

ABSTRACT

INCREASING STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY THROUGH MODEL COMPOSITION GUIDED WRITING AT THE FIRST YEAR STUDENTS OF SMA SURYA DHARMA 2 BANDAR LAMPUNG

By
Yenny Ratnasarie Sy

The objective of the research is to find out whether model composition guided writing can increase students' descriptive text writing ability or not. The subject of the research is the first year students of SMA Surya Dharma 2 Bandar Lampung. The class consists of 22 students and because the first year class in SMA Surya Dharma 2 only consists of two classes, the researcher took these two classes. This research is a quantitative research where the researcher uses control group pre-test post-test design. The first class is the control class which had no treatment (taught by the English teacher of SMA Surya Dharma 2 Bandar Lampung) and the second class is the experimental class which had the treatment from the researcher in the form of model composition guided writing.

The students' pre-test score of control class and experimental class shows that these two classes have an equal ability in writing descriptive text. It was shown by the average result of pre-test in control class (50.76) and in experimental class (51.4). Next, the effectiveness of treatment the researcher used was shown by the average result of post-test in control class (61) and in experimental class (76.89), thus, the difference is 15.89. There are 4 students got score higher than 80 (18.18%) and 18 students got score higher than 60 (81.81%) in experimental class (no one got score lower than 60). While in control class, there is only one student got score higher than 80 (4.5%), 20 students got score higher than 60 (90.9%), and one student got score lower than 60 (4.5%). It was shown that model composition guided writing is more effective than the technique the English teacher of SMA Surya Dharma 2 Bandar Lampung used GTM (Grammar Translation Method) which can be seen from the lesson plan in control class.

The hypothesis test analysis uses the level significant (0.05). The result of the computation shows that t-value is 6.453 and the two tail significance shows that $p < 0.05$ ($p = .000$). Based on that analysis $p < 0.05$, so it can be concluded that there is a significant difference of students' score in writing descriptive text between the students who are taught by using model composition guided writing and the students who are taught by using Grammar Translation Method. The treatments by using model composition guided writing technique in experimental class had better effect in students' writing achievement since the average score of students' posttest result in experimental class is 75.44 while the average of students' score in control class is 61. In other words, the hypothesis is accepted.

The conclusion is model composition guided writing can increase students' descriptive text writing ability. It can encourage and motivate students to write correct composition descriptive text and to develop five aspects of writing namely content, organization, vocabulary, grammar and mechanic. Thus, the writer offers some suggestions both to the English teacher and the other researchers. To the English teacher, the writer suggests to use this technique in learning writing and to do more vocabulary practice since vocabulary has the lowest writing aspect's score in the writer's research result. Next, to the other researcher, the writer suggests to apply this technique to the other kind of text (for example procedure text) and to the other level of students (for example junior high school). While, Grammar Translation Method which was used by English teacher of SMA Surya Dharma 2 Bandar Lampung also can increase students' writing ability mainly in five aspects of writing but in lower score.