

ABSTRACT

Ika Adiliani, 2018: DEVELOPING STUDENTS' WRITING SKILL ON RECOUNT TEXT THROUGH GUIDED WRITING TECHNIQUE (A Pre-Experimental Study at the Eighth Grade Students of SMPN 01 Cariu)

The background of this research is students' difficulties in writing recount text. The students are hard to develop the ideas, structure the idea, lack of vocabularies. It is because that they do not have the related sentences that support the topic, they do not know to structure a sentence, and they always do repetition words. As a result, they get confused when they are asked to write their ideas. Moreover, to solve the problems and to develop students' writing skill, guided writing as the teaching technique could be used in teaching writing. The teacher could guide the students through mind map. The students are guided to make the sentences from the keywords of the mind map in order to write recount text. There are three objectives of this research: (1) to find out students' writing skill before using guided writing technique, (2) to find out students' writing skill after using guided writing technique, and (3) to find out the significant difference between students' writing skill before and after using guided writing technique.

This research used quantitative method which uses statistical models as the methodology of data analysis. The method in collecting data analysis was pre-experimental one group pretest and posttest design. The students at eighth grade of SMPN 01 Cariu were chosen as the sample. One class of the eighth grade is taken for the sample. There are 30 students in the class of the sample in this research. The pretest and posttest is applied to obtain the data of students' writing skill. The kind of pretest is writing recount text of sad moment, whereas the kind of posttest is writing recount text of happy moment.

Data analysis result was counted by using N-Gain, Shapiro-Wilk, and Paired Sample T-test of SPSS. N-Gain which is 0.30, indicates that the use of guided writing technique had the average category in developing students' writing skill in writing recount text. In addition, the result of paired sample t-test shows that t_{count} is 10.3555 and t_{table} is 2.045. It means that t_{count} is higher than t_{table} . Moreover, the null hypothesis is rejected. On the other words, the mean result of students' pretest score before taught using guided writing technique is 48 whereas the mean result of students' posttest score is 65. It means that $\mu_1 \neq \mu_2$. It could be concluded from the hypothesis of paired sample t-test that there is a significant difference of students' writing skill before and after taught students' writing technique in writing recount text.

Guided writing technique could be used as an alternative in teaching writing recount text based on the results above at the eighth grade of SMPN 01 Cariu. Therefore, the implementation of guided writing technique is effective to develop students' writing skill on recount text since there is a significant difference between students' pretest and posttest scores.