

# GUIDED QUESTIONS AS AN ENGLISH TEACHING WRITING ALTERNATIVE TECHNIQUE CONTENT ANALYSIS

*by* CEK TURNITIN

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# PROSIDING

Penguatan peran Perguruan Tinggi  
sebagai penuntun peradaban Bangsa  
di Era Industri 4.0

**Pacitan, 22 Desember 2018**



**STKIP PGRI PACITAN**  
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# THE IMPLEMENTATION OF GUIDED QUESTIONS AS AN ENGLISH TEACHING WRITING ALTERNATIVE TECHNIQUE

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## Abstract

*The purposes of this research are to describe the implementation of Guided Questions as an English teaching writing alternative technique, to describe the students' writing achievements, and to know how their responses in the process of teaching writing by using this technique. In learning descriptive text, the students may have difficulties. They may be confused what to write although they know the topic which has been given by the lecturer. Therefore, this technique is probable to overcome the problems that occur in the field. This study employed qualitative approach and used descriptive design. Moreover, the instruments were field note, observation checklist, students' task, and interview. This research conducted three times observation in Basic Writing class of English Department STKIP PGRI Pacitan. The results of the research showed that mostly the students' writing were in the level of good to average. In addition, the interview showed that most of the students gave positive response. They agreed that this technique helped them in organizing their ideas. In summary, it can be concluded that Guided Questions technique was able to use as an alternative for teaching English writing.*

**Keywords:** *guided questions, alternative technique, writing*

## INTRODUCTION

Writing is one of essential skills for students and general a foreign language learner to be acquired and practiced. It is caused that writing is the main media and activity to communicate in written communication. Writing also has formal and detail criteria so that we call it as an essential skills. It seems to be a complex and integrated skills. Writing as an essential skill also needs essential attention. Furthermore, writing is regarded as a productive skill it aims at assisting students in expressing their idea written. Ur (1996: 163) says that writing is the expression of ideas and conveying of a message to the reader. According to Hyland (2002: 5), writing is an attempt to communicate with readers and to better understand the ways that language patterns are used to accomplish coherent and purposeful prose. **Based on the previous theories, it can be concluded that writing is a** process of writing a purposeful and meaningful connected text, not just single sentences, done by a researcher in order for him to communicate with the readers.

In other words, writing as one of language skill is often considered very difficult. It is due to the fact that writing needs to produce and organize ideas using appropriate vocabulary, language use, paragraph organization, and mechanism. It also needs to turn the ideas into a readable text and for foreign language learners, they should also transfer ideas from their native language into target language (foreign language). It raises any problems for them to create a good text.

Moreover, the situation in the class does not always support them in which the techniques of the researcher in teaching writing is boring and monotonous, do not give enough attention to help students explore their writing skills. So that they attend the writing class only for procedural formality. Thus, it is considered important to elaborate various techniques to build nice classroom atmosphere as well as to improve students' writing skills.

Guided Questions is a method for teaching English in which the researcher gives some questions to the students applied to a topic in teaching writing. It is a kind of techniques in which students write after given any questions about the topic (Silberman, 2006). It belongs to a simple technique because students are still guided by the teacher with questions. It purposes to give students any description about the topic, especially for abstract one. It also gives any background knowledge and vocabularies relating to the topic. Then, it is hoped to be able to help students explore the topic in their writing activity. In similar, Muhayyinah (2012) defined guided question technique is the basic questions which helps to understand and get the ideas of writing.

A descriptive text is a text which is used to describe a particular person, place or thing or something in writer's mind (Emilia, 2011:82). Zaida (2013: 61) states the structure of a descriptive text is as follows: 1) Identification. This part gives an introduction or general information about the person, the thing, or the place we are going to describe. It contains only one paragraph, 2) Description. This part gives detailed information, such as the physical appearance, the job, the habit and so forth. Thus, it may consist of more than one paragraph.

The observation in the field showed that in learning writing descriptive text, the students at the beginning level was still may have difficulties or problems. Students were still confused to organize their ideas when they began to write although they know the topic which has been given by the researcher. They are confused to write their idea about the topic. Besides, they lack in grammar and their choice of vocabulary was sometimes not appropriate in writing paragraph.

From the explanation above, it can be assumed that to overcome those problems Guided Questions can be used as an alternative technique for English teaching writing. In this research, the researcher conducted the research in Basic Writing class, first semester students of English Department STKIP PGRI Pacitan in the academic year of 2018/2019. Based on the background of the study, the researcher formulated three research questions as follows: How the implementation of Guided Questions as an English teaching writing alternative technique, how the students' writing achievement after using this technique, and how the students' responses in the process of teaching writing by using Guided Questions.

## LITERATURE REVIEW

### Writing

Brown (1993) states that Writing is important in human live and as a communicative act that transmit information and link people together. Accordingly, students are expected to convey the ideas, feelings, and knowledge in written language. Harmer (2006) states that writing is language skill that involves language production and therefore as productive skill. It means that writing will show many things about the researcher, such as the way of thinking, knowledge, problem solution and others.

Based on several definitions about writing above, it can be concluded that writing is not simple because writing requires some aspects not only grammar, rhetorical devices, vocabulary, but also other elements. The writing is one of language skills besides listening, speaking, and reading. It is used to communicate or express our idea, thinking, and feeling indirectly to another person as a reader.

### **Guided Questions Technique**

Guided question is a technique in teaching learning writing by using some question to help writing. It is a kind of techniques in which students write after given any questions about the topic (Silberman, 2006). It belongs to a simple technique because students are still guided by the teacher with questions. It purposes to give students any description about the topic, especially for abstract one. It also gives any background knowledge and vocabularies relating to the topic. Then, it is hoped to be able to help students explore the topic in their writing activity.

Guided questions can help the students to explore their idea in learning writing skill. According to Traver (1998: 1), a guiding questions is the fundamental query that directs the search for understanding. It means that guiding questions technique is believed as a technique that can guide the students' ideas in writing process and also can help in finding out the ideas in writing. Guided question is a technique for teaching English in which the researcher gives some questions to the students applied to a topic in teaching writing. Asking question can be way of playing with a material before deciding what you want to make of it. Langan in Hariyanto (2018) says that you can generate ideas and details by asking questions about your subject. Some of the questions that can be used in helping writing process are like *What, why, when, where, who, and how (WH Questions)*.

### **Teaching Writing Using Guided Questions as An Alternative Technique**

Guided questions technique is used to help the students in gathering idea by giving some guided questions. In teaching English descriptive text by using guided questions, the researchers have to provide the guided questions in order to help the students in gathering idea easier in learning it. In learning writing by using guided questions, the students are going to write by answering the first question and so on. By answering the guided questions provided by the researcher, it can help the students in writing coherently.

According to Silberman (2006), there are any steps to do the guided questions technique. The first, teacher determines the topic. Then he prepares a number of questions to open the mind and knowledge of the students. The questions are considered to have several possible answers. Next, teacher gives students a few moments to consider their responses. It can be done either individually or in pairs or groups. Afterward, the teacher may combine the responses of the entire class and record their ideas. To apply Guided Questions in teaching descriptive text, the researcher proposes some steps as follows: 1) The researcher explains about descriptive text; 2) After explaining about descriptive text, the researcher explain about Guided Questions; 3) Then, the researcher explains and gives the example of making descriptive text by using Guided Questions; 4) The researcher asks the students to make descriptive text; 5) The researcher guides the students in gathering ideas to make descriptive text by using Guided Questions; 6) The



researcher asks the students to present the descriptive text they made; 7) The researcher and the students check the result together; 8) The researcher gives feedback to the students.

## METHOD

This study employed qualitative approach. Moreover, the researcher used descriptive design because this research deals with the social aspect and behavior. As Hancock et al.(2009:6), stated that qualitative method focuses on description, interpretation and might lead to development of new concepts or theory, or an evaluation of an organizational process. The participants were 16 students. This research used four instruments to collect the data. Those were field note, observation checklist, students' written tasks, and interview. The subject of the research is Basic Writing class, early students of English Department STKIP PGRI Pacitan in the academic year 2018/2019, with the number of participants 16 students. After the data were collected, this study would analyze the implementation of Guided Questions as an English teaching writing alternative technique, the students' writing achievement, and the students' responses toward the implementation of this technique.

The data from field notes, students' writing task, and interview was analysed based on the theory of Ary et al (2010: 481). There were three stages in analysing qualitative data are as follow.

1. The first is Organizing and Familiarizing. In this case, the researcher read field notes and observation checklists many times that the researcher took from the first, the second, and the third observation. The researcher also read the students' writing task many times and transcript the result of interview by listening audiotape. Then, the researcher organized the data by classifying the data. The data from the field notes and observation checklist were used to answer the first research question, the students' tasks were used to answer the second research question, and the result of interviews was used to answer the last one.
2. The second is Coding and Reducing. In this stage, the researcher selected whether it is needed or not. This study was focused on the implementation of guided question technique, the students' composition, and the students' responses toward the implementation of this technique. Therefore, the data which was not related to these focused would be excluded from the analysis. Then, the researcher identified every unit (word, paragraph, sentence, etc.) by using appropriate code. For example, the researcher gave code GQT for Guided Question Technique, TWR for Teaching Writing Descriptive Text, RT for Descriptive Text, etc. The codes was used in order to help the researcher analysed the data easier.
3. The third is Interpreting and Presenting. In this stage, the researcher interpreted the data which were gotten from those three times observation. The researcher analysed the field notes and observation checklists, analysed the students' composition and, and the transcription of interview. Finally, the researcher presented the result of the analysis. So, the reader or the viewer knows the result of this study.

## RESULT AND DISCUSSION

From the observation and interview that has been conducted, the main points of this research is to describe the implementation of Guided Questions as an English teaching writing alternative



technique, to describe students' writing achievement after using Guided Questions, and to know the students' responses in the process of teaching writing by using Guided Questions.

#### ↳ **The Implementation of Guided Questions as An English Teaching Writing Alternative Technique**

In this study, the data were taken from the observation which were conducted for three times, on December 10<sup>th</sup>, 11<sup>th</sup> and on 12<sup>th</sup> 2018. Moreover, there were three sections in teaching learning process; pre-activity, whilst-activity, and post-activity. In the first meeting the researcher explained the material related to descriptive text. Then, in the second meeting the researcher implemented guided question technique. In the last meeting she asked the students to collect their final text, and presented their work whereas the researcher interviewed some students to know the students' responses.

The first meeting was conducted on December 10<sup>th</sup>, 2018 where the researcher only focused to discuss about descriptive text. The lecture began at 09.10 a.m until 10.50 a.m. In this section, the researcher did the observing, questioning and collecting data stage. First, she gave two different descriptive texts to the students. A descriptive text is a text which is used to describe a particular person, place or thing or something in writers' mind (Emilia (2011:82). The main purpose of descriptive text is to describe and give detail information about an object to readers. The object could be human and non-human being. One of the main requirements of descriptive text grammar is to use present tense because it informs about the truth of an object.

She gave time for five minutes to read, then identified the text. After finished to read and identify the text, the researcher discussed the text with the students and gave few explanations related to the social function, generic structures, language features, and more detail information about descriptive text. Then, the researcher gave the students opportunity to ask questions related to descriptive text. Next, she asked the students to make work in group. They were asked to search different descriptive text from any sources and they should read and identified the text.

The next observation were held on Tuesday, December 11<sup>th</sup>, 2018 with the same time at 09.10 a.m and finished at 10.50 a.m. The researcher continued the collecting data stage and moved to associating stage. She asked the students to open their group assignment last meeting. They discussed the result of the students' group work. After having interactive discussion, the researcher gave the example of the use guided question technique. She wrote guided question on the whiteboard and explained the rules and gave some instructions. After they understand, she gave them a topic "Family". Then, she gave them guided question. After that, she asked them to answer those questions and develop their answers into a good descriptive text. Based on Wilhelm (2007) stated that guided question connects the students to socially significant materials and learning. This technique was used in order to help the students getting easier in writing text.

In this last meeting, exactly in communicating stage the researcher explained the rule for the students' presentation. She sat down in the first row and requested the students to submit their revision. Then she called the students' name one by one randomly for presenting their work. Before presented their work the researcher asked the students to submit their descriptive text. While the students presented their work the researcher noted and marked their presentation. On that day not all of the students presented their work because the time was limited only seven students did the presentation. Yet, it would be continued in the next meeting. For the

students who did not present yet, they were asked to copy their work first then submitted it to the researcher.

Moreover, before the students went home the researcher requested additional time to interview eight students. Based on Ary (2010) mentioned that there are three types of interview: unstructured interview, structured interview, and semi- or partially structured interview. In this study, the researcher used structured interview. Structured interview has specific purpose to get certain information in which each respondent is asked the same questions, but with some latitude in the sequence. In this case, there are five questions which had to be answered by the students. The researcher called eight students randomly. Then, she interviewed them one by one.

In conclusion, guided question technique is one of appropriate technique that be applied to teach writing descriptive text. In this study, guided question technique was implemented in the second meeting specifically in associating stage. This technique is used to guide the students in writing a text. So, it can help them generating their ideas in writing descriptive text. It also helps the students developing their writing easier by answering the questions. Where the students need short time allocation to make descriptive text. Futhermore, it can be concluded that Guided Questions technique was able to use as an alternative for teaching English writing.

#### ↳ **Students' Writing Achievement after Using Guided Question Technique**

After the implementation of guided question technique, the students were given a writing task. It was given in the second meeting because in this meeting the researcher implemented this technique in teaching writing descriptive text. This writing task aimed to measure student's ability in writing descriptive text. The students' writing result were analyzed by using the theory from Jacob (1981) which has five writing components, such as content, organization, vocabulary, language use, and mechanics. Every component is divided into four levels which have its criteria; Excellent to very good, Good to average, Fair to poor, and Very poor.

After the researcher analyzed the students' writing result, the researcher found that mostly the students' writing result were in excellent to very good and good to average level, only several students who in fair to poor level. The descriptive text should consist of three structures as proposed by Zaida (2013: 61) they are: 1).Identification. This part gives an introduction or general information about the person, the thing, or the place we are going to describe. It contains only one paragraph, 2).Description. This part gives detailed information, such as the physical appearance, the job, the habit and so forth. Thus, it may consist of more than one paragraph. Additionally, after the researcher analyzed all the students' writing result, it showed that all the students were understand and aware about the generic structures of descriptive text eventhough some students did errors on the other aspects of writing such as its content, vocabulary, language use and mechanics. However it succeeded the main goal of the use of guided question technique that is helping the students to generate their ideas in writing. It is related to the result of the interview that mostly the students were getting difficult to starting their ideas in writing. And the result shows that the aspects of writing in terms of organization and content were in the level of good to average and the other aspects were in the various levels.

For the first component is content, based on the result of the study the student's writing were good. Some of them got excellent level. Mostly, the students' writing were understandable, unified, and coherence. The students can produce a good text in well written using brief explanation. It

means that guided question technique was successfully helps the students in writing descriptive text.

Then, in term of organization mostly the students have excellent level. Based on Zaida (2013: 61) there are two parts of generic structure on descriptive text. Those are Identification and Description. Here, the stated the organization of their text very clear. Each sentence and paragraph was very well-arranged. So, the reader will understand the text easily.

The three other components are vocabulary or word choice, the language use, and mechanic. In this study mostly the students' writing in good to average level. They have appropriate and effective word choice. Then, in term of language use the students were in the level of good to average because has few errors in using tenses, and articles. And, the last component is the mechanic which mostly also belongs to excellent because it has few errors of capitalization.

In summary, the researcher took five students writing composition in order to make the research more in depth analyzing. Mostly, the students have good result through the implementation guided question technique especially interm of content and organization.

#### ↳ **Students' Responses toward the Implementation of Guided Question Technique in Teaching Writing**

In this part, the researcher discusses about the students' responses toward the implementation of guided question technique in teaching writing descriptive text. The description is based on the interview result that was conducted by the researcher on the third meeting on December 12<sup>th</sup>, 2018. The interview was conducted to eight randomly students after the second observation. The researcher called the name one by one and asked them about their responses toward the implementation of guided question technique in teaching writing descriptive text. In order to make the students easier in doing interview, the researcher used Indonesian language. There were five questions in the interview. The first question was about the importance of writing, the second was about the opinion about descriptive text, the third question was about the difficulties in writing descriptive text, the fourth question was students' opinion about guided question technique, and the last question was about the advantage of using guided question technique.

From the result above, mostly the students gave positive responses toward guided question technique. For the first question, all the interviewees said that writing is very important for them because it is used not only as the international language but also as a tool to know how far their ability in learning English Language. Additionally, one of the student mentioned that writing allowed them to know the spelling each word. He also said that learning English is the same as learning Indonesian language that writing allows him to know his ability in learning English Language. Enre (in Faisal, 2010: 18) states the importance of writing, such as it helps us find new ideas. Through writing, we stimulate our thought to find out connection and analogy of things with the result that the new ideas then come into our mind. Second, writing helps organize our thought by understanding a blur concept just because we write about it. Writing a concept into written form helps us to enlighten our understanding. Furthermore, writing also helps us get new information and make it stay longer in our thought because we remember it when we write. Last but not least, writing helps solve problem by enlightening it in the form of visualization so we can analyze it easier.



Then, for the second question most of the students answered correctly. They said descriptive text is a text which describe and give detail information about an object. As stated by Emilia (2011:82) a descriptive text is a text which is used to describe a particular person, place or thing or something in researchers' mind.

After that, for the third question about the difficulties in writing descriptive text the students' answer were vary such as; difficult to generating their ideas in writing descriptive text and do not understand about the use of simple present tense especially, about the vocabularies related to the use of verb for singular subject. The students also said that they were confused to write in order way.

Moreover, in the fourth question they said that by using guided question technique they can make a descriptive text easier. As stated by Muhayyinah (2012) defined guided question technique is the basic questions which help to understand and get the ideas of writing. It because of these questions is used to stimulate some thoughts which occur by the students.

Furthermore, for the last question mostly students get its advantages that they can generate their ideas to write and know the way to make a descriptive text orderly. They also got easier in structuring sentences. According to Raimes (1983) mentioned that guided question allows the students to get more freedom in structuring sentences so that they can produce coherent text.

In short, the result of the students' interview shows that the students gave positive responses toward the implementation of Guided Question Technique in teaching writing descriptive text. All the interviewees agree that Guided Question Technique is one of appropriate technique which can be used to teach writing descriptive text. It can help them generating their ideas in writing descriptive text. It also helps the students developing their story easier by answering the questions.

## CONCLUSION AND SUGGESTION

Based on the result of the data from the observation, students' written tasks, and interviews, it can be concluded that Guided Question Technique is one of alternative techniques that be applied to teach writing descriptive text. This technique is used to guide the students in writing a text, especially for generating their ideas by answering the questions. So, the students need short time allocation to make descriptive text. Mostly, the students' tasks got good result. It can be seen from students' writing achievement. Moreover, the result of the students' interview shows that the students gave positive response toward the implementation of guided question technique in teaching writing. All the interviewees agree that guided question technique is one of appropriate alternative technique which can be used to teach writing descriptive text. It can help them for generating their ideas in writing descriptive text easier by answering the questions.

In general, the lecturer should give more attention to the students and also to the situation of the teaching and learning process which includes the student's need and interest in learning. In specific, in order to improve students' writing ability, the lecturer should give more drills in vocabulary and also language use, especially in grammar because there are some students who still make mistakes in the grammar. In addition, the lecturer should be aware with the basic competence on the syllabus in order to give the suitable topic for the material. Moreover, in this research the researcher only focused in the implementation of Guided Questions as an English

teaching writing alternative technique and the students' writing achievement as the result of the implementation of guided question technique. Thus, the future researcher should conduct a research which is related to this technique but different from the topics and views.

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