges, *Merdeka Curriculum* frames English language teaching around student-centered learning, competency achievement, and meaningful engagement with language rather than rote memorization (*Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*, 2024). The curriculum encourages teachers to design learning experiences that empower students to take ownership of their learning processes, use language authentically, and reflect critically on their work. In narrative writing, this means moving beyond teacher-led models to instructional approaches that stimulate student thinking, creativity, and self-regulated learning.

To address the challenges, effective teaching methods are essential to assist students throughout the writing process. (Harmer, 2004) highlights the significance of utilizing a process-oriented approach in writing instruction, focusing on various writing stages such as planning, drafting, revising, and editing, instead of just assessing the completed work. By guiding students through these phases, educators can aid learners in systematically developing their ideas and enhancing their writing abilities (Hyland, 2019).

An instructional approach that follows the process method involves the use of guided questions. These questions are used before writing begins and help students in forming and arranging their thoughts in a structured way. (Harmer, 2004) states that giving students support during the early stages of writing helps them plan and organize their ideas better. When students are asked specific questions about the beginning, middle, and end of a story, they are more likely to create a story that is clear and logical, while also being creative.

Moreover, in the context of deep learning, guided questions support learners to move beyond surface-level recall towards higher-order thinking, such as analysis, synthesis, and reflection (Biggs & Tang, 2011). Deep learning involves meaningful understanding and connections between new information and prior knowledge, which in narrative writing can enhance students' ability to create coherent and engaging texts. Research in language education has shown that instructional practices emphasizing deep cognitive engagement lead to improved writing outcomes, increased writer autonomy, and enhanced self-monitoring strategies (Hyland, 2019; Lee & VanPatten, 2003).

One of teaching strategies aligns with these goals is the use of guided questions during the writing process. Guided questions are structured prompts that help students focus on key elements of a text while activating critical thinking and idea generation (Holliday, 2000). By prompting learners to answer questions such as "*Who are the main characters?*", "*What problem do they face?*" and "*How is the conflict resolved?*", teachers scaffold the writing process in a way that reduces cognitive overload and supports meaningful engagement with the task. This scaffolding is grounded in sociocultural theory, particularly Vygotsky's notion of the Zone of Proximal Development (ZPD), where learners perform more effectively with appropriate instructional support (Vygotsky & Cole, 1978).

Another important consideration in narrative writing is the role of metacognitive awareness—students' ability to plan, monitor, and evaluate their own writing. Studies indicate that learners who are prompted to reflect through targeted questions show higher levels of metacognitive regulation and produce more coherent and polished writing texts (Graham & Harris, 2005). Guided questions not only direct attention to the textual features of narrative writing but also encourage students to self-assess and revise their work, a key component of deep learning and lifelong language competence.

Although guided questions are considered helpful in teaching writing, previous studies have indicated that they can help students arrange their ideas and create better-written texts (Oshima & Hogue, 2007). However, there is limited studied research on how effective guided questions are when teaching narrative writing in the context of the Merdeka Curriculum at the senior high school level. For this reason, this study aims to look into how guided questions can improve students' abilities in narrative writing, especially in organizing their ideas, using proper sentence structures, and applying correct punctuation.

Empirical studies have provided evidence supporting the effectiveness of guided questioning or similar scaffolding techniques in improving students' writing performance. For example, (Putri & Akbar, 2019) found that students who learned through guided writing questions produced more organized narrative texts compared to those who received conventional instruction. Similarly, (Rahman & Hasan, 2021) reported that scaffolded questioning techniques significantly improved students' mastery of narrative text structures and language use. These findings suggest that well-designed guided questions can function as a cognitive organizer, helping students to internalize narrative frameworks and produce higher-quality writing.

Previous studies have delved into the potential of personalized questions to enhance writing instruction. (Elizabeth Sidauruk et al., 2025) investigated the use of the Guided Question Technique (GQT) to enhance eighth-grade students' ability to write recount texts. Their results showed that students who used GQT scored much higher in writing than those who were taught using traditional methods. The study also found that these students improved in organizing their ideas, using the right structure for their writing, and staying motivated throughout the process.

Similarly, (Pertiwi & Kareviati, 2021) also looked into how guided questions work in teaching recount texts and what students thought about the technique. Their findings showed that guided questions helped students become more engaged, more confident, and better understand the writing material. Most students found the technique interesting and easy to use, which helped them perform better in their writing. In addition, (Mu'min, Reskiawan, et al., 2025) studied the impact of guided questions on students' English writing skills, especially in descriptive texts. Their results showed that guided questions led to better writing scores, improved idea organization, better use of vocabulary, and more coherent writing. The study also found that guided questions helped increase students' motivation and critical thinking while they were writing.

Considering the facts above, the writer decided to conduct research when she taught Writing. This study aims to determine students' narrative writing skills after being taught using guided questions at SMAN 7 Kediri.

METHOD

This study employed a quantitative descriptive approach to evaluate the effectiveness of guided questions in teaching narrative writing. A descriptive quantitative method is used to describe the results of research based on numerical data, without changing any variables (Sugiyono, 2022). A one-shot case study research design was used involving one class of 11th grade students without a pre-test. This activity was carried out when the writer was conducting the teaching practice activity at school. The participants in this study were 30 students from class XI-1 at SMA Negeri 7 Kediri. Those students were selected through purposive sampling, a method that enables researchers to choose participants based on specific criteria related to the research aims (Sugiyono, 2022).

The instrument was a writing narrative, where the students had to create a story about themselves. Guided questions were given to help them structure their stories effectively. Student writing was evaluated using a scoring rubric that looked at three areas: how well the writing was organized, the structure of the sentences, and the use of punctuation (Harmer, 2004). Each area was scored on a scale from 0 to 5, with a total maximum score of 15. The data collected were analyzed using descriptive statistical methods. This analysis included calculating mean scores to describe how well students performed in each area being assessed (Sugiyono, 2022). The effectiveness of guided questions was evaluated by looking at the average scores in the areas of organization, sentence structure, and punctuation.

RESULT AND DISCUSSION

Result

In this section, the findings of the study are based on students' performance in writing narrative text using guided questions. The writer taught writing to the students using guided questions. She introduced the narrative text during the reading activity. The students did exercises on the organization of the text they read and the linguistics features used in the text. In writing session, the writer gave an assignment to create a narrative text by giving a list of questions. Based on the answers of the questions, the students arrange them to make a narrative text. The students' work were corrected on some aspects: organization, sentence structure and punctuation. The results are conveyed through mean scores, providing an overview of students' overall writing abilities. The following diagram shows the results of students' writing ability.

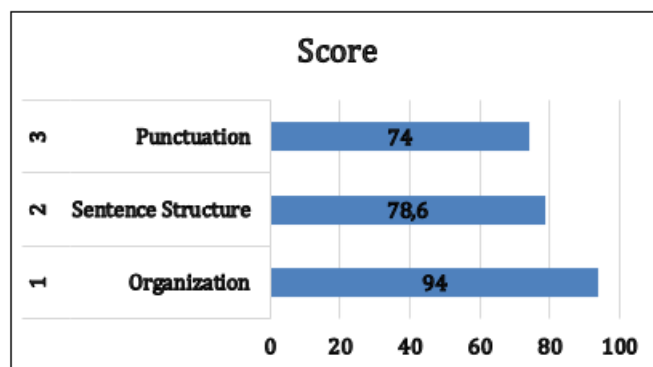


Figure 1. Students' Writing Ability

According to the scoring rubric, the best students' performance in the area of organization. The average score for organization was 94, showing that most of the students were able to organize the ideas of narrative texts well. The majority of students demonstrated an understanding of the basic structure of narrative texts, including orientation, complication, and resolution. This outcome shows that using guided questions helped students to present their ideas in a logical and organized manner.

In terms of sentence structure, the mean score obtained was 78.6. This indicates that the students generally showed an adequate ability to construct sentences correctly, although some grammatical errors were still found. While they were able to express their ideas in written form, inaccuracies in sentence patterns and verb usage occasionally appeared in their writing.

The lowest average score of writing ability was on the aspect of punctuation. The average score was 74 for spect. Common mistakes included the improper use of capital letters, commas, and full stops. It happened as the writer did not pay much attention to discuss this aspect when she tagught. She realized that she spent more time on discussing the organization of the idea and gave exercises on sentence structure. However, the results show that the students' average writing score of about 82 which can be categorized good.

Discussion

The results of this study show that teaching writing using guided questions helps the students to organize ideas properly. It can be seen from the students' writing performance. The highest average score was seen in the area of organization, which suggests that guided questions were useful in assisting students to arrange their thoughts in a logical and clear way. This outcome aligns with Harmer's (2004) idea that offering guidance during the early stages of writing helps learners to plan and structure their work better. By answering questions about the beginning, middle, and end of a story, students were able to better understand and follow the standard structure of narrative texts.

It was found out that providing guidance during the planning process helps students structure their thoughts and produce well-structured writing. This findings is inline with the suggestion proposed by Oshima and Hogue (2007). In this study, the students were able to present their life experiences in a clear and logical order, showing that the use of guided questions acted as a useful support for developing ideas and organizing the text effectively.

Despite their strong performance in organizing content, the results for sentence structure and punctuation were less positive. This indicates that while guided questions helped with

organizing ideas, students still struggled with grammatical accuracy and the technical aspects of writing. These findings are in line with (Brown, 2004), who notes that writing in an English as a Foreign Language setting involves many complex language requirements, such as grammar and punctuation, which usually need ongoing practice and focused teaching.

The lower average score in punctuation suggests that students require more direct teaching and practice in using punctuation correctly. While guided questions help students organize their writing, they do not automatically correct language mistakes. This implies that guided questions should be combined with extra lessons on grammar and writing rules to enhance the overall quality of students' writing.

The results of this study agree with some earlier researches on guided questions. Studies by (Elizabeth Sidauruk et al., 2025; Mu'min, Reskiawan, et al., 2025; Pertiwi & Kareviati, 2021), found that guided questions helped students improve their writing, especially in organizing their thoughts and making their writing more engaging. Although those studies focused on recount and descriptive texts, this study shows that guided questions can also be useful for narrative writing, particularly in helping students structure their ideas.

However, this study was limited to one lesson and did not include a pre-test or a comparison group. Therefore, the results should be considered carefully. The findings show that guided questions can help with students' writing performance, but they do not show if this improvement continues over time. Future research could use experimental methods or longer teaching sessions to better understand how guided questions affect students' writing skills over time.

CONCLUSION AND SUGGESTION

This research examined how guided questions are utilized in *Merdeka Curriculum* to teach eleventh-grade students how to write narratives. The results show that using guided questions helps students write narrative text, especially in organizing their thoughts and following the standard structure of a narrative. Students were generally able to share their personal experiences in a clear and logical order. Besides, the sentence structure of their writing was good as the average score 78,6. The lowest score of their writing was on the punctuation. Overall, the students' writing performance was considered good, as the average score was 82.

Knowing the result, the writer give some suggestions to English teachers who teach writing. It is suggested that they can apply guided questions as an alternative technique to teach writing. This technique approves that it helps students organize the idea. Then, they have to pay attention to the punctuation aspect by giving more exercises to the students how to write using correct punctuation. The most important thing is English teachers should select the most appropriate strategy to help students learn.

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