

ABSTRACT

TEACHING NARRATIVE WRITING THROUGH GUIDING QUESTIONS TECHNIQUE AT THE SECOND GRADE OF SMA NEGERI 1 BELITANG

By

Agustina Dwi Jayanti

Generally, writing is considered as the most complex skill to achieve because this skill has many crucial aspects such as content, organization, vocabulary, language use, and mechanic. Therefore, senior high school students are commonly not able to write well. Based on that problem, this research was intended to find out whether or not Guiding Questions technique could be used to increase students' narrative writing skill and to investigate which aspect of writing increased the most, and to know students' difficulties in writing.

This research was quantitative research which used One Group Pre-test Post test Design. The population was second grade students of SMA N 1 Belitang and class XI IPS2 consisting of 33 students was chosen randomly as the sample using lottery. The data were collected through pre-test and post test of writing which were analyzed using numerical statistic calculation and t-test.

Based on the data analysis, the mean score of pre test was 57.27 and the mean score of post test was 70.98. The result of t-test computation showed that the t-value was higher than t-table ($8.587 > 2.0369$). It means that the use of guiding questions technique could significantly increase students' narrative writing skill. The aspect of writing that increased the most was language use with 16.76% increase. Meanwhile, the result of questionnaire showed that students' difficulties in writing mostly occurred in the language use aspect. The students felt difficult because English grammar is different from Indonesian. It is contradictory because the students' difficulties and the language aspect that increased the most were both in language use aspect. This maybe caused by two factors. First, because the students did not reveal their true difficulties in writing and second, because the researcher focused more on language use aspect in giving the treatments.