



The Implementation of Guided Questions and Answers in Paragraph Writing through Online Learning

Dewi Safira Maulida¹, Nani Hizriani², Yokke Andini³

¹²³ UIN Antasari Banjarmasin

Corresponding email: dewisafiramaulida@gmail.com

ABSTRACT

Teaching writing online can be more challenging for teachers. Guided questions and answers is one of the teaching techniques used as a form of guidance from the teacher to their students in making a good paragraph. This study was conducted at MAN 3 Barito Kuala with the objectives to explore the implementation of guided questions and answers in paragraph writing through online learning and describe students' perceptions about it. This descriptive qualitative design was used to get a rich description of the results. To collect the data, observation, interview, and documentation were used as the instruments. The results showed that the teacher could implement guided question and answer well. Using WhatsApp as a digital device, the teacher completely applied the teaching stages from giving explanations to providing feedback for the students. Moreover, students' perception of the implementation of guided questions and answers through online learning was positive. Students agreed that the guided questions and answers technique through online learning could help them in writing a good paragraph.

Keywords: Guided Questions and Answers, Paragraph Writing, Online Learning.

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INTRODUCTION

Writing is a critical part of teaching English. One of the most important skills for English teachers is the ability to effectively teach writing. Writing instruction progresses from paragraph writing to academic writing such as essays, research papers, or articles. However, due to the difficulties students face when learning paragraph writing, teaching paragraph writing has become challenging. Novariana, Sumardi, and Tarjana (2018) mention two problems that are an internal and external problem. The internal problem includes a grammatical problem, capitalization problem, spelling problem, content problem, and organization problem. The external problem includes a lack of learners' motivation inadequate time and teachers' feedback. Cahyadi, Krismayani, and Maharani (2019) also stated that students were mostly confused about what they had to write in the first place. Students tend to have a problem gathering ideas and arranging sentences. As a

result of the difficulties that students have encountered, teachers have found it challenging to teach paragraph writing skills.

Online writing instruction can be more difficult for teachers. According to Nasihah and Senta (2022), a pandemic suddenly appears, requiring teachers to adapt to online teaching. Previously, teachers would prepare lessons for face-to-face instruction so that they could interact directly with students and assess whether or not they understood while practicing in class. However, teaching paragraph writing offline is not the same as teaching paragraph writing online. Aside from the difficulties students face when learning paragraph writing, students who misunderstand the instructions or do not understand the material in online learning can cause additional difficulties. All of these issues necessitate teacher guidance in paragraph writing, particularly in online learning.

Guided questions and answers can be a form of guidance from the teacher to their students in making paragraphs. Hariyanto (2018) explained that guided questions and answers can help many students explore their ideas. Guided questions and answers also can make students easier to arrange and develop their ideas in writing a paragraph. In addition, Cahyadi, Krismayani, and Maharani (2019) justified that guided questions require students to write a paragraph based on the selected questions. Questions that can be used for guidance in writing a paragraph are W+H questions (Who, Why, Where, When, What, and How). In other words, yes or no questions cannot be used because they cannot guide students in writing a paragraph.

Teachers also need to be aware of their students' perceptions for the teaching and learning process to run smoothly. It is critical to include students' perceptions of the technique in their subject in paragraph writing. According to Bashir et al. (2017), the way students think and perceive can assist teachers in reflecting and adjusting their teaching strategies. Students must express their thoughts on the process, the problem or difficulty, and the advantages of using a technique such as guided question and answer in paragraph writing. Furthermore, after expressing their views, students should find it easier to learn about paragraph writing using the guided questions and answers technique.

A number of researches have been conducted about teaching writing and guided questions and answers. The first study is classroom action research about implementing question and answer technique to enhance students' speaking ability at SMP Islam Paramitha Malang conducted by Adi (2016). The result showed that guided questions and answers improved students' speaking ability. Based on this study, guided questions and answers techniques that could improve students' speaking skills could improve other output skills such as writing. The other research is the implementation of a guided questions technique to increase students' writing skills conducted by Darmawan and Andrianti (2019). The purpose of the research was to determine whether the guided questions technique could improve students' descriptive writing skills and to describe the process of teaching writing using the guided questions technique. Students made significant progress and improved their descriptive text writing ability, according to the results. The last study is quantitative research about the influence of using the guided questions technique towards students' procedure text writing ability by Hariyanto (2018). According to the findings of the study, guided questions are an effective technique for improving students' procedure text writing abilities.

Some studies had explored paragraph writing and guided question and answer techniques, but none of them focused on implementing guided question and answer in learning paragraph writing. Also, all those studies were conducted through offline learning, not online learning. Concerning those studies, the paper deeply focused on the

implementation of guided questions and answers in paragraph writing through online learning and describe students' perceptions of it.

METHOD

This study used a qualitative method to explore the implementation of guided questions and answers in paragraph writing through online learning and to describe students' perceptions of it. The participants of this research were students in MAN 3 Barito Kuala's tenth-grade religion class who learned paragraph writing with their teacher using guided questions and answers. The researchers used three methods to collect qualitative data: passive observation, semi-interview, and documentation. The passive observation was carried out to observe the process of implementing guided questions and answers in paragraph writing via online learning. Six students were interviewed about their perspectives on the process of implementing guided questions and answers in paragraph writing via online learning. The indicators of students' perception can be seen from their answers, response, and understanding of the implementation of guided questions and answers in paragraph writing through online learning. Documentation was used by the researchers to get information about the example of the teacher's guided questions and answers and students' paragraphs after using guided questions and answers. The collected data were analyzed using descriptive qualitative. The analysis of this research was conducted based on Miles et al. (2014), which involves three steps: data condensation, data display, and conclusion drawing/verification.

FINDING

The research about the implementation of guided questions and answers in paragraph writing through online learning was presented in the form of a description based on data obtained in this research either through observation, interview, or documentation.

1. The Implementation of Guided Questions and Answers in Paragraph Writing Through Online Learning

The researchers were invited to the WhatsApp Group by the teacher and participated in the group as observers. Then, the researchers observed all activities carried out by the teacher and students in the teaching and learning process about guided questions and answers in paragraph writing through online learning and students' perception of it. The group consists of a teacher, 20 students, and the researchers themselves. At the first and second meetings, 18 students were present during the class.

The two meetings observed were divided into three activities as follows:

a. Opening Activity

The opening activities between the first and second meetings were the same. Before class begins, the teacher started the class with an opening session. The teacher greeted them and asked how they were doing, and students responded to the teacher enthusiastically. Then, the teacher asked students to pray together by saying basmalah before the learning process begins. After praying, the teacher asked students to list their names to check their attendance.

b. Main Activity

This activity was explained during the teaching and learning process in the WhatsApp group. Before the lesson began, the researcher observed how the teacher asked their students whether they were familiar with a paragraph and

descriptive paragraph. Some students wrote their responses in the WhatsApp group.

1) First Meeting

In the first meeting, the teacher explained the English lesson material about the definition of a paragraph and the definition of a descriptive paragraph and gave an example for students to learn. Before continuing the lesson, the teacher asked students if there was any question or not. After the question session, the teacher continued the lesson about the definition of guided questions and answers, the example of a guiding question, and the example of a descriptive paragraph using guided questions and answers. After that, the teacher asked students whether there was any question or not. Then, the teacher asked some questions and gives a conclusion. The teacher ended the lesson by saying hamdalah and greeting. The teacher used PowerPoint (PPT) as their media in the teaching and learning process. These PPT slides used the English language, and then the teacher explained them in Indonesian.

2) Second Meeting

In the second meeting, the teacher explained the English lesson material about the definition of a paragraph and the definition of a narrative paragraph and gave an example of a narrative paragraph for students to learn. Before continuing the lesson, the teacher asked students if there was any question or not. After the question session, the teacher continued the lesson about the definition of guided question and answer, the example of a guiding question, and the example of a narrative paragraph using guided question and answer. After that, the teacher asked students whether there is any question or not. Then, the teacher asked some questions and gives a conclusion. The teacher ended the lesson by saying hamdalah and greeting. The teacher used PowerPoint (PPT) as their media in the teaching and learning process. These PPT slides used the English language, and then the teacher explained them in Indonesian.

c. Closing Activity

The closing activities between the first and second meetings were the same. Before the teacher closed the class, the teacher gave an evaluation of the material that has been taught. Then, the teacher asked students if there were any difficulties. After that, the teacher gave students the task of the material today. The teacher asked the students to make a paragraph based on the topic such as a descriptive or narrative paragraph. then, the teacher checked their task and gave feedback via WhatsApp. Finally, the teacher closes the class by saying hamdalah and Salam.

2. Students' Perception of the Implementation of Guided Question and Answer in Paragraph Writing through Online Learning

The researchers did the interview to the students. The interview consisted of several questions. Based on those questions, the researcher got information about students' perceptions of paragraph writing and guided question techniques through online learning. Some students thought that paragraph writing was kind of difficult. However, there seemed to be a student that said, "Write a paragraph is easy if we understand what we are going to write."

It was found that the students had different difficulties in writing a paragraph. One of the students said, "It is difficult to arrange and continue the sentences.

Another student said, " It confused me about how to choose the topic and get an idea." To sum up, they had difficulty continuing the sentence, choosing the topic, making the paragraph more united, and arranging the word to become a sentence. Then, the teacher implemented the guided and answer technique through online learning to overcome the difficulty.

Regarding students' perception of the guided questions and answers technique in paragraph writing through online learning, one of the students said, "This technique is the right technique in writing a paragraph." Another stated that "This technique is suitable for paragraph writing." About how the guided question can help in writing paragraphs through online learning, students assume that "This technique can help my paragraph more structured." Another student said, "This technique can make my paragraph more coherent."

All in all, students agreed that the technique could help them write a good paragraph. They believed the guided question and answer technique could help them get more ideas, make the paragraph more united and structured, and arrange sentence by sentence. Therefore, the students thought there was no difficulty in writing a paragraph using the guided question and answer through online learning.

DISCUSSION

1. The Implementation of Guided Question and Answer in Paragraph Writing Through Online Learning

The teaching and learning process can be considered good based on the research results through observation and documentation. It can be seen from the way the teacher explained the material to students through the WhatsApp group. WhatsApp application was considered a good application, and students liked that. Students are recently interested in using online applications such as WhatsApp as an instructional tool for developing students' skills and motivation. WhatsApp also could help students to learn a language better and improve their English proficiency. In WhatsApp, the teacher can start teaching with the opening activity, main activity, and closing. Here, teacher and students can send their messages, file, picture, audio, video, and link to other media such as YouTube. In teaching writing, the teacher can give them material using pictures or files and send it to WhatsApp. The teacher can also ask students to send their writing and submit it on WhatsApp. Therefore, the teacher can make a group on WhatsApp to send the material to all students.

The teacher explained using two languages, English and Indonesian, to help students understand more about the material in a limited way, such as through online learning. The teacher also used images and then explained them using typewriting (not voice notes) to prevent students' storage for being running out. Also, using images (PPT) and typewriting can save the data from running out. In other words, the teacher wanted to ensure that the teaching and learning process ran smoothly and that all students could follow the class without any disturbance.

The teacher was almost doing the same thing as Hariyanto (2018) that implemented guided questions and answers in the productive text. The steps that the teacher took were as follows:

1) The teacher gave an explanation about paragraph writing.

This study found how the teacher explained paragraph writing. The teacher explained the definition of paragraph writing in the WhatsApp group. Then, the

teacher explained the definition of a descriptive paragraph in the first meeting and the definition of a narrative paragraph in the second meeting. The teacher explained the material using two languages so that students could understand the material quickly.

- 2) The teacher gave an explanation about guided questions and answers.
It was observed how the teacher explained about guided question and answers technique in the WhatsApp group. The teacher explained the definition of the guided question and answer technique clearly. The teacher also explained what kind of question should be used in this technique (Use 5W+1H, not yes or no question), as Cahyadi, Krismayani, and Maharani (2019) explained. The language used was also English and Indonesian, making students understand the material clearly.
- 3) The teacher gave an explanation and examples of making paragraphs using Guided Questions and answers.
This research also found how the teacher gave an explanation and the example paragraph by using guided question and answer in the WhatsApp Group. The teacher explained how to use guided question and answer in paragraph writing. She also gave students examples that can make students more understand the material. The questions that the teacher used as an example was considered good. It is compatible with the characteristic that was explained by Traver (1998). The question was not too general or specific. The questions are short but easy to understand. The questions can stimulate students' thinking and help the students to explore and develop their idea in writing a paragraph.
- 4) The teacher asked the students to make a paragraph.
It was observed how the teacher asked students to make a paragraph. Because the teaching and learning process uses online learning, the teacher asked students to make a paragraph as homework. The teacher gave them a topic, and students could choose the title freely. The teacher gave students a week to do the homework and submit the homework on WhatsApp privately.
- 5) The teacher guided the students in gathering ideas to make paragraphs using guided questions and answers.
It was found how the teacher guided the students in gathering ideas to make a paragraph using guided questions. Through online learning, the teacher guided the students by giving examples of how to do the homework. The teacher gave the students a list of the questions and the answer in the paragraph with different colors. Each question and answer had the same color to guide students in making paragraphs. The teacher also gave them the right to ask anytime in the WhatsApp group or in private.
- 6) The teacher checked the result via WhatsApp privately.
It was found that the teacher did not check the result together. Instead, the teacher checks the paragraph by herself on WhatsApp privately. The teacher corrected the grammar of the questions that were misused so the students could make the paragraph better.
- 7) The teacher gave feedback to the students via WhatsApp privately.
The researchers observed how the teacher gave feedback to the students. The teacher gave feedback while correcting students' paragraphs on WhatsApp privately. The teacher also said some sentences that can encourage students while making some mistakes.

2. Students' Perception of the Implementation of Guided Question and Answer in Paragraph Writing through Online Learning

Students' perception only appears through the process and is always affected by many factors. Those factors are the perceiver, the target being perceived, and the situation in which the perception is made. The perceivers in this study were the students themselves. They shared the same experience about the target that was being perceived, which was the implementation of guided questions and answers in paragraph writing through online learning that they learned together. They learned in the same group at the same time, making their situation similar. Because of the same factors that students experience, they had a similar perception. It is compatible with what Qiong (2017) explained in the process of perception. People from the same cultures will have a similar store of past experiences, and knowledge will probably have similar meanings to the same perception. In brief, the students will have a high possibility of having the same perception.

Students thought that paragraph writing was kind of difficult. It is compatible with Melati (2020) said that writing is more complicated and is the most challenging skill even for native speakers of the language. So, it was natural that the students perceived paragraph writing was difficult. However, there seemed to be a student that said, "Write a paragraph is easy if we understand what we are going to write."

The students mentioned some difficulties in paragraph writing, such as punctuation problems, grammatical problems, teacher feedback, lack of motivation, and how to get ideas. It is similar to what Novariana, Sumardi, and Tarjana (2018) mention in their article titled "Senior High School Students' Problem in Writing." They mentioned a lack of motivation, grammatical problems, cognitive problems, and teacher feedback. Their problem was similar to what Cahyadi, Krismayani, and Maharani (2019) mentioned. They said that students were mostly confused about what they had to write in the first place. Students tend to have a problem gathering ideas and arranging sentences. Therefore, if this problem cannot be solved, the students may have difficulty writing paragraphs continuously.

Overall, the students agreed that the technique could help them write a paragraph. They believed that the guided question and answer through online learning could help them write a paragraph. They believed the guided question and answer technique could help them get more ideas, make the paragraph more united and structured, and arrange sentence by sentence. Their opinion is similar to Hariyanto (2018) that the guiding question could facilitate teachers in teaching paragraph writing and help students arrange sentences in the paragraph. It can also minimize students' mistakes and improve students writing.

Regarding the difficulty in writing a paragraph using the guided questions and answers online learning, students did not find any problems when writing a paragraph using the guided question and answer through online learning.

In summary, the X Religion MAN 3 Barito Kuala students agreed that the guided question and answer techniques could help them write a good paragraph. They believed the guided question and answer technique could help them get more ideas, make the paragraph more united and structured, and arrange sentence by sentence.

CONCLUSION

The result showed that the teacher could implement guided question and answer well. The teacher used the WhatsApp application as the media in applying guided questions

and answers which included three activities; opening, main, and closing. The teacher completely implemented the teaching stages including giving an explanation about paragraph writing and Guided Questions and Answer, providing the example of making paragraphs using Guided Questions and Answers, asking the students to make a paragraph, guiding the students in gathering ideas to make paragraphs, checking the result via WhatsApp privately and giving feedback.

Furthermore, students' perception of the implementation of guided questions and answers through online learning was positive as they believed that the guided question and answer technique can help them get more ideas, make the paragraph more united and structured, and arrange sentence by sentence. Therefore, the students thought that there was no difficulty in writing a paragraph using the guided question and answer through online learning.

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