

**THE EFFICACY OF GUIDING QUESTIONS IN WRITING  
PROCEDURE TEXT AT SENIOR HIGH SCHOOL:  
TEACHERS' AND STUDENTS' PERCEPTIONS**

**Thesis**

Submitted by

**BALQIS NADYA IDRIS  
NIM. 180203010**

*Student of Fakultas Tarbiyah dan Keguruan  
Department of English Language Education*



**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
2022 M / 1443 H**

# THESIS

Submitted of Faculty of Education and Teacher Training  
Ar-raniry State Islami University Darussalam Banda Aceh  
In partial of the requirements for *Sarjana Degree* (S-1)

On Teacher Education

By:

**Balqis Nadva Idris**

**NIM. 180203010**

**Student of Faculty of Education and Teacher Training  
Department of English Language Education**

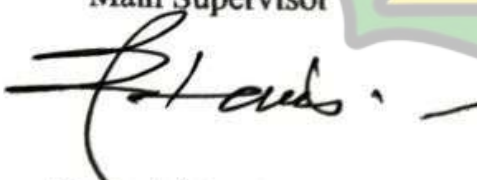
Approved by:


جامعة الرانيري

A R - R A N I R Y

Main Supervisor

Co-Supervisor

  
Dr. Luthfi Aunie, M.A  
Date: 26 / 09 / 2022

  
Dr. Jarjani Usman, S.Ag., S.S., M.Sc., M.S  
Date: 19 / 09 / 2022

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper and  
has been accepted in partial fulfillment of the requirements for the  
Bachelor Degree of Education in English Language Teaching

On:

07 December 2022

Wednesday,

12 Jumadil Awal, 1444 H

In Darussalam, Banda Aceh

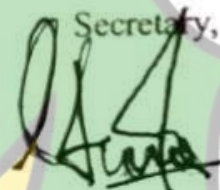
Board of Examiner,

Chairman,



Dr. Luthfi Auni, M.A

Secretary,



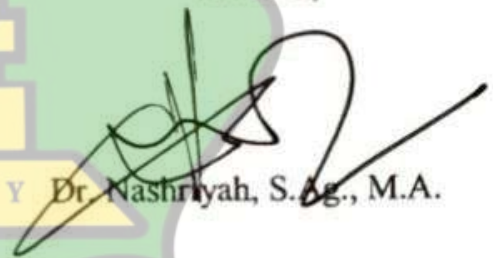
Muntasir, MA. Tesol

Member,



Dr. Jarjani Usman, S.Ag., S.S., M.Sc., M.S.N.I.R.Y

Member,



Dr. Nashriyah, S.Ag., M.A.

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan

Universitas Islam Negeri Ar-raniry Banda Aceh



Prof. Saiful Mulk, S.Ag., M.A., M.Ed., Ph.D

NIP. 997301021997031003

**SURAT PERNYATAAN KEASLIAN**  
**(Declaration of originality)**

Saya yang bertanda tangan dibawa ini:

Nama : Balqis Nadya Idris  
NIM : 180203010  
Tempat/Tanggal lahir : Meulaboh, 15 November 2000  
Alamat : Jl. Utama rukoh, Ir. Djakfar ismail

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul :

**THE EFFICACY OF GUIDING QUESTIONS IN WRITING PROCEDURE TEXT AT  
SENIOR HIGH SCHOOL: TEACHERS' AND STUDENTS' PERCEPTIONS**

Adalah benar-benar karya saya, **kecuali semua referensi dan kutipan yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat penyaan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 November 2022

Yang Menyatakan,



Balqis Nadya Idris

## ACKNOWLEDGEMENT



Alhamdulillah, praise Allah SWT, God Almighty, Most Gracious and Merciful, who always blesses and gives me health, strength, and enthusiasm to complete my thesis entitled "The Efficacy of guiding questions in writing procedure texts in high school: Teachers' and Students' Perceptions. Sholawat and greetings, I pray to the great Prophet Muhammad SAW and his family and friends who have struggled wholeheartedly to guide their people to the right path.

First and foremost, most profound thanks to my supervisor, Dr. Luthfi Auni, M.A as the first supervisor and Dr. Jarjani Usman, S.Ag., S.S., M.Sc., M.S as the second supervisor, who has provided invaluable guidance, advice, support, input, and knowledge in completing this thesis. Then, I convey my appreciation and gratitude to all lecturers in the English education department who have taught me from the first semester until I finished this final project. I am also very grateful to the respondents willing to participate fairly in this research.

Second, I would like to express my deepest and sincere gratitude to beloved parents Idris Usman and almh. Ernawati for all the kindness, endless love, prayers, sacrifices, patience, and endless moral and material support. Thus, I was able to learn up to this point. Then for my only brother, Rizky Pratama Idris, who always supports, encourages, and motivates me with love.

Furthermore, I would like to thank my friends who always support me by listening to my complaints and giving their best trust and support which they have unceasingly given me to finish this thesis. My beloved support system since the beginning of this college journey kak Punab, fira, and rika, My dearest "Tutul" atin and nona, My closest friend Uti who has given a lot of encouragement, support and also invaluable advice and also all my friends in unit 1 and my college friends. I also thank Kim Junmyeon, Kim Minseok, Zhang Yixing, Byun Baekhyun, Kim Jongdae, Park Chanyeol, Kim Jongin, and Oh



Sehun. They have brought joy and laughter with their music and taught me so much about kindness. Thank you also to Kim Hanbin for returning with great work and giving meaningful inspiration.

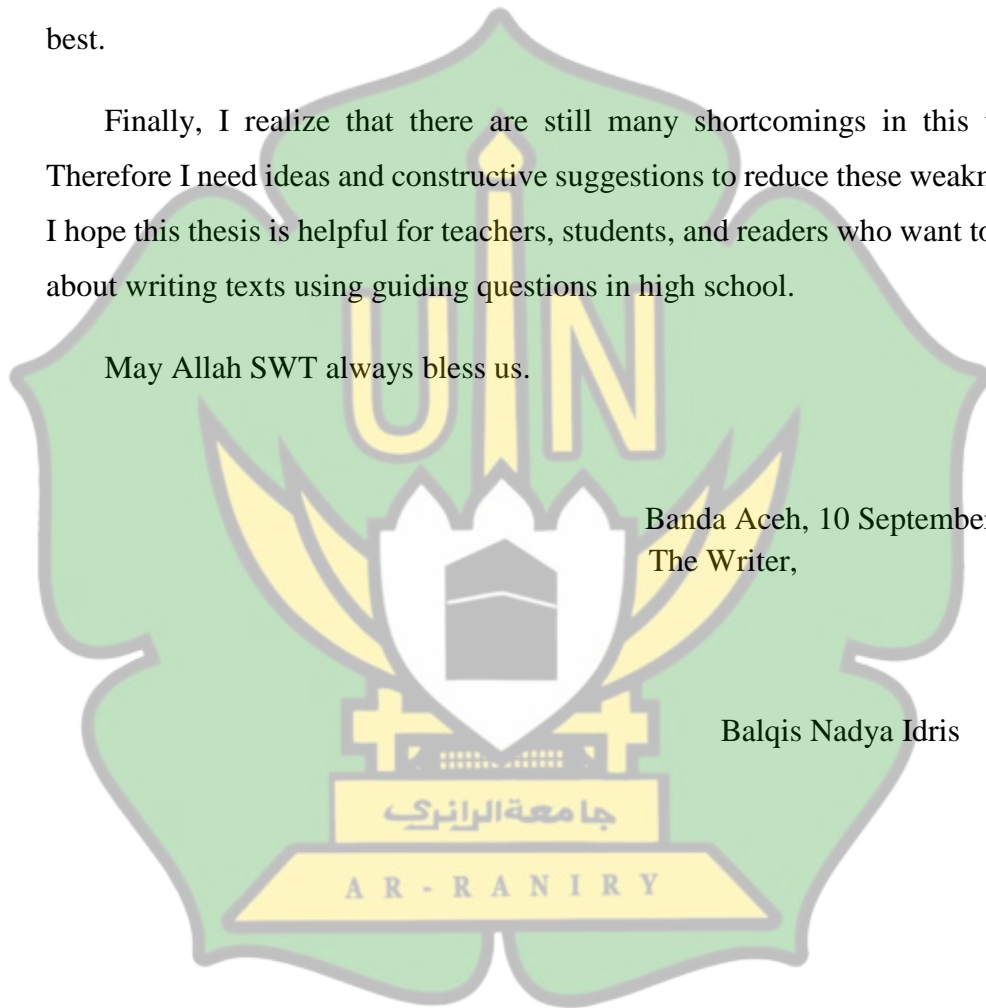
Last but not least, I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for not having a day off, I want to thank me for never stopping and will keep trying my best.

Finally, I realize that there are still many shortcomings in this thesis. Therefore I need ideas and constructive suggestions to reduce these weaknesses. I hope this thesis is helpful for teachers, students, and readers who want to learn about writing texts using guiding questions in high school.

May Allah SWT always bless us.

Banda Aceh, 10 September 2022  
The Writer,

Balqis Nadya Idris



## ABSTRACT

Name : Balqis Nadya Idris

NIM : 180203010

Faculty/Major: Faculty of Education and Teacher Training/ Department of English  
Education

Title : The efficacy of guiding questions in writing procedure text at  
senior high school: teachers' and students' perceptions

Advisor I : Dr. Luthfi Auni, M.A.

Advisor II : Dr. Jarjani Usman, S.Ag., S.S., M.Sc., M.S

**Keywords** : *The efficacy of guiding questions, Students' perceptions, Teachers' perceptions*

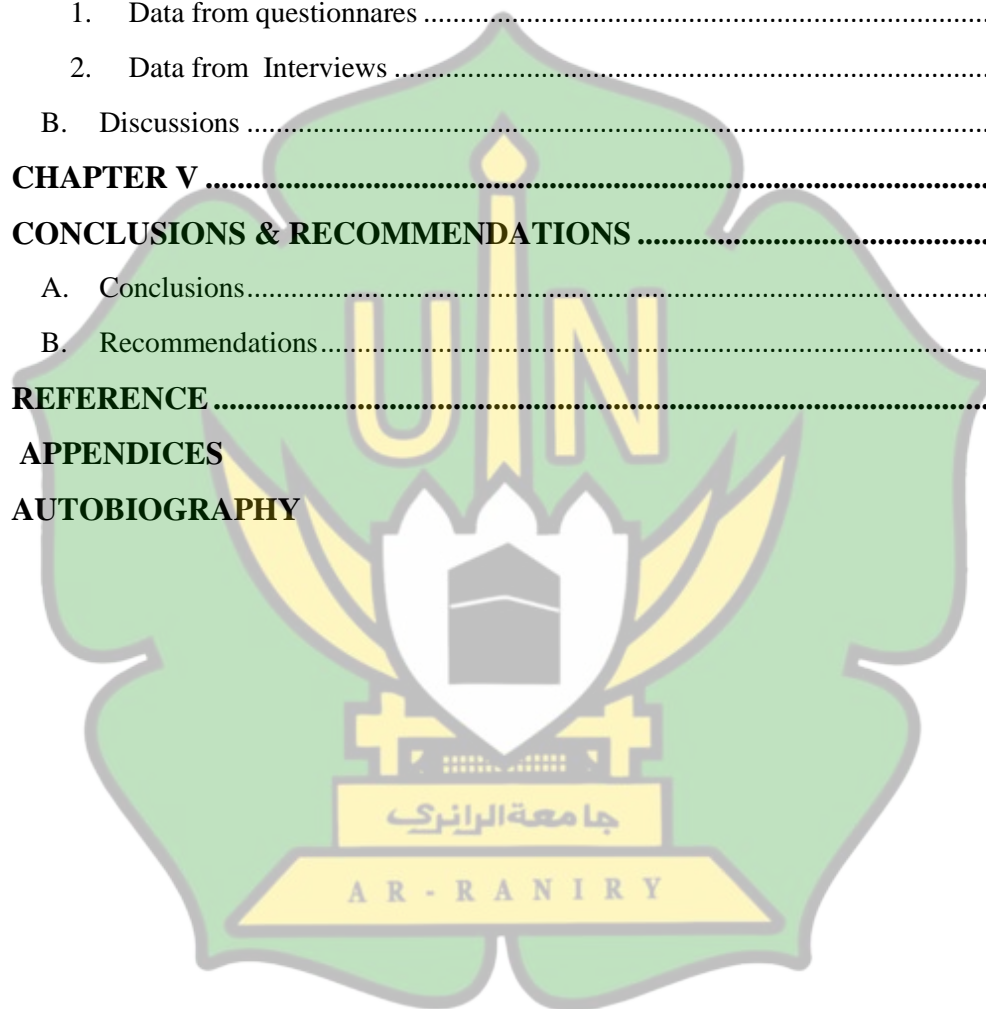
This study explores teacher and student perceptions of the efficacy of guiding questions in writing procedural texts in high school. This study uses a qualitative descriptive research design. The collecting data in this study used questionnaires and interviews as research instruments. To manage student perceptions using a questionnaire and interviews to collect teacher perceptions. The sample of this study was thirty-five high school students and five teachers who teach English in high school. The results showed several benefits of using guided questions in writing, such as students feeling motivated, enjoying, and comfortable learning to write using guided questions. The teacher also considered the class atmosphere to be more lively. Students can easily convey their ideas and are more active in responding. In conclusion, using guiding questions is very positive for helping to learn to write because it benefits teachers and students. Then it can improve students' skills in writing texts and motivate students to learn. Using guiding questions also has a downside, as learning focuses on the student to overcome this. The teacher's role is very significant in learning to write texts.

## TABLE OF CONTENT

<b>COVER</b>	
<b>APPROVE LETTER</b>	
<b>SIDANG MUNAQASYAH-EXAMINER SIGNATURE</b>	
<b>DECLARATION OF ORIGINALITY</b>	
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>TABLE OF CONTENT .....</b>	<b>v</b>
<b>LIST OF TABLE .....</b>	<b>vii</b>
<b>LIST OF APPENDICES .....</b>	<b>viii</b>
<b>CHAPTER I.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
A. Background of Study .....	1
B. Research Question .....	5
C. Research Aims .....	5
D. The Significance .....	5
E. Key terms used.....	6
<b>CHAPTER II .....</b>	<b>8</b>
<b>LITERATURE REVIEW.....</b>	<b>8</b>
A. Guiding Questions for Writing .....	8
B. Procedure Text.....	12
C. Efficacy of Guiding Questions.....	14
1. Perceived Benefits .....	15
2. Perceived Challenges .....	17
<b>CHAPTER III .....</b>	<b>19</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>19</b>
A. Research Design.....	19
B. Research Participants .....	20
1. Population .....	20
2. Sample.....	20



C. Research Instrument.....	21
D. The technique of Data Collection .....	21
E. The technique of Data Analysis .....	23
<b>CHAPTER IV.....</b>	<b>26</b>
<b>FINDINGS AND DISCUSSIONS.....</b>	<b>26</b>
A. Findings.....	26
1. Data from questionnaires .....	26
2. Data from Interviews .....	29
B. Discussions .....	34
<b>CHAPTER V .....</b>	<b>39</b>
<b>CONCLUSIONS &amp; RECOMMENDATIONS .....</b>	<b>39</b>
A. Conclusions.....	39
B. Recommendations.....	41
<b>REFERENCE .....</b>	<b>43</b>
<b>APPENDICES</b>	
<b>AUTOBIOGRAPHY</b>	



## LIST OF TABLE

Table 3.1 Likert Scale

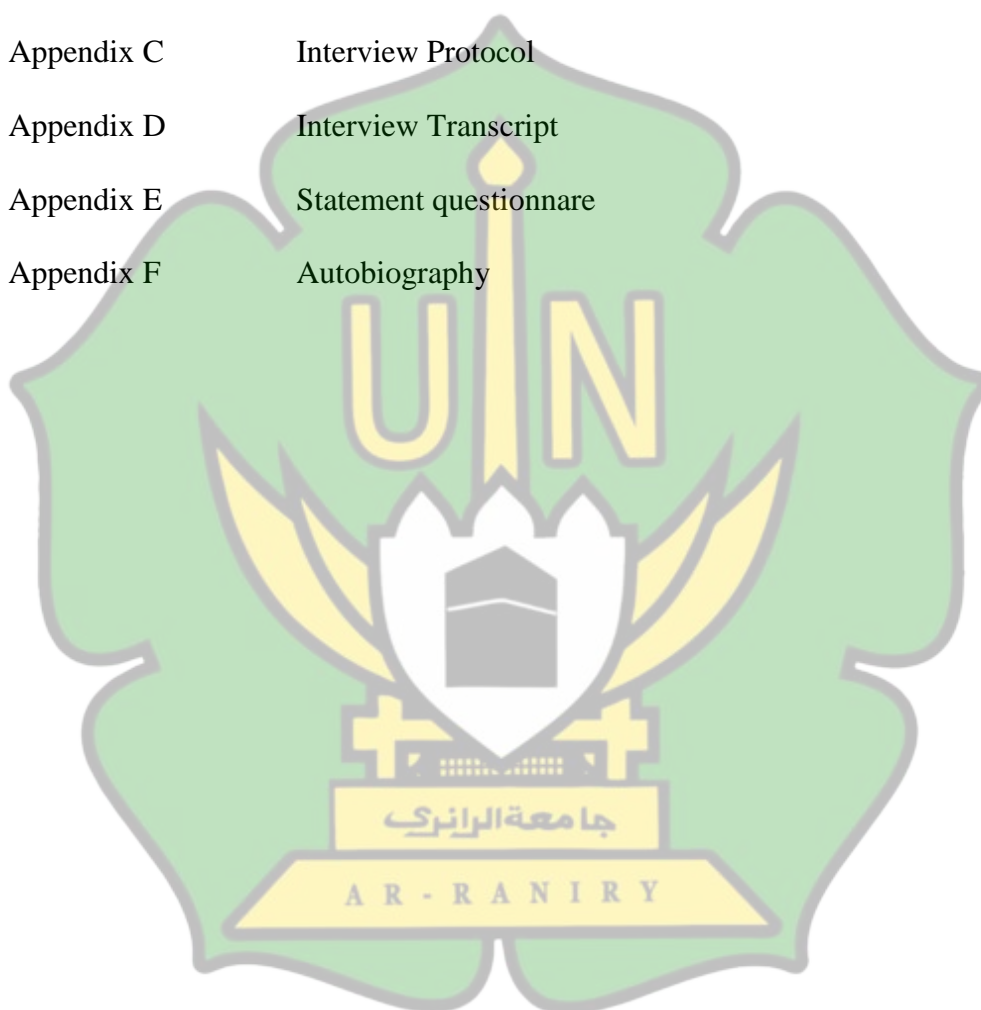
Table 4.1 Students' perceptions on using guiding questions in writing text procedure

Table 4.2 The students' responses to using guiding-question based on the means.



## LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
Appendix C	Interview Protocol
Appendix D	Interview Transcript
Appendix E	Statement questionnaire
Appendix F	Autobiography



## **CHAPTER I**

### **INTRODUCTION**

This chapter designs an introduction consisting of the background of the study, research questions, research objectives, research significance, and key terms used.

#### **A. Background of Study**

Writing is one of the skills EFL students need to master. However, it is customary to find that senior high school students cannot master the skill. This is so because writing involves many components, such as word choice, selecting ideas, developing paragraph, and others. By writing, ideas and thoughts will flow smoothly (Takriawan, 2017). Writing is a way for a person to express thoughts and feelings in clear, understandable language accessible to everyone. It means one may convey emotions and thoughts through writing by turning their ideas into meaningful sentences and paragraphs (Siddiq, 2013). Writing is difficult for students to master in constructing correct sentences and using proper grammar (Renandya & Richard, 2002). In Indonesia, high school students think writing is challenging to master because writing has not yet become a student's habit (Tarigan, 2018).

Many references agree that writing is not easy to write. According to Abdurahman et al. (2003), "The difficulty of learning to write is a disorder or difficulty in following one or more forms of teaching writing and skills related to writing, such as listening, speaking and reading." In essence, writing is still

critical regardless of the difficulty. This skill is essential in education because it is part of the four primary skills.

In the Indonesian education curriculum 2013, It is mandatory for students to have many kinds of texts: namely functional text and monologue text. The helpful text contains invitations, greeting cards, short messages, shopping lists, notifications, and announcements. Meanwhile, monologue text is longer than the available texts such as descriptive, narrative, report, procedure, etc. In this paper, the text that will discuss the procedure text included in the monologue text contained in KD 3.18 & 4.18 Curriculum 2013 no 59 for high school students (Permendikbud, 2014).

Procedure text is the text that explains the steps or tips in doing something. Mahsun (2014) supports this statement, explaining that procedure text contains steps or stages that must be passed to achieve a goal. This text makes the reader understand how to make or do something sequentially. Procedure texts have three general structures: objectives, materials, and steps. The purpose is to explain what is written in the text. Then, materially, explain the materials used. Finally, the steps describe several sequential steps.

In learning, the teacher must apply and prepare new methods to assist students in writing procedural texts to present a comfortable atmosphere in the classroom during education. However, the technique provided must be appropriate and effective for students. According to the author, the guiding question technique is relevant for learning to write procedure texts. Many teachers who apply the guiding question technique in learning make students



more creative in writing. The guiding question technique is a technique that can guide students' writing ideas and processes. Amelia (2015) says that guiding questions are fundamental questions that direct the search for understanding. Students will get several questions that will guide them towards answers which then become material in writing. The question given to students is 5W+1H. In this teaching technique, it is believed that the guiding question technique can direct students' ideas while the paper is being processed. The writing process requires flexibility and recursive direction. Guided questions are used to teach students to write something. One possibility for guided writing is to ask students a few questions as a guide before writing. So that by answering questions, students can express their ideas in writing.

Previous studies (e.g., Casipit & Queroda, 2019; Fitriyana, 2018; Lamatoka, 2018; Muhayyinah, 2012; Noviarti, 2019) have used the guiding question technique in writing. It was found that, first the guiding question technique improves students' writing skills. Second, students who initially had difficulty describing an object in written form after using guiding questions were more motivated to express their ideas. Third, it is easier for students to answer questions asked by the teacher by writing them into the text. Furthermore, the guiding question technique helps students organize their ideas as they write. The efficacy of guiding questions was proven in this study.

Muhayyinah (2012) surveyed SMK NU Lamongan and found that students and teachers in the classroom learn to write texts with guiding question techniques and greatly facilitate the learning process in class. In other words, the guiding question technique helps students organize their ideas as they write. Another study was conducted by Lamatoka (2018). This research uses descriptive research. The school includes six high school students in Central Java, Indonesia. The sample consists of students from grade 11. Several things can be concluded from this study that teachers can teach students to write with various methods and strategies, one of which is guiding questions. In addition, teachers are more aware that motivating students to be more comfortable, effective, and fun in writing is essential.

These studies suggest that using the guiding question technique is very helpful for teachers in the classroom and students in writing. However, in the implementation of language education in Aceh, Indonesia there were only a few studies regarding guiding questions, especially in learning to write procedural texts. Some teachers already use guiding questions in the classroom and perceive the use of guiding questions as an appropriate technique for learning to write. Therefore, the essence of this study was to explore the perceptions of teachers and students on the efficacy of guiding questions in learning to write. This study aims to determine students' perceptions of using guiding questions to develop their ideas by answering questions posed by the teacher. This study will also look at the teacher's perception of the efficacy of guiding questions to improve the writing skills

of high school students and make the classroom atmosphere more enjoyable. Then, previous research tends to use descriptive text, narrative text, and recount text. In contrast, the use of procedure text is still rare. This study looks at the perceptions of teachers and students using the guiding question technique in writing procedural texts.

### **B. Research Question**

This study addresses the following research question:

1. How do the teachers and students perceive the benefits of guiding questions as a learning technique in writing procedure text?
2. How do the teachers and students perceive the challenges of guiding questions as a learning technique in writing procedure text?

### **C. Research Aims**

To find out how the perception of teachers and students about the benefits and challenges of guiding questions as a learning technique in writing procedure texts.

### **D. The Significance**

The results of this study can be helpful for meaningful knowledge in English language teaching. The researcher hopes that the results of this study can be beneficial for English teachers in teaching writing as expected by their students and can be helpful for teachers who want to do and choose the correct technique for learning. In addition, researchers hope their research can be used as a reference or guide for future researchers for better research.

Furthermore, the researcher hopes this research can answer how students view their teachers when teaching writing using specific techniques in learning.

### **E. Key terms used**

They are at least five key terms used in this study that is necessary to explain:

#### **1. Guide questions**

In this research, guided questions are a technique in which students are taught to express their ideas in written form by providing several guiding questions related to the topic to be written by students to minimize errors made by students, which can guide students' ideas and writing process. Amelia (2015) says that guiding questions are fundamental questions that direct the search for understanding. According to Sinclair et al. (2018), the questioning technique is one part of the learning method that directs students to problem-solving and high thinking skills. Applying guiding questions increases students' motivation in writing.

#### **2. Writing**

Writing skill is one type of language skill that must be mastered. Iskandarwassih (2013, p. 248) explains that this writing skill is a skill that expresses the thoughts and feelings that exist in the writer, which is writing. Then Sugiarto (2021) states that writing skills must master the topic of the problem, and writing must also master vocabulary. The report in this study aims to improve students' writing skills using guiding questions. Following the educational curriculum, students must be able to develop oral and written skills. Improve English literacy material is divided into

several types of text, one of which is procedure text. Therefore, in this study, the author uses guiding questions in teaching writing procedure text.

### **3. Perceptions**

Perceptions are the ability of an individual to determine, hear, feel, and present or understand what they think about their environment and social life physically and mentally (Sarkol, 2016). In addition, Perception is a cognitive operation used to interpret, understand, and recognize objects or events with specific meanings and expectations.

### **4. Efficacy**

Efficacy is the ability to perform a task satisfactorily or expected. The word comes from the same root as effectiveness and is often used synonymously, although in pharmacology today, a distinction is usually made between efficacy and effectiveness (Zimmer, 2020). The efficacy of this study focuses on guiding questions as a technique in learning.

### **5. Procedure Text**

A procedure text is a text that describes the steps needed to perform an action or complete a process known as procedure text. This text is structured to instruct the reader on how to make a product, provide guidance for carrying out an activity, and suggest how to use a particular product to achieve the desired result (Utama, 2019). This means that restrictions and rules for the use of certain goods or activities must be organized and orderly.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews the related literature that complements this research and applies it to guide questioning techniques in teaching writing in various contexts, especially in high school. This chapter aims to deepen knowledge about the field to be researched. Previous studies will also be reviewed in this chapter.

#### **A. Guiding Questions for Writing**

Guide questions are one of the most effective learning techniques, especially in learning English, which students often consider difficult. There are several definitions and opinions on guiding questions. According to Wilhelm (2009, as cited in Sacred, 2015), guiding questions are a framework for a topic. This technique provides several questions or makes students think more deeply about the issue to be written. These questions lead students to answer questions related to the topic given by the teacher. These questions lead students to answer questions related to the topic given by the teacher. It is necessary to define the characteristics of the guiding question. Various qualities distinguish guiding questions from other questions to avoid confusion between guiding questions and different types of questions. According to Traver (1998, as cited in Yulianingsih, Flora, & Putrawan, 2017), guiding questions have four characteristics:

1. The inquiry is open-ended but focused on a specific topic.

Teachers should utilize the guiding question strategy to teach writing and pay attention to the question employed. Students would be able to express if they understand or do not comprehend the question posed by the teacher in an open-ended inquiry. As a result, true feelings and more precise information would be obtained. In addition, the questions must be well-organized and serve as a focal point for the lesson or course.

## 2. Not judging

The point is that answering them requires higher-order cognitive work, such as developing detailed descriptions, evaluating models, or making judgments. Teacher questions should be able to guide students thinking as they organize their thoughts in writing. Furthermore, questions should be asked in a relaxed and pleasant manner. As a result, answering questions will not impress the students.

## 3. Stimulating

The guiding-question questions should be capable of stimulating students' thinking. Teachers must be able to help students comprehend how to organize their thoughts for writing. For students to believe that writing is a simple skill.

## 4. They're short and sweet, with only a few items.

Succinct means that the query should be given weight and focus on pre-determined subjects.

Traver (1998, as cited in Amelia, 2015) stated that the guiding question is a fundamental question that leads to the search for understanding. Students will get several questions that will guide them to answers which then

become material in writing. The question given to students is 5W+1H. WH-questions are words used to represent questions, precisely what, where, when, why, who, and how. In the learning process, the questions used are adjusted in a specific context according to the learning material. In writing procedure text about food recipes, examples are as follows:

- a. What's your favorite food?
- b. How to make it?
- c. Why do you like this food?
- d. Where can you buy food ingredients?
- e. What tools are needed to make the food?
- f. When did you last eat that meal?
- g. Who often makes this meal?

The accuracy of the guiding questions is beneficial for students in completing their writings (Yulianingsih, Flora, & Putrawan, 2017).

In the process of using guiding questions for learning, the teacher can apply them in groups or individually. Pambudi (2021) suggests using a guiding question technique with the following procedure:

- a. Divide students into several groups, each consisting of 5-6 students.
- b. They introduce the title of the student's text and load the material in learning English.
- c. Give the topic of each text group.
- d. And the teacher shows questions using the WH-question of each group as a guiding question technique.

According to Pambudi (2021), the procedure mentioned above makes the class orderly, and students can easily share ideas in discussion groups in written form. Much research has been done on guiding questions applied to the learning process. Guiding questions proved beneficial for teachers and students in text-writing lessons. The guiding question is a technique that can help students learn more efficiently, and teachers teach quickly in the writing process.

Writing is one of the essential skills. Writing involves a complex method of expression that requires the writer to focus more on connecting the right words. The majority of linguists concur that a writer should develop a high degree of comprehension before pursuing a career in academic writing teaching (Phonna, 2014). However, it isn't easy to learn. Graham et al. (2013) stated that writing is necessary for students' success in their education. In the 2013 curriculum, the government stipulates that high school students must be able to write procedures, narratives, reports, and news texts to fulfill the text traction literacy function. This means that teaching writing is critical to be taught to students. The writing skills of class XI in Senior High School include non-fiction and fiction writing skills, each of which is described in several Basic Competencies (KD), including; KD 4.15 Writing Taking a message phone, KD 4.16 Writing a formal invitation, KD 4.17. Write a personal letter in the form of descriptive text. KD 4.18 Writing procedure text, tips for doing something, KD 4.19 Writing and arranging questions asking

and giving something. This research focuses on KD 4.18 writing procedure text.

## B. Procedure Text

Procedure text is one type of text studied by high school students. A procedure text is a text that describes the steps to do something. According to Kosasih (2016), complex procedure texts explain the steps to do something entirely, clearly, and in detail. This is supported by Mahsun (2014), who explains that procedure text contains steps or stages that must be passed to achieve a goal. This text is made to tell or explain to the reader how to make or do something in sequence. According to Ariyanti (2018), a procedure text is a text that describes a series of steps of the work being carried out, such as what, how, when, where, and who did it.

The procedure text has the following structure :

### 1. Title / goal

This section contains the purpose for which the procedure text was made.

### 2. List or material

This section contains materials that will be used to adjust the steps or tips carried out in the text.

### 3. Steps

In the author's section, steps or tips are made to do something. Usually, a menu or how to make something, be it electronics or other things.

There are two aspects needed to write procedure text—features of Procedure Text Language and Procedure Text Organization. A good



procedure text is prepared using a general text organization that must be applied in writing a procedure text using a standard text organization that must be used. The procedure text organization is as follows:

1. The order of a text is the center of an instructional text.
  2. The structure is easy to recognize.
  3. Each step has a different purpose.
  4. The text may also include comments about the information's usefulness, significance, importance, danger, entertainment, etc.
  5. Use headers, subheadings, numbers, graphics, and photos every day.
- Make your directions as clear and straightforward as possible.

Therefore, procedure text is one of the texts that aims to describe or instruct on how to use or produce something.

In addition, this study also looks at the perceptions of teachers and students regarding the efficacy of guiding questions. Angell (2015) states that perception is awareness of certain material things that can be felt. So, perception can be interpreted as the process of receiving stimuli through the senses, which is preceded by attention or awareness that the individual can determine, analyze, and appreciate what is observed, and how someone sees, perceives, or defines something.

a. Teachers perceptions.

The teacher's Perception is their view of teaching material used for the learning process, such as techniques and strategies. Teachers' perceptions are also needed in developing textbooks that are carried out in research (Usman

& Mawardi, 2022). Learning using textbooks is also useful for teachers and in this study teacher experience is needed in developing classroom actions.

b. Students perceptions.

Students' perceptions are a complex natural observation process in receiving and interpreting information in an environment using the five senses. So when a student perceives an object using the five senses, it means knows, understands, and is aware.

### C. Efficacy of Guiding Questions

Many studies have been conducted on using guiding questions in teaching English writing and how teachers' and students' perceptions efficacy (e.g., Amelia, 2015; Casipit & Queroda, 2019; Nila Situmorang, 2018). Amelia (2015) conducted a study to determine the efficacy of guiding questions in improving the text writing skills of junior high school students in Bandar Lampung. From his research, he found that students' scores in writing were increased by applying the guiding questions technique. At first, there was a problem for students who seemed to have difficulty getting ideas to put into writing. However, it is easier to write after using student guidance questions. The question given to students is 5W+1H. Students' perceptions were also added to this study. Students prefer to learn to write by using guiding questions. In another by Adnan and Suci Novianti (2019) applying guiding questions in teaching English writing is one effective technique. By providing guiding questions, students can easily organize and explore their

ideas for writing. Guide questions will also inspire students to be more imaginative in making procedure texts. This can help students to develop their writing skills.

### **1. Perceived Benefits**

Nila Situmorang (2018), the technique used in this study is also the guiding questions technique. They were applying the guiding questions technique to improve the writing skills of class X APHC students at SMK Negeri 1 Singaraja. Increased student scores indicate this in the pre-test up to cycle II. during learning, there were no obstacles to applying guiding questions experienced by students and teachers. The teacher's Perception of the efficacy of the guiding question technique is very positive and facilitates the learning process. Research on teacher perceptions of the efficacy of the guiding question technique was also conducted by Casipit & Queroda (2019). The respondents of this research subject were 40 7th-grade students who took English topics at SMAN Telbang, Alaminos City Pangasinan School Division Office. Applying the guiding question technique is very efficient for students and teachers. 7th graders are easier to master writing skills, and writing lessons are more fun. Then the teacher felt the students were more enthusiastic, and the class atmosphere became more interesting.

Another study by Cali in the Scriptures (2019) said that guiding questions can help students ensure that they have provided a coherent transition between ideas in their writing. From the explanation above, guiding questions

become essential in teaching and learning. This study intends to expand on previous research by using efficient guiding questions in education.

Another study was conducted to explore teachers' perceptions of the development of writing skills of junior and senior high school EFL students using guiding questions (Jashari & Fokjar, 2019). This study used 85 teachers as a sample and used quantitative analysis. Students experienced some difficulties in writing from the research results, namely lack of vocabulary, lack of ideas, challenges in grammar, and poor spelling. Then the teacher perceives that this is due to the lack of writing practice, ineffective teaching methods, and the low motivation of students to write. In this study, the teacher found findings that could help students write by implementing effective learning strategies, improving classroom practice, and motivating them to write by guiding questions actively. Based on previous studies, the benefits of guide questions have been proven to be very helpful in learning, especially in writing texts.

Another study that discussed the benefits of using guiding questions in learning to write in secondary schools was carried out by Philips, Martin, and Belmi (2020); in their research, they found the benefits felt by teachers and students. The sample taken is five people and 30 students as respondents. The findings are that teachers perceive that guiding questions have an essential role and benefit for learning to write. Students also stated that they felt interested in writing when the teacher used guiding questions as a technique for learning to write.

## 2. Perceived Challenges

In teaching and learning, there are many challenges faced by teachers and students. In the use of guiding questions, some teachers have challenges because most of them do not know how to use the appropriate guiding questions for each material being taught. Based on research by Jashari and Fokjar (2019), guiding questions is helpful in the learning process before the teacher teaches writing. Some middle and high school teachers feel doubtful and confused about using guiding questions. The students had no problems learning to write using guiding questions.

Another study by Cook, Hammer, Elsayed-ali, and Dow (2019) stated that students experienced more challenges because, in addition to writing a text, they had to provide feedback about their peers who were learning using guiding questions. In the learning process, no problems arise that trigger challenges for the teacher. However, the teacher realizes that the selection of guiding questions must follow the theme taught in the classroom. The efficacy of guiding questions can be seen clearly from student writing results and the Perception of teachers who use them in learning.

However, research shows that most students lack or are somewhat weak in understanding the intent of guiding questions, and the role of the teacher here is significant. Teachers also perceive this as a challenge that must be considered in learning using guiding questions (Pascarella & Terenzini, 2005, as cited in Stiegler-Balfour, Benassi, Tatsak & Taatjes, 2014).



After reviewing the literature related to writing and using the question-guided technique, several conclusions can be drawn. First, teachers need appropriate teaching techniques and media in the teaching and learning process. The correct method will make class activities fun and interesting, including teaching and learning in writing classes. Second, in dealing with teaching and learning in the writing class, the efficacy of the guiding question technique is proven because it is easy and beneficial for students and teachers in the teaching and learning process. Third, in addition to the benefits, there are also challenges that teachers and students have to face regarding guiding questions. As explained in previous research, challenges can arise from many aspects faced in learning. However, the efficacy of guiding questions is very beneficial for both teachers and students.

Then, in contrast to previous studies, this study focuses more on using a qualitative approach with a qualitative descriptive research design. The superior format in this study was to find out how teachers and students perceive the efficacy of guiding questions in learning to write procedure texts. In contrast to previous studies that used descriptive texts, narrative texts, and recount texts in conducting research, the researchers used procedure texts for examination in this study. This study used a research sample of XI students at the SMA/MA level and teachers who teach English at the SMA/MA level. Data collection techniques used are questionnaires and interviews.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

The previous chapter discussed a review of the literature relevant to this study. This chapter will discuss the research methodology used in this study. The things that will be discussed in this chapter are research design, participants, data collection techniques, and data analysis techniques.

##### **A. Research Design**

This study is qualitative because it explores the perceptions of teachers and students about the efficacy of guiding questions in learning to write procedural texts. Qualitative is a process approach to understanding the significance of individuals or groups related to social or human problems (Creswell, 2016). Anggito (2017) also said that this research departs from the data, utilizes a flawed theory as explanatory material, and ends with an idea. In contrast, the qualitative design used in this research is descriptive research. The descriptive method is used to describe or analyze a research result but not to make broader conclusions (Sugiyono, 2014, p. 22). (Resseffendi, 2010, p. 33) stated that descriptive research uses observations, interviews, or questionnaires about the current state of the subject under study. Questionnaires and interviews were conducted to collect data to test for hypotension or answer questions. Through this descriptive research, the researcher will explain what happened regarding the situation under study.

## **B. Research Participants**

This study took five teachers who teach English at the high school level and 35 students in class XI at the high school level as participants to answer research questions regarding teacher and student perceptions of the benefits and challenges of using guiding questions as a writing learning technique.

### **1. Population**

The target population of this research is eleventh-grade students and teachers who teach English at high school. According to Morissan (2012, p. 19), the population is a collection of subjects, variables, concepts, or phenomena. Researchers can examine each member of the population to determine the nature of the population in question. According to Howell (2011, p. 7), the population is a collection and events in which you are interested in these events.

### **2. Sample**

Thirty-five students and five English teachers were taken as samples from the population. Sample selection is the essential step in conducting research. Sugiyono (2018, p. 80) mentions the sample as part of the number and characteristics possessed by a population. Sample measurement is done through statistics or research estimates to determine the sample size in researching an object. A purposive sampling technique was used in this study. Siregar (2014) stated that the purpose of sampling is a sampling technique with specific considerations. Samples were taken to explore the efficiency of the guiding question technique according to the perceptions of teachers and students. The researcher used a questionnaire adopted from

previous similar studies as a research instrument for data collection.

### **C. Research Instrument**

The researcher used several research tools: closed questionnaires and semi-structured interviews to obtain systematic data. The researcher used a completed questionnaire instrument with a Likert scale. In this study, the researcher distributed a closed questionnaire with five choices: strongly agree, agree, neutral, disagree, and strongly disagree. Ten questions were adapted from research conducted by Dian Fitriyana (2018) in a questionnaire aimed at students. The researcher used a semi-structured interview instrument to investigate the teacher's Perception of the guiding questions used as a learning technique for writing texts. The researcher chose 5 English teachers. Interview questions are different from questionnaires, and interview questions contain seven basic questions. However, the question adds why and what made them answer this.

### **D. The technique of Data Collection**

This study used questionnaires and interviews to find out the perceptions of teachers and students on the efficacy of guide questions in writing procedure text.

#### **1) Questionnaires**

The questionnaires were used to get feedback about the efficacy of guide questions in writing procedure text. Likert's scale is used to make a

questionnaire. According to Sugiyono (2016), the Likert scale is used to assess the attitudes, views, and perceptions of the social phenomena of a person or group. This study operates a likert questionnaire scale, tabulating questions, and students show the correct scale with their responses. The frequency of students' responses is used to interpret data for questions that will be used on the questionnaire adapted from the research (Fitriyana, 2018). The questionnaires are used to determine students' perceptions about the efficacy of guiding questions.

Tabel 3.1 Likert's Scales

No.	Alternative answer	Score	
		Positive statement	Negative statement
1.	Strongly agree	5	1
2.	Agree	4	2
3.	Neutral	3	3
4.	Disagree	2	4
5.	Strongly disagree	1	5

(Sugiyono, 2016)

## 2) Interview

Interviews are one way of collecting research data directly between researchers and respondents (Abdullah, 2015). This interview uses semi-structured interviews with 5 English teachers as respondents. The interviewer asks a series of structured questions, then one by one is deepened by extracting further questions. This data collection was carried out through three steps: recording, asking questions, and transcripts (Fade & Swift, 2011).

Researchers conducted interviews of 10-20 minutes with seven questions regarding the efficacy of guiding questions in writing procedure text. Before the interview, the researcher explained to the participants the study's background, the study's purpose, the study, the importance of the study, the research procedures, and the protection of participant confidentiality.

### **E. The technique of Data Analysis**

Data analysis in this study used a qualitative descriptive analysis technique. According to Sugiyono (2010), what is meant by data analysis techniques is the process of searching for data and systematically compiling the data obtained. Then, descriptive analysis is a research method that seeks to describe and interpret objects as they are (Sukardi, 2009, as cited in Erwinia, 2017).

#### **1. Questionnaire**

The questionnaire is the most common data collection method. To analyze the questionnaire data, the researcher classified the data based on the student's answers as respondents. The data obtained were analyzed from each response to the question of each questionnaire item. The items used in the questionnaire are Likert scale questions with five choices: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree.

All mean scores refer to the number who chose the previously mentioned options with statements regarding the efficacy of guiding questions in writing



procedure texts. The researcher also conducts and gives directions to students about the statements in the questionnaire to make it easier for them to answer the argument.

## **2. Interview**

For the results of interviews and questionnaires, I used Miles, Huberman, and Saldana (2014), which consists of three stages, such as:

### **a. Data Reduction**

In this step, the researcher selects the data by focusing on and categorizing the data collected from interviews to produce more focused data and concentrate on the findings in question.

### **b. Presenting data (data display)**

Researchers compiled interview data in a short and regular description. Pengumpulan data yang akan direpresentasikan melalui diagram, grafik, matriks, catatan, atau garis untuk mewakili hasil data (Rijali, 2018) The presentation of the data is done in the form of narrative text. So that in this study, the data from the interviews are presented in a narrative form so that it is easy to understand.

### **c. Drawing conclusions or verification (conclusion drawing and confirmation).**

This stage is the last. The researcher concludes the data obtained. This conclusion explains the findings and decisions obtained from the data

analyzed in the previous step. Researchers reveal conclusions through interviews; the data must be able to answer the problems raised in this study.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents research findings that examine the benefits and challenges of guiding questions in writing procedure text in high school according to teachers' and students' perceptions. The results of the study were based on interviews and questionnaires.

#### A. Findings

Findings of data from questionnaires and interviews according teachers and students perceptions :

##### 1. Data from questionnaires

This section collected data using a questionnaire addressed to 35 students. The questionnaire consists of 10 statements to which participants must respond by selecting one of five responses on a Likert scale. Questionnaires were distributed, and the results were analyzed, revealing how the sample responded.

**Tabel 4.1 Students' perceptions on using guiding questions in writing text procedure**

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	5	1	4	3	2	4	4	3	4	4
2	4	4	4	4	5	3	5	3	5	5
3	5	5	5	4	3	4	2	4	4	4
4	4	4	5	4	5	4	5	5	5	4
5	3	3	2	2	3	5	4	3	4	4
6	4	4	4	3	5	5	4	3	4	4
7	5	5	4	3	4	5	3	4	4	4
8	3	4	4	4	3	4	4	4	4	4
9	4	5	3	3	4	4	5	5	4	5
10	4	5	5	3	4	4	5	5	5	5

11	4	4	5	5	5	5	4	4	4	4
12	4	4	4	4	4	5	4	4	4	4
13	5	5	4	3	5	4	4	4	4	4
14	5	4	4	4	4	4	4	4	4	4
15	4	4	5	4	5	4	4	4	4	5
16	3	4	3	3	3	5	5	4	4	3
17	4	3	3	3	4	4	5	5	4	3
18	4	3	4	5	4	3	3	4	5	4
19	5	5	5	3	4	3	3	4	5	4
20	4	5	5	3	4	5	3	4	4	4
21	4	5	4	4	5	5	3	4	5	2
22	1	4	3	2	4	3	3	3	4	5
23	4	4	4	4	4	3	5	3	3	3
24	4	3	3	2	4	3	3	4	4	3
25	1	3	4	2	4	3	4	4	3	4
26	5	4	4	1	4	4	4	3	4	4
27	4	4	4	1	4	4	4	3	4	4
28	4	4	4	5	3	3	4	4	3	3
29	5	5	4	4	4	3	5	4	3	4
30	5	4	5	4	5	4	4	5	3	4
31	5	4	4	3	5	4	4	5	4	4
32	4	5	4	4	4	4	4	4	4	4
33	4	5	4	4	5	4	4	4	4	5
34	4	5	4	3	4	4	4	5	5	3
35	4	5	4	5	4	5	3	4	5	4
Total	141	145	141	118	143	140	138	139	143	138
Means	4.02	4.14	4.02	3.37	4.08	4	3.94	3.97	4.08	3.94

Table 4.1 explains whether students agree or disagree with statements that represent their perceptions about using guiding question techniques in teaching English writing in high school, especially in writing procedure texts. It can be seen that most students agree with a scale of 4 and 5 on a 5-choice Likert scale. It can be interpreted that most students agree and strongly agree with the statement that reflects their opinion. Then, Very few students choose

options 1 and 2, meaning that almost all students agree with the statement. The meaning of the table must be more precise and easier to understand. It is necessary to have the purpose of the questions based on their ranking, as shown in Table 4.2.

**Table 4.2: The students' responses to using guiding-question based on the means.**

Question No.	Statements	Means
2	Guiding questions help me to do the task of writing procedure text well	4.14
9	Using guiding-question help to write procedure text according to the structure	4.08
5	Using the guiding-question technique helps me arrange a good organization of ideas.	4.08
1	I like writing procedure text by using guiding question	4.02
3	I started to enjoy writing because it used guiding question	4.02
6	Using guiding questions improves my ability to write procedure text	4
8	Using guiding questions increases creativity in writing	3.97
7	Using guiding questions improves motivation in writing	3.94
10	Using guiding questions makes it easier to choose the theme to be written	3.94
4	I don't like learning to write using guiding questions	3.37

*Note: 5.00= Strongly Agree, 4.00= Agree, 3.00= Neutral, 2.00= Disagree, 1.00= Strongly Disagree.*

Table 4.2 describes students' responses to the guiding question technique in writing English based on the mean. It can be seen from statement 2 most of the students indicated that learning using guiding questions helped students complete their writing assignments, which means 4.14 students agreed with the statement.

The table above shows that almost all students agree that learning to write procedure texts is through the guiding question technique. This can be seen from the mean of 3.37 to 4.14, estimated at 5.00 students agreeing with the statement. It can be interpreted that most students agree that learning to write procedural texts uses guiding questions. This can be seen from the many benefits felt by students. This is known from their responses to the statements in the questionnaire. However, there were some students who received challenges when learning to write text procedures using guiding questions. It was known from the students' responses in statements 3,4,1 and 10 that some students did not choose these questions, which meant they encountered problems while learning.

## **2. Data from Interviews**

Based on the analysis of interview data conducted with 5 English teachers as respondents, several perceptions emerged according to what the teacher experienced when teaching using guiding questions. These are grouped into two themes: the perceived benefits of using guiding questions as a technique for writing procedure text and the perceived challenges of using guiding questions as a technique for learning to write procedure text.



### **a. The perceived benefits of using guiding questions**

The first theme focuses on teachers' benefits when using the guiding question technique in writing learning. Based on the results of interviews, teachers feel several benefits in learning to write using guiding questions. The benefits of using the guiding question technique are divided into scores, motivation, creativity, and ideas and activity in the classroom.

#### **1) Improve students' score**

This part explains the teacher's Perception of the benefits of guiding questions on student scores. The following is an interview excerpt. R5 perceives the benefits of using guiding questions from the students' abilities.

As a teacher, guiding questions are beneficial for learning to write procedure texts. Judging from the students' scores, they get above the lowest criteria for declaring students to achieve completeness average (R5).

I certainly hope this is the proper technique. I also see my students getting more active and their score improving slowly. Then, some students whose scores are less than starting can reach the lowest criteria for declaring students to achieve completeness average (R3).

From the statement was said by the respondents (R5 & R3) using guiding questions in writing lessons produced quite satisfactory results seen from the improve in students scores and in the learning process using guiding questions, the students looked more active.

#### **2) Increase students' motivation**

From observations during the learning process, students have become more motivated in writing texts, and their ideas have become more diverse. Although writing procedure text is more straightforward than other texts, it also requires good focus (R4)

In my opinion, the benefits are certainly quite a lot. Still, I feel the students' motivation is starting to increase, and it is undeniable that the class I teach is more active with student responses (R2).

From the interview excerpts answered by R4 & R2 that have the same intent and meaning regarding the guiding questions that affect students' motivation, the teacher explains that students are more motivated to write texts whereas learning to write is quite difficult for high school students. During the learning process, students are also more active.

### **3) Increase students' creativity and ideas**

The third category is creativity and ideas. This is important to have an effective learning process. The following is an interview excerpt.

Students are more daring to express their ideas through writing or asking me directly. Students have also shown a significant increase (R2).

As I mentioned about the benefits, of course, students will feel it. They are better able to develop their creativity, and their previous ideas are somewhat difficult to express because, in the learning process, using questions, they are asked to think harder in depth (R5).

From the results of the interviews mentioned above, creativity and idea development are very important in learning to write, and the role of guiding questions really helps students express their opinions. R2 & R5 agree on guiding questions that help students develop creativity and ideas for writing seen during the learning process.

### **4) Motivate students to be active in class**

Students activity in the learning process is increasing and the interaction of teachers and students is more interactive. The following is an interview excerpt.

From what I have observed, they can enjoy the learning process, and they claim to be easier to understand what I teach. They are also more willing to ask and willing to answer what I ask. The class becomes more fun, as seen from the number of students who are starting to respond (R1) actively.

When in the learning process, using the guiding question technique provides quite positive benefits, such as a more lively class atmosphere and smoother interactions between students and me (R3)

The underlined statements based on the opinions of R1 & R3 explain the guiding questions affect the classroom atmosphere and student activities in the classroom. Students are also better able to answer questions from the teacher. Students seemed enthusiastic in participating in the writing learning process..

In conclusion, the benefits of using guiding questions are widely felt by teachers who teach writing to create texts, such as improve student score, making the classroom atmosphere livelier, and students more active in responding. The teacher recognizes the success of guiding questions in learning to write because it can help the learning process, provide more motivation for students to write, help students develop their ideas, and make it easier for teachers to organize classes.

#### **b. The perceived challenges of using guiding questions**

The researcher collected data on the difficulties felt by teachers in using guiding questions as a technique for learning to write procedural texts. Based on interview findings. Problems are divided into two categories: those posed by students and teachers.

### 1) Students' lacking motivation

In the early stages of using guiding questions, the students were less interested and did not show any interest (R1).

Before applying this technique, I explained to the students how the system was so they could easily understand it. However, they were not interested because they already thought writing was difficult (R3).

Based on the statements given by respondents (R1 & R3) that student interest is important because it will pose challenges in the learning process. Challenges arise when students become disinterested because they do not understand the concept of guiding questions that they have never used to learn to write. Teachers must help students form a mindset that learning to write with guiding question techniques can be interesting.

### 2) Teachers' lack of understanding

In addition to students, teachers also have challenges when using the guiding question technique in learning procedure text. According to R4 and R5, this challenge arises because of the teacher's lack of understanding. The following is an interview excerpt.

I think some teachers must have challenges, but for me, it lacks further understanding of the guiding question technique to be adapted according to the material (R4).

This guiding question technique is entirely reasonable to use in learning to write. Still, I have obstacles and challenges, such as choosing a suitable theme and broadening my knowledge not to make the class atmosphere boring (R5).

Statements R5 and R4 about the challenges faced, which have a significant effect on the teacher's role. Both agree that the teacher's lack of understanding is a challenge in using techniques in the learning process, not only guiding questions because it will make the class feel bored and disoriented.

## **B. Discussions**

This section presents a discussion based on the research results. This study has explored teacher and student perceptions of the efficacy of guiding questions in writing procedural texts. This study poses two research questions. Both questions were answered using the results of questionnaires and interviews. The first research question is "How do the teachers and students perceive the benefits of guiding questions as a learning technique in writing procedure text?" From the results, the perceived benefits are categorized into four categories.

The first is improve students' scores. The teacher admits that using guiding questions provides clear benefits to student scores. The average value obtained by students increased in learning to write procedure text. Students' grades improve slowly because they easily understand and know what they want to write.

The second is increasing students' motivation. In learning to write text, students often look less motivated because students think writing is tricky; using guiding question techniques indirectly motivates students to start understanding how to write well. The teacher felt a change in students'



motivation after using guiding questions as a learning technique. Students are more motivated to learn to write text.

The third category is to increase students' creativity and ideas. The teacher feels that students are freer to express their ideas and develop their creativity in writing. Students can easily express their ideas and creativity in written form after using guiding questions, which is very different from before using guiding questions as a learning technique. Students feel embarrassed and confused to write texts.

The last category is motivate students to be active in class. The teachers argues that after using guiding questions in the classroom, the atmosphere in the classroom is more lively, and students are more active in asking and answering questions from the teacher. Interaction between teachers and students is more established, and communication in learning is smoother because students always want to float their ideas. In line with Cali in the Scriptures (2019), guiding questions can help students ensure that they provide a coherent transition between ideas in writing they. Then it can make students actively respond to teachers in class. The teacher felt that the student's writing skills and scores improved significantly. According to the teacher, guiding questions can increase students' motivation in doing the task of writing procedural texts.

Then, from the results of the questionnaire answered by the students. Not much different from the teacher's perception. This can be seen from the mean of 3.37-4.14; it is estimated that 5.00 students agree with the technical



statement guiding questions make students feel more motivated in learning to write and more easily develop their ideas. Students think that learning using guiding questions increases students' creativity and makes students understand more about the storyline that will be written in terms of structure and grammar. This is in line with Dian Fitriyana (2018) research on questionnaire analysis, which shows that almost all students (Mean: 3.06 to 3.7, which is close to 4.00) are interested in learning to write through guiding questions. They also believe guiding questions are the correct technique to help them develop ideas and improve their writing progress independently because they can move systematically from one question to another. In addition, the teacher felt that the guiding question technique helped a lot in the learning process.

According to Islam (2017, as quoted in Putri 2021), Learning methods such as question guides that run according to procedures from beginning to end can indirectly improve students' writing skills. The questionnaire results, the mean result is 3.37 to 4.14, which means that students agree that the guiding questions help them do writing assignments more efficiently and develop creativity, ideas, and motivation.

Futhermore, the second research question is "How do the teachers and students perceive the challenges of guiding questions as a learning technique in writing procedure text?" The perception of challenges in the learning process in using guiding questions as a learning technique for writing procedure texts. As with other methods, teachers and students must face

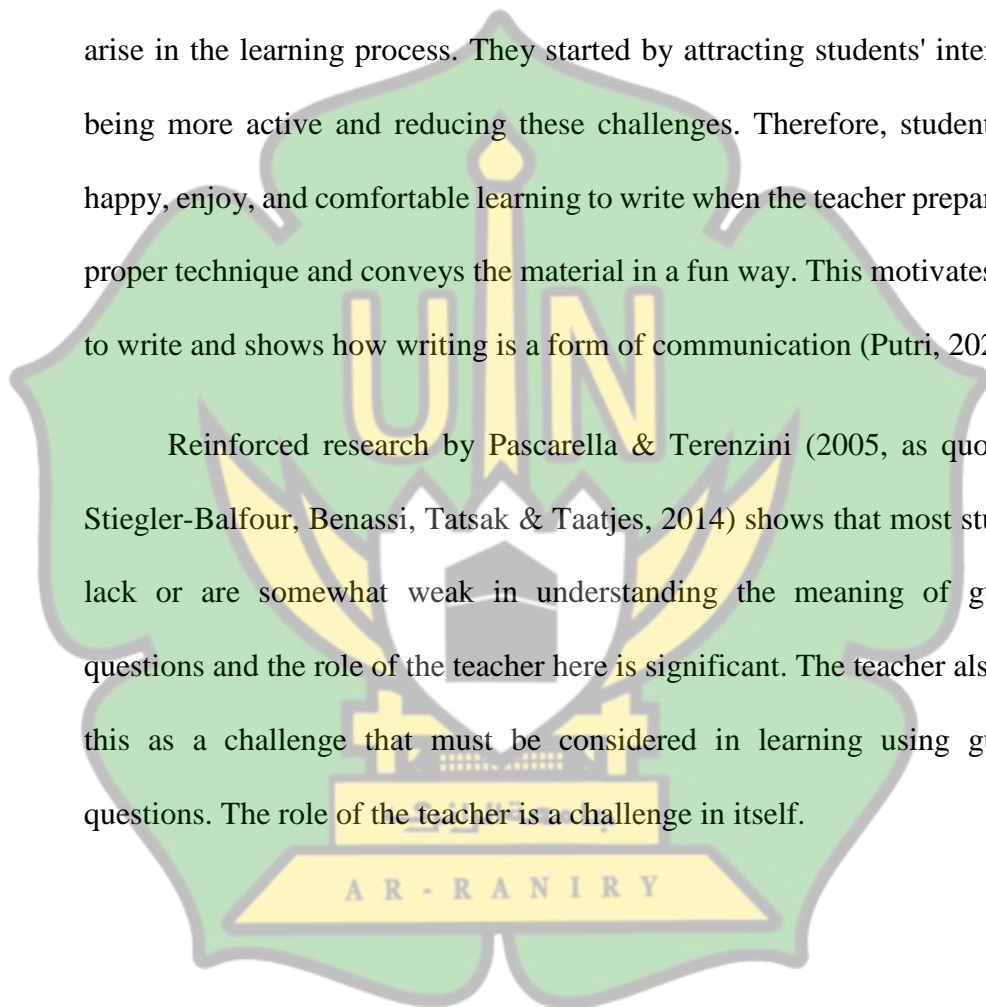
challenges in using guiding questions. The results show that two factors often trigger challenges in the learning process using guiding questions. First, the students' lacking motivation. In the learning process, teachers and students must participate fairly so the process can be helpful for both. From the results of interviews and questionnaires, it was clear that the teacher used guiding questions at the initial stage. The students were not interested because it was not a technical problem, but according to students, writing procedure texts in English was difficult. This challenge often arises in using guiding questions in the early stages.

The second is the teachers' lack of understanding. In learning to use techniques, it looks necessary, but the teacher must also be very understanding about the methods that will be used in the classroom. The teacher's lack of understanding causes students not to understand the material being taught, so the teacher must understand. The teacher realizes that selecting guiding questions must follow the theme introduced in class. This cannot be separated from the role of a teacher. The theme's suitability with the learning material is an essential task for the teacher. According to research by Cook, Hammer, Elsayed-ali, and Dow (2019), students experience more challenges using guiding questions. This is a challenge for teachers how to minimize challenges for students. In the learning process, no problems arise that trigger teacher challenges. However, the teacher realized that the selection of guiding questions should follow the theme taught in class. As already explained, challenges can arise from various aspects encountered in

learning. However, the efficacy of guiding questions is of great benefit to both teachers and students.

From this, it can be discussed that the guiding question technique in learning has many benefits for teachers and students, and challenges often arise in the learning process. They started by attracting students' interest in being more active and reducing these challenges. Therefore, students feel happy, enjoy, and comfortable learning to write when the teacher prepares the proper technique and conveys the material in a fun way. This motivates them to write and shows how writing is a form of communication (Putri, 2021).

Reinforced research by Pascarella & Terenzini (2005, as quoted in Stiegler-Balfour, Benassi, Tatsak & Taatjes, 2014) shows that most students lack or are somewhat weak in understanding the meaning of guiding questions and the role of the teacher here is significant. The teacher also sees this as a challenge that must be considered in learning using guiding questions. The role of the teacher is a challenge in itself.



## CHAPTER V

### CONCLUSIONS & RECOMMENDATIONS

This chapter presents the conclusions and suggestions from this research. Conclusions are written based on the analysis of research results based on research questions. Some recommendations are also recommended.

#### **A. Conclusions**

This study has explored the efficacy of guiding questions in writing procedure texts in high school according to teacher and student perceptions. The conclusion can be themed into two: benefits and challenges.

First, the benefits of guiding questions felt by teachers and students. The results of interviews and questionnaires show that the benefits obtained are quite a lot for teachers. There are several benefits : the first improve students' score, students scores improve during the learning process using guiding questions. The average score of students rose slowly as seen from the assignments given by the teacher. Second, increasing students' motivation, students seem more motivated to learn to write procedure texts using guiding questions. Third, increasing students' creativity and ideas. Students are more creative in writing textbooks, and students can develop their ideas in writing. They are easier to express their opinion in written form. Then the last, motivate students to be active in class. Communication between teachers and students is more active. Students respond more often to teachers and provide

brand opinions. Students are more confident in asking questions in communicating with the teacher about what they will write. In addition, learning to write is more focused, making students easier to understand and more active in class. Not only teachers but students also feel the benefits. Students are motivated to learn how to write text. Students also feel confident in writing. They are easy to develop ideas and creativity. In addition, students find it easier to do the assignments given by the teacher to write procedure texts by expressing their opinions.

Second, challenges apart from the many benefits, of course, there are some challenges that both teachers and students must face. Two factors become challenges in learning using guiding questions. The first is the lack of student motivation. In the early stages, the challenges experienced by students are the same as being confused about where to start even though they have been directed to use guiding questions because they have never studied before, and students are less interested because they think writing is a tricky thing. But if students get used to it, students will get good results. It also poses challenges for teachers. The role of the teacher is significant here.

The second is the teacher's lack of understanding. Teacher understanding is essential in the learning process. The teacher's lack of knowledge causes students not to understand the material, so the teacher must understand. The teacher realizes that choosing guiding questions should follow the theme introduced in class. This cannot be separated from the role of a teacher. The

theme's suitability with the learning material is an essential task for the teacher. However, the teacher is still trying to cover this shortcoming by learning more.

Conclusions using guiding questions are very positive in learning to write because they benefit teachers and students. Then it can improve students' skills in writing texts and motivate students to learn. The use of guiding questions also has a negative side, such as the challenges teachers face, and learning focuses on students to overcome this. The teacher's role is significant in learning to write texts.

## **B. Recommendations**

This study proves the perceived efficacy of guiding questions in writing procedural texts by teachers and students. First, there are many benefits, such as increasing student grades, increasing student motivation, students being more creative and students being able to develop brand-new ideas, and interaction between students and teachers in the classroom to give each other more feedback and students are more daring to provide opinions. Second, apart from the benefits, there are also challenges. This challenge arises from teachers and students who play a role in the learning process. Teachers who lack understanding and are confused in delivering material using guiding questions can be challenging in the learning process. Lack of student motivation also causes challenges to arise. Teachers must overcome these two challenges because students' interest in learning also depends on how the



teacher teaches in the classroom. Then several things must be considered in using guiding questions to minimize the difficulties faced in teaching and learning. Teachers should focus more on students learning to write so that students are more confident in expressing their opinions through writing.

In the future, it is hoped that there will be more training for teachers to improve learning methods or techniques such as guiding questioning techniques in the classroom, especially in writing learning which is often considered difficult by students. The classroom atmosphere tends to be essential for students who are motivated to learn. Using guiding questioning techniques is always expected to be applied in learning and development.

This research has been carried out as much as possible, but there are limitations. In this study, the researchers took students and teachers as respondents and did not differentiate based on gender, bringing the overall teachers and students. For further research, it may be possible to distinguish between male and female students and male and female teachers to see the difference in challenges and perceived benefits. Each individual has different opinions from teachers and students. Opinions of male and female students may also differ in their interest in teaching and learning. In addition, it is also possible to increase the number of respondents to adjust the research from a teacher or student respondents.

## REFERENCE

- Abdurahman, M., Munawir, Sunardi, & Yusuf. (2003). *Pendidikan bagi anak dengan problem belajar*. PT. Tiga Serangkai Mandiri.
- Adullah, M. R. (2015). *Metode penelitian kuantitatif*. PT. Tiga Serangkai Mandiri.
- Amelia, W. P. (2015). *The effect of guiding questions techniques on student achievement in writing descriptive text*. (Doctoral Disertation UNIMED).
- Angell, J. (1906). *An intriductory study of the structure and function of human conscious*. Henry Holt and Company.
- Anggito, A., & Setiawan, J. (2018). *Metodologi penelitian kualitatif*. CV Jejak (Jejak Publisher).
- Anifa. (2021). *Improving students' English vocabulary at islamic boarding school : policy and its challanges in implementation*. Thesis (Skripsi), UIN Ar-raniry. Fakultas Tarbiyah dan Keguruan.
- Ariyanti TM, A. (2018). *The correlation between student's mastery of imperative sentence and their ability in writing procedure text*. (Doctoral dissertation, IAIN Salatiga).
- Casipit, J. R., & Queroda, P. G. (2019). Effectiveness of guiding question technique on grade 7 students' writing skills. *ASEAN Multidisciplinary Research Journal*, 1(1), 13-23.
- Cook, A., Hammer, J., Elsayed-ali, S., & Dow, S. (2019). How guiding questions facilitate feedback exchange in project-based learning. *In Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems*, 5(138), 1-12.
- Crabtree, B. L., Wilhelm, S. M., & Salinitri, F. D. (2015). Facilitating facilitators: enhancing PBL through a structured facilitator development program. *Interdisciplinary Journal of Problem-Based Learning*, 9(1), 72-82.
- Creswell, J. W. (2016). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches (Ed.4)*. Sage Publications.
- Fade, S. A., & Swift, J. A. (2011). Qualitative research in nutrition and dietetics: data analysis issues. *Journal of Human Nutrition and Dietetics*, 24(2), 106-114.
- Fitriyana, D. (2018). *Using Guiding-Question Technique in Teaching English Writing (An Experimental Study at MTsN 4 Banda Aceh)*. Thesis (Skripsi), UIN Ar-raniry. Fakultas Tarbiyah dan Keguruan.

- Graham, S., Capizzi, A., Harris, K. R., Hebert, M., & Morphy. (2013). *Teaching writing to middle student : A National Survey*. Springer.
- Howell, D. C. (2011). *Fundamental statistics for the behavioral sciences*. Wadsworth.
- Iskandarwassid Dan Sunendar, D. (2013). *Strategi pembelajaran bahasa*. Penerbit NUANSA.
- Islam, C. (2017). Strategy instruction in the teaching of writing: Pre-serveice eachers' self-perception of their writing and their practice of teaching writing. *International Journal of Language and Linguistics*, 4(3),1-11.
- Jannah, M., & Usman, J. (2020). The Competencies of the Islamic Primary Madrasah Student Teachers in developing k 13-Based Lesson Plan in Aceh. *Al-Ta lim*, 26(3),215-224.
- Jashari, L. T., & Fojkar, M. D. (2019). Teachers' perceptions of developing writing skills in the EFL classroom. *ELOPE: English Language Overseas Perspectives and Enquiries*, 16(2), 77-90.
- Kosasih, E. (2014). *Jenis-jenis teks (Analisis fungsi, struktur, dan kaidah serta langkah penulisannya)*. Yrama Widya.
- Lamatokan, A. (2018). Students' perception toward teachers' teaching styles and the use of learning strategies in teaching English. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, 2(2), 41-46.
- Mahsun. (2014). *Metode penelitian bahasa tahapan, strategi, metode, dan tekniknya*. Edisi Revisi. Rajawali Pers.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis, A.Methods Sourcebook, Edition 3*. Sage Publications.
- Morrison, M., & dkk. (2012). *Metode penelitian survei*. Kencana.
- Muhayyinah. (2012). *The effectiveness of guiding question technique in teaching writing text among students year X of SMK NU Lamongan*. UIN Sunan Ampel (Unpublished Thesis).
- Mutiasari, E. (2017). *Upaya guru pendidikan agama islam dalam meningkatkan self control remaja: Study kasus di Smp Negeri 5 Bandar Lampung*. (Doctoral dissertation, UIN Raden Intan Lampung).
- Noviarti, S., & Adnan, A. (2019). The use of guiding questions in teaching writing procedure text for senior high schools. *Journal of English Language Teaching*, 8(1), 206-216.

- Pambudi, R. A. (2021). *The use of guiding questions technique to increase students' recount writing ability at the senior high school 2 sekampung east lampung*. Thesis (Skripsi), Repository Metro Univ.
- Permendikbud. (2014). Kurikulum 2013 PMP B.Inggris. <https://kemendikbud.go.id>.
- Philips, L. T., Martin, S. R., & Belmi, P. (2020). PhillSocial class transitions: Three guiding questions for moving the study of class to a dynamic perspective. *Social and Personality Psychology Compass*, 14(9), 1-18.
- Phonna, R. (2014). An analysis of student free writing. *Englisia : Journal of Language, Education, and Humanities*, 1(2), 271-279.
- Putri, T. E. (2021). *Students' perceptions on EFL teachers teaching writing (A Case Study at the Department of English Education UIN Syarif Hidayatullah Jakarta*. Bachelor's thesis, FITK UIN Hidayatullah Jakarta.
- Renandya, W. A., & Richard, J. C. (t.thn.). *Methodology in language teaching an anthology of current practice*. Cambridge University Press.
- Riduwan. (2015). *Dasar-Dasar Statistika*. Alfabeta.
- Russeffendi, E. T. (2010). *Dasar-dasar penelitian Pendidikan dan bidang non eksakta lainnya*. Tarsito.
- Sarkol, K. (2016). Student perception of learning English in Senior High Schools. *Doctoral dissertation. Sanata Dharma Yogyakarta*.
- Siddiq, A. (2013). The use of semantic mapping technique to improve writing skill in descriptive Text. *JP3*, 1(12), 8–15. .
- Sinclair, A. C., Bray, L. E., Wei, Y., Clancy, E. E., Wexler, J., Kearns, D. M., & Lemons, C. J. (2018). Coteaching in content area classrooms: Lessons and guiding questions for administrators. *NASSP Buletin*, 102(4), 303-322.
- Siregar, D. I. (2014). *Faktor-faktor yang berhubungan dengan kecelakaan ringan di PT. Aqua Golden Bekasi*. Repository UIN Jakrta, Program studi kesehatan masyarakat fakultas kedokteran.
- Situmorang, N. M. (2018). Improving student writing ability through guiding techniques questions. *Journal of Education Action Research*, 2(2), 165-167.
- Stingler-Balfour, J. J., Benassi, V. A., Tatsak, H., & Taatjes, A. (2014). The influence of guiding questions on skilled-and less-skilled readers' understanding of written discourse. *Acknowledgments and Dedication*, 2(2), 293-302.
- Sugiarto, S. (2021). Paya peningkatan kemampuan menulis karangan siswa melalui pemanfaatan media gambar seri. *e-Jurnal Mitra Pendidikan*, 5(5), 334-343.



- Sugiyono, d. (2018). *Metode penelitian pendidikan: pendekatan kuantitatif, kualitatif dan R&D*. Alfabeta.
- Sugiyono. (2013). *Statiska dan Penelitian*. Alfabeta.
- Sugiyono. (2016). *Metode penelitian pendidikan (pendekatan kuantitatif, kualitatif dan R&D)*. Alfabeta.
- Sukardi. (2009). *Metodologi Penelitian Pendidikan, Kompetensi dan Praktiknya*. Bumi Aksara.
- Sundari, H., & Febiyanti, R. H. (2022). How do EFL university students-writers prepare their draft? An analysis writing strategy use EFL writing instruction. *Englisia: Journal of Language, Education and Humanities*, 9(2), 60-73.
- Takariawan, C. (2017). *Menulis semudah bernafas*. Wonderful Publishing.
- Tarigan, J. (2018). Penerapan model pembelajaran berbasis masalah dengan bantuan media video untuk meningkatkan keterampilan menulis teks eksplanasi siswa kelas XI IIS SMA Negeri 1 Singaraja. *Journal of Education Action Research*, 2(2), 123-133.
- Traver, R. (1998). What is a good guiding question? Educational leadership,. Retrieved from *academic.evergreen.edu/w/waltons.html*, 55(6), 70-73.
- Usman, J., & Mawardi, M. (2022). Eliciting metaphors from narratives of collaboration experiences with teachers in writing a textbook. *Studies in English Language and Education*, 9(2), 870-885.
- Utama, S. (2019). Menulis Teks Berbentuk Procedure Melalui Model Pembelajaran Make a Match. *AP (Susunan Artikel Pendidikan)*, 4(1), 84-87.
- Wilhelm, J. D. (2009). Using Guiding Questions in Your Classroom. *Journal Education*, 41(5), 39-46.
- Yulianingsih, N. K., Flora, F., & Putrawan, G. E. (2017). *The implementation of guiding question technique to improve students' recount text writing ability at the first grade students of SMA N 13 Bandar Lampung*. (Doctoral dissertation, Lampung University).
- Zimmer, C. (2020). 2 Companies say their vaccines are 95% Effective. What does that mean? Diambil kembali dari <https://www.nytimes.com/2020/11/20/health/covid-vaccine-95-effective.html>.



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-8342/Un.08/FTK.1/TL.00/07/2022

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh
2. Guru Bahasa Inggris SMA/MA Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **BALQIS NADYA IDRIS / 180203010**

Semester/Jurusan : VIII / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Utama Gampoeng Rukoh, Lr. Djakfar Ismail Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Efficacy of Guiding Questions in Writing Procedure Text at Senior High School : Teachers' and Students' Perceptions*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 Juli 2022

an. Dekan

Wakil Dekan Bidang Akademik dan

Kelembagaan,



Berlaku sampai : 20 Agustus  
2022

Dr. M. Chalis, M.Ag.



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Nomor : B-9577/Un.08/FTK/KP.07.6/08/2022

**TENTANG**

**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL/00/5970/2015 TENTANG  
PENGINGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN  
UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang :**
- bahwa kelancaran bimbingan skripsi dan munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk Pembimbing Skripsi tersebut yang dituangkan dalam surat keputusan Dekan; B-6421/Un.08/FTK/KP.07.6/06/2022
  - bahwa saudara yang tersebut namanya disebut dalam surat keputusan ini dipandang cakap dan memenuhi untuk diangkat menjadi pembimbing skripsi;

- Mengingat :**
- Undang-undang Nomor 20 Tahun 2003, tentang Sisiem Pendidikan Nasional;
  - Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
  - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  - Peraturan Presiden RI Nomor 64 Tahun 2013 tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh
  - Peraturan Menteri Keuangan RI Nomor 190 PMK.05/2011 tentang tata cara pembayaran dalam rangka pelaksanaan APBN
  - Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang,
  - Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
  - Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
  - Keputusan Rektor UIN Ar-Raniry Nomor 02 Tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
  - Keputusan Rektor UIN Ar-Raniry Nomor 28 Tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
  - Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, Tentang Perubahan atas Peraturan Menteri Keuangan RI Nomor 78 PMK.02/2020 tentang Standar Biaya Masukan Tahun anggaran 2020.

**Memperhatikan :** Keputusan Sidang/Seminar Proposal Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 18 Mei 2022

**MEMUTUSKAN**

**Menetapkan :**  
**PERTAMA :** Memutuskan Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor : Nomor : B- 6421/Un.08/FTK/KP.07.6/06/2022 tanggal 18 Mei 2022

**KEDUA :**

Menunjuk Saudara :

1. Dr. Lutfi Auni, M.A

Sebagai Pembimbing Pertama

2. Dr. Jarjani, S.Ag., S.Si., M.Sc., M.A

Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Balqis Nadya Idris

NIM : 180203010

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Efficacy of Guiding Questions In Writing Procedure Text at Senior High School: Teachers' and Students' Perceptions

Pembiayaan honorarium Pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA.025.04.2.423925/2022; tanggal 17 November 2021.

**KETIGA :** Surat Keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023.

**KEEMPAT :** Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila dikemudian hari terdapat kekeliruan dalam penetapan ini.

**KELIMA :**

**A R - R A N I R Y**

Ditetapkan di: Banda Aceh  
Pada Tanggal: 05 Agustus 2022  
Dekan,

  
Mustika Razali

**Tembusan**

- Rektor UIN Ar-Raniry sebagai pembimbing
- Ketua Prodi FTK sebagai pembimbing
- Pembimbing yang bersangkutan untuk ditandatangani dan dilaksanakan.
- Selanjutnya yang bersangkutan

## Questionnaires

Student perception.

Class :

Age :

Gender : Female ( ) Male ( )

Berikan tanda (✓) pada kolom pernyataan yang sesuai dengan pendapat anda.

NO.	Statement	Strongly Disgree (1)	Disgree (2)	Nuetral (3)	Agree (4)	Strongly Agree (5)
1.	I like writing procedure text by using guiding question .					
2.	Guiding questions help me to do the task of writing text well					
3.	I started to enjoy writing because it used guiding questions					
4.	I don't like learning to write using guiding questions					
5.	I am always excited when the teacher teaches with the guiding question technique					
6.	Using guiding questions improves my ability to write procedure text					

7.	Using guiding question improves motivation in writing.					
8.	Using guiding question increase creativity in writing					
9.	Using guiding question helps to write procedure texts according to the structure					
10.	Using guiding question makes it easier to choose the theme to be written					

Adapted from research paper by Fitriyana, 2018 and Pambudi, 2021.



## Interview Protocol

Project : the efficacy of guiding questions in writing text procedure at senior high school

Time of interview :

Date :

Place :

Interviewer : Balqis Nadya Idris

This is a research study on teacher and student perceptions of the efficacy of guiding questions in writing procedure texts in senior high school. The aim is to find out the benefits and challenges that teachers and students get in learning using guiding questions. Data was collected through semi-structured interviews which were recorded and only used for research purposes in order to maintain the confidentiality of the interviewees. The interview session was conducted with the teacher as a resource person. The interview process will take about 10-20 minutes.

Questions :

1. As a teacher do you use certain techniques in teaching?
2. Is the guiding question technique included in the technique that you often use in the learning process?
3. Is the guiding question technique effective in learning to write procedure text?
4. What are the advantages of using the guiding question technique in learning to write procedure text?
5. How do students react when learning to write using the guiding question technique?  
Do they look motivated? (if yes explain if not explain)
6. Do the guiding questions facilitate the process of learning to write procedure text?  
Are there any Challenges? (if there is explain if not explain)
7. Do you think the guiding question technique is suitable for learning to write texts??

## Interview transcript

### Responden 1

Interviewee : DR

Date interview :

Time interview :

Place :

1. As a teacher do you use certain techniques in teaching?  
Answer : Of course because I believe that learning techniques are important for teachers to apply.
2. Is the guiding question technique included in the technique that you often use in the learning process?  
Answer : for some of the previous material and what I am teaching, namely procedure text, I use the guiding question technique in learning.
3. Is the guiding question technique effective in learning to write procedure text?  
Answer: after I observe it looks very useful for students, many positive things are obtained.
4. What are the advantages of using the guiding question technique in learning to write procedure text?  
Answer : the benefit is of course students are more active in learning they look motivated.
5. How do students react when learning to write using the guiding question technique? Do they look motivated? (if yes explain if not explain)  
Answer : From what I have observed and said before, they can enjoy the learning process, and they claim that it is easier for them to understand what I teach. They are also more willing to ask questions and want to answer what I ask. The class became more fun, as seen from the number of students who began to actively respond.
6. Do the guiding questions facilitate the process of learning to write procedure text? Are there any Challenges? (if there is explain if not explain)  
Answer: in the early stages of using guiding questions, students are less interested and do not show interest. That triggers a challenge for me as a teacher.
7. Do you think the guiding question technique is suitable for learning to write texts?  
Answer : yes, of course it is suitable, especially for learning that involves more students, I think the guide's questions are very suitable.



## Responden 2

Interviewee : SL

Date interview :

Time interview :

Place :

1. As a teacher do you use certain techniques in teaching?  
Answer : yes I use it.
2. Is the guiding question technique included in the technique that you often use in the learning process?  
Answer : yes, that is one of them, for the last lesson I taught also using the guiding question technique.
3. Is the guiding question technique effective in learning to write procedure text?  
Answer: In my opinion, it is quite effective because during the lesson I feel many benefits.
4. What are the advantages of using the guiding question technique in learning to write procedure text?  
Answer : In my opinion, the benefits are certainly quite a lot. I feel that students' motivation is starting to increase, and it is undeniable that the class I teach is more active with student responses.
5. How do students react when learning to write using the guiding question technique? Do they look motivated? (if yes explain if not explain)  
Answer : Students are more daring to express their ideas through writing or ask me directly. Students also showed a significant improvement. That looks good.
6. Do the guiding questions facilitate the process of learning to write procedure text? Are there any Challenges? (if there is explain if not explain)  
Answer : yes, it is very easy for me as a teacher in teaching, there are no challenges while using guide questions.
7. Do you think the guiding question technique is suitable for learning to write texts?  
Answer : of course I highly recommend teachers to better understand and apply this technique.



### Responden 3

Interviewee : ER

Date interview :

Time interview :

Place :

1. As a teacher do you use certain techniques in teaching?  
Answer : actually there is none but recently I've been trying to use the guiding question technique.
2. Is the guiding question technique included in the technique that you often use in the learning process?  
Answers :-
3. Is the guiding question technique effective in learning to write procedure text?  
Answer: I certainly hope this is the right technique and during learning the guiding question technique is quite effective.
4. What are the advantages of using the guiding question technique in learning to write procedure text?  
Answer : During the learning process, using the guiding question technique provides quite positive benefits, such as a more lively class atmosphere and smoother interactions between me and students.
5. How do students react when learning to write using the guiding question technique? Do they look motivated? (if yes explain if not explain).  
Answer : they look more active and the interaction is smoother.
6. Do the guiding questions facilitate the process of learning to write procedure text? Are there any Challenges? (if there is explain if not explain)  
Answer : as I said at the beginning of this technique I just tried. Before applying this technique, I explain to students how the system is so that they can easily understand it. However, they are not interested because they already find writing difficult.
7. Do you think the guiding question technique is suitable for learning to write texts.  
Answer : I certainly hope this is the right technique. I also see my students become more active and their scores increase slowly. Then, some students whose scores are less than the beginning can reach the lowest criteria to declare students achieve the average mastery

## Responden 4

Interviewee : EY

Date interview :

Time interview :

Place :

1. As a teacher do you use certain techniques in teaching?  
Answer : yes there must be a technique in teaching.
2. Is the guiding question technique included in the technique that you often use in the learning process?  
Answer : yes I have started using the guiding question technique for text writing lessons.
3. Is the guiding question technique effective in learning to write procedure text?  
Answer: Yes, I think because during the learning process there is nothing that confuses students.
4. What are the advantages of using the guiding question technique in learning to write procedure text?  
Answer : From observations during the learning process, students became more motivated in writing texts, and their ideas became more diverse. Although writing procedure text is easier than other texts, it also requires good focus.
5. How do students react when learning to write using the guiding question technique? Do they look motivated? (if yes explain if not explain)  
Answer : as I have explained students seem to understand more and the ideas they want to write are more diverse.
6. Do the guiding questions facilitate the process of learning to write procedure text? Are there any Challenges? (if there is explain if not explain)  
Answer : I think some teachers will have challenges, but for me, not understanding more about the guiding question technique that must be adapted to the material is quite difficult for me.
7. Do you think the guiding question technique is suitable for learning to write texts?  
Answer : yes I think this is suitable to make the rest more in thinking and interacting.

## Responden 5

Interviewee : NY

Date interview :

Time interview :

Place :

1. As a teacher do you use certain techniques in teaching?  
Answer : yes I often change the technique I use.
2. Is the guiding question technique included in the technique that you often use in the learning process?  
Answer : yes, for some materials, I use the guiding question technique. Procedure text also uses guiding questions, mostly for text writing material.
3. Is the guiding question technique effective in learning to write procedure text?  
Answer: for some reason yes, I think it is very effective in learning.
4. What are the advantages of using the guiding question technique in learning to write procedure text?  
Answer : As a teacher, I think guiding questions are useful for learning to write procedure texts. Judging from the students' scores, they get above the lowest criteria to declare students achieve an average of completeness.
5. How do students react when learning to write using the guiding question technique? Do they look motivated? (if yes explain if not explain)  
Answer : As I mentioned about the benefits, of course students will feel it. They are better able to develop their creativity, and their previous ideas are a bit difficult to express because, in the learning process, by using questions, they are asked to think harder in depth.
6. Do the guiding questions facilitate the process of learning to write procedure text? Are there any Challenges? (if there is explain if not explain)  
Answer : of course there is, this guiding question technique is completely reasonable to use in learning to write. However, I have obstacles and challenges, such as choosing a suitable theme and expanding my knowledge so as not to make the class atmosphere boring.
7. Do you think the guiding question technique is suitable for learning to write texts?  
Answer : yes I highly recommend teachers to use this technique, the benefits are very positive for making students and teachers in the class very positive but not only that, I hope that if the teacher encounters challenges, they can be solved well..

## AUTOBIOGRAPHY

Name : Balqis Nadya Idris  
Place/Date of Birth : Meulaboh, 15 November 2000  
Nationality/Ethnic : Warga Negara Indonesia (WNI)  
Religion : Islam  
Sex : Perempuan  
Marital Status : Belum menikah  
Occupation : Mahasiswi  
Address : Jl. Utama rukoh  
Email : 180203010@student.ar-raniry.ac.id

### Educational Background

- |                       |   |             |
|-----------------------|---|-------------|
| 1. Elementary School  | SD N 20 Meulaboh                                | 2006 - 2012 |
| 2. Junior High School | SMP N 3 Meulaboh                                | 2012 - 2015 |
| 3. Senior High School | SMA N 4 Wira Bangsa Meulaboh                    | 2015 - 2018 |
| 4. University         | Universitas Islam Negri Ar-Raniry<br>Banda Aceh | 2018 - 2022 |

### Parents' Bio

Father's Name : Idris Usman  
Mother's Name : Almh. Ernawati  
Address : Komplek caritas BB 2, Padang Seurahet, Aceh Barat