

**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**

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BANDAR LAMPUNG**

Student's Name : Yenny Ratnasarie Sy

Student's Number : 0643042047

Department : Language and Arts

Program : English

Faculty : Teacher Training and Education

**APPROVED BY**

Advisory Committee

Advisor I

Advisor II

**Prof. Dr. Patuan Raja, M.Pd.**  
NIP 19620804 198905 1 001

**Feni Munifatullah, S.S., M.Hum.**  
NIP 19740607 200003 2 001

The Head of  
Language and Arts Education Department

**Drs. Imam Rejana, M.Si.**  
NIP 1948042101978031004

## **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.





## **CURRICULUM VITAE**

The researcher was born in Belitang, South Sumatra, June 22<sup>nd</sup> 1985. She is the fifth child of the six children of Syahrurozi and Nuraini Insiyah.

She began her study at SD Negeri 1 Buay Madang and finished her study in 1996. Then, she entered SMP Negeri 3 Buay Madang in the same year and graduated in 1999. She continued her study at SMU Negeri 5 Bandar Lampung and graduated three years later, in 2002. After graduating in 2002, she followed the SPMB (A National Selection Entrance to the State University), she passed it and being the member of S1 Agriculture but she postponed her study in 2003. In September 2006, she entered S1 English Education University of Lampung.

From February to April 2010, she followed PPL (Field Teaching Practice) at SMA Surya Dharma 2 Bandar Lampung as one of the requirements for FKIP students in 2010.



**MOTTO**

*What comes around goes around*

*(Me, my self)*

## DEDICATION

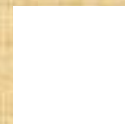
*This script would highly be dedicated to:*

*My beloved Father, Syahrurozi A.Md. and Mother, Nuraini Insiyah*

*My beloved sisters: Hikmahtul maslikhah, Eliyatul Laila, S.Pd.,  
Itaul Fitria, A.Md., Ana Mariana, A.Md.*

*My beloved brothers: Adhima Rizqy Saputra, Kusnadi, S.P., Drs. Sumarno,  
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*My beloved nephew and niece: Kharisma Assidiki Kusuma, Fahma Alfarizqi  
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## CONTENTS

	<b>Page</b>
<b>I. INTRODUCTION</b>	
1.1 Background of the Problem .....	1
1.2 Research Problem .....	5
1.3 Objective of the Research .....	5
1.4 Uses of the Research .....	5
1.5 Scope of the Research .....	6
1.6 Definition of Term .....	7
<b>II. REVIEW OF RELATED LITERATURE</b>	
2.1 Nature of Writing .....	8
2.2 Teaching of Writing .....	10
2.3 Concept of Guided Writing.....	15
2.4 Concept of Model Composition Guided Writing .....	19
2.5 Concept of Text .....	20
2.6 Descriptive Text .....	22
2.7 Procedure of Teaching Writing Using Model Composition Guided Writing .....	25
2.8 Writing Test and Scoring Criteria .....	26
2.9 Theoretical Framework .....	28
2.10 The Hypothesis .....	29
<b>III. METHOD OF THE RESEARCH</b>	
3.1 Research Design.....	30
3.2 Subject of the Research.....	31
3.3 Data Collecting Technique .....	31
3.4 Reseach Procedures .....	33
3.5 Statistical Hypothesis .....	33
3.6 Scoring Criteria of Writing Test .....	34
3.7 Data Analysis .....	36
3.7.1 Scoring Writing Test .....	36
3.7.2 Calculating of Mean.....	37
3.7.3 Standard Deviation.....	37
3.7.4 Range.....	38
3.7.5 Treatment of the Data.....	38
3.8 Validity .....	39
3.9 Reliability.....	40
3.10 Hypothesis Testing.....	42

IV. RESULT AND DISCUSSION	
4.1 Result of Data Analysis .....	43
4.1.1 Students' Writing Ability before the Treatment .....	43
4.1.2 Students' Writing Ability after the Treatment .....	44
4.1.3 Increase of Students' Writing Ability in Descriptive Text Writing .....	45
4.2 Random Test .....	46
4.3 Normality Test .....	47
4.4 Homogeneity Test .....	47
4.5 Hypothesis Test .....	47
4.6 Control Class Students' Result Analysis .....	48
4.6.1 Control Class Students' Writing Ability before the Treatment .....	49
4.6.2 Equality of Students' Writing Ability before the Treatment ...	50
4.6.3 Control Class Students' Writing Ability after the Treatment ..	51
4.6.1 Increase of Control Class's Students Writing Ability in Descriptive Text Writing .....	52
4.7 Discussion .....	53
V. CONCLUSIONS AND SUGGESTIONS	
5.1 Conclusions .....	60
5.2 Suggestions .....	60
REFERENCES .....	65
APPENDICES .....	68



## TABLES

<b>Table</b>	<b>Page</b>
1. Average of Students' Score of Pretest in Experimental Class .....	43
2. Distribution of Students' Score of Pretest in Experimental Class .....	44
3. Average of Students' Score of Posttest in Experimental Class .....	44
4. Distribution of Students' Score of Posttest in Experimental Class.....	45
5. Increase from Pretest to Posttest in Experimental Class.....	46
6. Increase of Students' Score in Experimental Class .....	46
7. Average of Students' Score in Control Class .....	49
8. Distribution of Students' Score of Pretest in Control Class .....	49
9. Equality of Pretest in Experimental Class and Control Class.....	50
10. Average of Students' Score of Posttest in Control Class.....	51
11. Distribution of Students' Score of Posttest in Control Class.....	52
12. Increase from Pretest to Posttest in Control Class .....	53
13. Increase of Students' Score in Control Class.....	53



## APPENDICES

<b>Appendix</b>	<b>Page</b>
1. Lesson Plan I.....	64
2. Lesson Plan II .....	68
3. Writing Test .....	77
4. Table of Rating Sheet of Pretest and Posttest .....	80
5. Table of Class's Score Inter-Rater Reliability .....	84
6. Table of Frequency .....	94
7. Random Test .....	98
8. Normality Test .....	100
9. Homogeneity Test.....	102
10. Increase of Students' Writing .....	103
11. Analysis of Hypothesis .....	104
12. Observation Notes.....	105
13. Checklist .....	109