

ABSTRACT

Reyhan, Abraham. 2012. *The Use of Guided Writing and Sequences of Pictures as Teaching Technique to Enhance the Ability of Writing Narrative of Students in "Different English Course"*. A thesis submitted as partial fulfilment of the requirements for the *Sarjana Degree* of the English Department Faculty of Humanities.

Although many techniques are used to improve the writing ability of students, very few studies have investigated the nature of guided writing and sequences of pictures techniques. This present study set out to investigate the use of guided writing and sequences of pictures as teaching techniques to enhance students' writing ability in narrative at "Different English course". The action research was used for this study. Three cycles of action research were implemented in this study. Pre-test and post-tests were conducted to monitor the students' writing improvement. Using Jacobs et al's (1981) ESL Composition Profile, improvement in students' writing was analysed analytically. Based on test results, the mean of post-test was higher than the mean score of pre-test. Therefore, it can be concluded that guided writing and sequences of pictures can improve the students' writing ability. This improvement of the students' writing ability included: a) students enhanced their writing ability in organization and language use, and based on their views to the techniques and b) they chose sequences of pictures as technique which gave contributions to their narrative writing.

Keywords: Second language writing, guided writing, sequences of pictures, narrative writing, teaching writing technique.