



ELTE *Journal*



(Journal of English Language Teaching & Education)

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ELTE Journal is published twice a year in the months of February and September. It presents articles on the English Language Teaching and Education. The contents cover analysis, studies, application of theories reports, and material development.

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ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subjects Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

Preface

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 8 Number 1, February 2020. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early-career researchers. ELTE Journal provides a high profile medium for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative works on language teaching and education. The contents include reports based on analysis, studies and application of theories from both junior and senior high school teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the field of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for publication.

In this February 2020 edition, the editors received 11 articles from teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing publication.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comment, suggestion, criticism and contributions for future editions are welcome.

Editors

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TEACHING WRITING NARRATIVE PARAGRAPH THROUGH STIMULI QUESTION TECHNIQUE TO THE TENTH GRADE STUDENTS OF STATE HIGH SCHOOL 1 OF PALEMBANG

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Abstract:

The main problem of this research was “Is it effective to teach writing narrative through stimuli questions technique to the tenth-grade students of State High School 1 of Palembang?”. Therefore, the main objective of this research was to find out whether or not it was effective teaching writing narrative paragraphs through the stimuli question technique to the tenth-grade students of State High School 1 of Palembang. The method of this research was the experimental method. The population of this study was the tenth-grade students of State High School 1 of Palembang, in the academic year of 2016/2017. The sample of this study was 39 students who were chosen by convenience sampling. The data were collected through two kinds of tests, pre-test, and post-test. The data were analyzed by a matched t-test. Based on the results of the data analysis, it was found that the students’ average score in the pre-test was 59.1, and the students’ average score in the post-test was 68.6. Based on the matched t-test calculation, it was found out that the t-obtained was 8.84. the critical value of a 5% significance level was 1.684. it showed that t-obtained was higher than the t-table. From this study, it was found that teaching writing narrative paragraphs through stimuli questions technique to the tenth-grade students of State High School 1 of Palembang was effective.

Keywords: *narrative paragraph, stimuli questions, writing.*