

**THE EFFECTIVENESS OF GUIDED QUESTIONS
TECHNIQUE IN TEACHING NARRATIVE WRITING TO
THE ELEVENTH GRADE OF SMAN 7 KEDIRI**

SKRIPSI

Presented as Thesis Writing as the Requirement to Obtain the Sarjana Degree of
Education in English Language Education Department
Faculty of Teacher Training and Education
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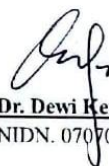
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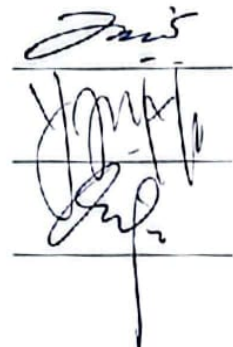
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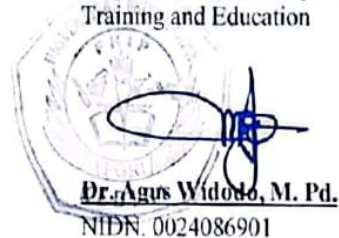
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MOTTO AND DEDICATION

MOTTO:

“Berteriak di atas tenggorokan, hujan serapah dan makian, hancur lebih mudah dari bertahan, kupelajari sedari kecil”

(Nadin Amizah - Taruh)

DEDICATION:

1. First of all, I dedicate this thesis to my parents, especially my mother. It is thanks to her constant prayers and all her spiritual efforts that I have been able to come this far.
2. To my younger brother, who has been a brother, a friend, and an inspiration, encouraging me to complete this college assignment.
3. To my friends from senior high school, thank you for accompanying me on this journey. We've been through the ups and downs together and have remained close friends to this day.
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6. To the author's immediate family, who have always provided support throughout this educational journey.
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It is realized that this skripsi still has many shortcomings, so it is expected that criticisms and suggestions from various parties are expected.

Finally, with the hope that this skripsi will be useful for all of us, especially for the world of education, even though it is only like a drop of water in the vast ocean.

Kediri, 15th July 2026

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ABSTRACT

Erika Marta Sari: The Effectiveness of Guided Questions Technique in Teaching Narrative Writing to the Eleventh Grade of SMAN 7 Kediri, Skripsi, English Education Department, UN PGRI Kediri, 2026

Keywords: Guided Questions Technique, Narrative Writing, Writing Skill

Writing is a key productive language skill that eleventh-grade students are required to master under the Merdeka Curriculum, including narrative texts. At SMA Negeri 7 Kediri, students have experienced challenges in generating and organizing ideas, constructing accurate sentences, and using correct punctuation in narrative writing. To address these issues, the Guided Questions Technique (GQT) was implemented, offering structured questions to help students plan and organize their ideas before writing.

This study evaluated the effectiveness of the Guided Questions Technique in teaching narrative writing to eleventh-grade students at SMA Negeri 7 Kediri. A quantitative, pre-experimental one-shot case study design was used with 30 purposively selected students from Class XI-1. Data were collected through a narrative writing post-test, assessed using an analytical rubric for organization, sentence structure, and punctuation. Each criterion was rated on a 1–5 scale, converted to a 100-point scale, and analyzed descriptively against the school's minimum passing grade (KKTP) of 70.

The results indicated a mean final score of 82.00, classified as "Good" ($SD = 8.60$), with 25 out of 30 students (83.3%) meeting or exceeding the KKTP. Organization had the highest mean score (4.70), followed by Sentence Structure (3.93) and Punctuation (3.67). This suggests the technique was most effective in helping students structure their narratives, with a more limited impact on punctuation. These findings support the effectiveness of the Guided Questions Technique in improving narrative writing, aligning with the frameworks of Harmer (2004), Hedge (2000), and previous research on guided questioning.

Teachers are encouraged to use GQT during the planning stage and supplement it with explicit punctuation instruction. Future research should consider experimental designs with control groups to provide stronger evidence.

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CHAPTER I

INTRODUCTION

This chapter provides an overview of the study and is structured into four main sections: background of the study, research problem, research objective, and significance of the study. Each section establishes the foundation and rationale for conducting this research.

A. Background

Writing is a key language ability that students must learn and become skilled in as they study English. Students can express their ideas, experiences, and thoughts through the act of writing in a written format. In the field of English as a Foreign Language (EFL), writing is typically viewed as a difficult skill because it asks students to come up with ideas, arrange them clearly and logically, and use correct grammar, vocabulary, and language rules. Brown, (2004).

Students need to build both their language understanding and thinking abilities to create clear and meaningful written work. When teaching writing, instructors should pay attention not just to the finished text, but also to helping students through each step of the writing process. Harmer, (2004) highlights that successful writing teaching should include multiple steps, like planning, writing a first draft, reviewing the work, and making final changes.

By going through these steps, students should slowly build up their thoughts and enhance the overall quality of their writing. In reality, many students continue to face challenges when it comes to writing, particularly when they need to create a full text on their own. During my teaching practice at a senior high school, I observed several issues related to students' writing skills. Many students found it challenging to come up with ideas when they were required to write a text. Some students also made mistakes in forming sentences correctly.

In addition, they often had difficulty arranging their ideas in line with the standard structure of the text. These challenges made students feel less confident and less willing to take part in writing tasks during class.

In Indonesia, the current English teaching approach is based on the Merdeka Curriculum, which focuses on student-centered, meaningful learning experiences. According to the *Kajian Akademik Kurikulum Merdeka* Wahyudin et al., (2024), teachers are given greater freedom to design learning approaches that meet the specific needs and circumstances of their students. This curriculum aims to help teachers develop more interactive learning activities that foster students' ability to think critically, be creative, and actively take part in their learning.

To help students learn effectively, teachers should employ suitable teaching methods that assist them throughout the writing process. One helpful teaching method that can help students organize their thoughts is the use of guided questions. According to Hedge, (2000, p. 308) students use guided techniques, which involve prompts and questions to help them generate ideas before writing, as opposed to unguided techniques, where they create their own ideas. Guided questions are structured prompts that teachers provide to help students consider key aspects of the text before beginning their writing. According to (Harmer, 2004) offering guidance at the beginning of the writing process helps students to plan better and organize their thoughts. By responding to a sequence of questions about the start, middle, and conclusion of a story, students can create a more organized and clear narrative text.

In addition, guided questions can help promote deep learning by prompting students to think critically, make connections between ideas, and reflect on their writing Biggs & Tang, (2011). In narrative writing, guided questions can involve prompts like recognizing the characters, detailing the setting, explaining the challenge the characters encounter, and outlining how the conflict is ultimately resolved. These prompts assist students in concentrating on the key elements of narrative writing and make the process of beginning to write less challenging.

Several earlier research works have demonstrated that using guided questions can help improve students' writing skills. Putri & Akbar, (2019) discovered that students who were taught with guided questions were better at creating well-structured narrative texts than those who were taught using traditional methods. Rahman & Hasan, (2021) found that using scaffolded questioning methods helped students better understand the structure of narrative texts and use language more effectively. Other research by Elizabeth Sidauruk et al., (2025); Mu'min et al., (2025); Pertiwi & Kareviati (2021) also found that using guided questions assisted students in enhancing their writing skills, arranging their ideas more clearly, and becoming more motivated during writing tasks.

Despite earlier studies indicating profitable outcomes, there remains a lack of comprehensive research examining how guided questions affect the teaching of narrative writing under the Merdeka Curriculum at the senior high school level. More research is required to explore how this method can help students improve their ability to write narratives. Therefore, the researcher conducted a study titled "The Effectiveness of Guided Questions Technique in Teaching Narrative Writing to Eleventh Grade Students at the Eleventh Grade Students of SMA N 7 Kediri."

B. Research Problem

Based on the background and research focus described above, the research problem of this study is formulated as follows:

"How effective is the guided questions technique in teaching narrative writing to the eleventh-grade students of SMA N 7 Kediri?"

C. Research Objective

In line with the research problem stated above, the objective of this study is to describe the effectiveness of the guided questions technique in teaching narrative writing to the eleventh-grade students of SMA N 7 Kediri.

D. Significance of Study

The results of the research may provide benefits in practical applications of various group theories.

1. Theoretical Significance

This research aims to enhance two main theoretical frameworks. Firstly, it supports the Theory of Writing as a Process introduced by Harmer, (2004), which posits that effective writing instruction should lead students through several important stages: planning, drafting, reviewing, and revising, instead of considering writing as a singular act. The theoretical understanding of guided techniques in writing instruction is further strengthened by this research, as suggested by Hedge, (2000). He distinguishes between guided and unguided techniques that use prompts or questions to help students generate ideas; the former involves asking "direct questions" and the latter involves helping students formulate their own ideas. In this study's context, guided questions are utilized during the pre-writing phase to assist students in organizing and planning their thoughts before creating a narrative text. The outcomes of this study are anticipated to provide empirical evidence that supports both theories by showing that structured guidance during the initial stages of the writing process can significantly enhance the quality of students' narrative writing in English as a Foreign Language (EFL) settings.

2. Practical Significance

In real life, the results of this study are likely to help the following groups:

Students: The findings of this study should help students deal with challenges when writing narrative texts by giving them a clear way to plan and build their ideas.

Teachers: This study can serve as a useful guide for English teachers when choosing and using appropriate writing methods, especially within the Merdeka Curriculum.

The results could help school leaders and those who create lesson plans develop better English learning programs.

Future researchers can use this study as a starting point and a reference when they want to explore the guided questions technique or narrative writing instruction in an English as a foreign language environment.

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