I. INTRODUCTION

1.1 Background of the Problem

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. In teaching process at school, writing as one of the language skills must be taught integrated with three other English skill namely listening, speaking, and reading by considering the language components such as vocabulary, structure, and punctuation. Those elements are related to some components of writing such as grammar, vocabulary, content, mechanics, and organization. It is relevant to the substance of education Competency Based Curriculum 2004.

Linderman as quoted by Hismiwarti (1984:11) states that writing is a process of communication which uses conventional graphic symbols to convey a message to the reader. It means that writing is process of sending message by using letters, punctuation, grammar, words or sentences as a graphic system. In doing this, students often feel frustration when they are asked to compose a piece of writing

because they do not understand well about grammar, lack of vocabulary, and are not able to formulate complex thoughts in English.

Next, writing is also a recursive process until the writer is able to compose correct composition writing since the writer needs to do the revision and to edit their writing task again after their first writing process. By recognizing that writing is a recursive process, and that every writer uses the process in a different way, students experience less pressure to get it right the first time, and are more willing to experiment, explore, revise, and edit. Furthermore, students need to write in the language through engaging in a variety of grammar practice activities of controlled nature. But in fact, students of SMA, especially students in SMA Surya Dharma 2 Bandar Lampung still have low ability in making their writing task. So, students need to be treated by a certain technique so that they can compose a correct writing because correct composition writing does not happen by accident. This is just like Waldrop (1985) said:

> "Before I write, I write in my mind. The more difficult and complex the writing, the more time I need to think before I write. Ideas incubate in my mind. While I talk, drive, swim, and exercise I am thinking, planning, and writing. I think about the introduction, what examples to use, how to develop the main idea, what is kind of conclusion to be used. I write, revise, agonize, despair, give up, only to start all over again, and all of this before I ever begin to put words on paper…Writing is not a process of discovery for me…The writing process takes place in my mind. Once that process is complete the product emerges. Often I can write pages without pause and with very little, if any, revision or even minor changes".

The writer chose descriptive text (especially the description of place) because based on School-Based Curriculum (2006), in senior high school, writing descriptive text is one of the ability that should be mastered by students especially at the first grade. In descriptive text, students need to give the detail information

about the topic very clearly so the reader can see, hear, feel, and taste what they are described. But most students still feel difficult to describe something clearly and make the reader cannot feel about the content of their text.

In order to solve this problem, teacher can use the effective technique to maintain students' writing process. Schafer as quoted by Reid (1981) states that writing more often seems to be a monolog with the writer attempting to identify or create an audience, with self-provided feedback. In this case, teacher needs to guide the students so that their writing will be understood by the audience or the reader. Referring to this, guided writing is one of such steps which are done by the teacher to improve their writing ability. Guided writing involves the teacher working with small groups of students. In this process, students apply the understandings they gained from modeled and shared writing sessions, with varying degrees of support from the teacher. The students explore aspects of the writing process, which have been demonstrated. The teacher predetermines the teaching focus from observations and analysis of students' writing. The session is focused on specific aspect of writing that students need to develop.

Further research conducted by Kirsten French (2008) found that the use of guided writing can significantly increase students' writing ability. By using this technique, teacher can improve students' writing ability in five elements of writing; they are content, organization, vocabulary, grammar and mechanic. In that research, she applies guided writing as a bridge between shared writing and independent writing that support students with helpful tools as they move into writing on their own. The researcher intended to find the effect of using guided

writing in students' narrative text writing text ability. While in this research, the researcher intended to find the effect of this technique in students' descriptive text writing ability.

Susan Hill (1999) states that guided writing involves individuals or small groups of students writing arrange of text types. The teacher may provide short mini-lessons to demonstrate a particular aspect of text type, grammar, punctuation, and spelling. Guided writing is linked to reading and various text types are used as models. Students may use writing frames or templates as scaffold for writing. One of guided writing types is model composition guided writing where students are given a model text that should be imitated by them in their writing task.

Hamalik (1983) as quoted by Asrori (2000) stated that the use of proper (good) strategies is believed to bring the satisfying learning outcomes for the learners. It means that by having good language learning strategy system the learner can make a good progress. In this research, researcher will use model composition guided writing as writing treatment or strategy to maintain students' writing process so that they can get the satisfying outcomes.

From the explanation above, the researcher tried to find whether model composition guided writing can be used as a technique to guide students' writing learning process so that the students can compose correct composition writing. The researcher applied this technique in maintaining students' writing process especially in making descriptive text by considering the use of correct grammar, vocabulary, content, mechanics, and organization of writing. This research was conducted to first year students of SMA Surya Dharma 2 Bandar Lampung, so

this research titled "Increasing Students' Descriptive Text Writing Ability through Model Composition Guided Writing at The First Year Students of SMA Surya Dharma 2 Bandar Lampung".

1.2 Research Problem

Based on the background of the problem, the writer puts forward the following research problem:

- Can model composition guided writing increase students' descriptive text writing ability?

1.3 Objective of the research

Based on the problem above, it can be stated that the objective of the research is to find out whether model composition guided writing can increase students' descriptive text writing ability or not.

1.4 Uses of the research

In this research, the writer hopes that the results of the research would be used to develop the educational sector, especially in students' writing ability. Furthermore, the uses of this research could be classified as follows:

1. Theoretical use:

   The results of this research may develop theories that the implementation of model composition guided writing can increase students' descriptive text writing ability.

2. Practical uses:

   After knowing about model composition guided writing, hopefully both teacher and learner can apply model composition guided writing in their learning writing.

1.5 Scope of the research

The research was conducted at SMA Surya Dharma 2 Bandar Lampung and the subject of the research was first year students taken from two classes. The writer took class X because according to the English syllabus of SMA, descriptive text is taught to the first year students of SMA. So, they should have enough capability in writing especially in language components such as grammar, vocabularies, content, mechanics and organization of writing.

This research was intended to investigate whether or not model composition guided writing can increase students' descriptive text writing ability. In this research, the writer only focused on the descriptive text writing (especially the description about place). Based on School-Based Curriculum, descriptive text is one of text types that should be mastered by the first year students of SMA. Hence, the research was focused on increasing students' descriptive text ability through model composition guided writing. The students' achievements of descriptive text evaluated were content, organization, vocabulary, grammar, and mechanic.

1.6 Definition of term

1. Writing is a complex skill where the writer should express idea, thought, and feeling of the writer in the written form.

2. Guided writing is the use of certain control or guide in pattern drills to help students produce a correct composition.

3. Model composition guided writing is a type of guided writing in which the teacher gives a previously text as a model to be followed by the learners.

4. Text is an autonomous object in the form of a list of characters which can be analyzed and described independently of particular context, writers, or readers.

5. Descriptive text is a text which describes a person, a thing, or a place using concrete and vivid details.

II. REVIEW OF RELATED LITERATURE

2.1 Nature of Writing

Writing is a complex skill in expressing the idea, thought, and feeling of the writer in the written form. The writers send the message to the readers through their writing so the readers will be able to understand what the writers mean. Through those processes, there will be a communication between them.

Papilla as quoted by Asrori (2000) states that writing is a system or graphic symbols used to convey a message and record ideas on paper. It tells us that writing activity involves graphic symbols such as punctuation, words or sentences. The graphic symbols are used to send the message from the writer to the reader.

In the writing process, the writer is an active composer in transferring the message to the readers. That is, writers responsible for considering the needs and expectations of the readers. The more writers know about their readers, the more successful their writing will be. Besides that, the writers must be skillful in using graphic symbols, structure and other language aspects in transferring their ideas. So, it is clear that writing process involves many language components. Because of this complexity, learners often feel confuse to write something. They find many

confusing things when they start to write, for example about finding the topic. This is like Ali (1992) said:

> "The hardest part of writing is to decide what to write about. But even after I make up my mind about my topic, it is still hard to write because I am worried that it may not be something interesting for my reader. Then, I overcome this problem by deciding to just write until I run out of what to say".

In writing activity, writers can be said successful if their writing contains some aspects of writing. According to Harris (1969: 68-79) there are five aspects of writing follows:

1. **Content**

   Content refers to the substance of writing, the experience of the main idea (unity). Unity means that it refers to the ideas expressed in the text which reflects the information the writer wants to transfer to the readers. The entire text should concern it self with a single focus. If it begins with a one focus or major point of discussion, it should not end with another different idea. In the descriptive text, content should explore all information related to the topic which unites one into another. It should not be out of context so by reading the content of this descriptive text, the reader can imagine the topic the writer discussed in the text.

2. **Organization**

   Organization refers to the logical organization of the content (coherence). Coherence means that it is the trait that makes the text easily understandable to a reader. The organization of descriptive text, next, should be written in logical division namely identification and description. Identification is the general statement of the topic and description is the details of the topic.

3. **Vocabulary**

   Vocabulary refers to the selection of words those are suitable with the content. The choice of vocabulary, thus, should consider the topic of the text. After gaining all information related to the topic, the writer can list all details or characteristics of the topic. Thus, it can make the writers easier to select the appropriate words for their text.

4. **Grammar**

   Grammar refers to the use of correct grammatical form and syntactic pattern. In the descriptive text, the writers should use simple present tense in their sentences. It happens because descriptive text informs the reader about the characteristic of something (fact).

5. **Mechanic**

   Mechanic refers to the use of graphic conventional of the language. It involves the use of correct spelling, punctuation, and capitalization. It becomes important because correct writing should also correct in their written form.

From the description above, we can notice that writing is really a complex skill since in writing someone must be able to express his abstract ideas into real written form, which can be understood by the reader. In order to be readable, the written material should present all aspects of writing as mentioned above. In brief, it can be concluded that writing is an important means of indirect communication that refers to productive and expressive activity. In this case, the students are expected to be able to express their ideas, feeling, and thoughts in written language.

2.2 Teaching of Writing

Writing can be very challenging for learners of English as foreign language as they must overcome the personal challenges associated with academic writing (generating ideas, organization, and mechanics). This condition also happens in learning writing process at classroom. So, we need to give the students opportunity to see ample amount of models of good writing and offer them a plenty of practice in writing.

Zamel as quoted by Nuni (2007) indicates that teaching writing was a matter of prescribing a logically ordered set of written tasks and exercises, and that good writing conformed to a predetermined and ideal model. It means that an important goal in writing instruction is to help students develop the self-regulation skills needed to successfully manage the intricacies of the writing process. By modeling the writing behaviors from the students with high achievement, it may be useful for teachers to think about which part(s) deserve(s) more attention in English writing.

In terms of writing techniques, the process approach to the teaching of writing with a strong emphasis on encouraging students to do more reviewing actions might be worthwhile. Student writers need to engage in more reviewing, which is a central and possibly the most significant part of writing, as it is likely to enhance and improve the quality of writing. Teachers' writing pedagogy has to underscore the importance and potential benefits of evaluating, reviewing and reassessing the ideas, for doing so enables students to produce more successful writing.

Since writing is a complex skill, teacher needs to follow some certain regulation in order to maintain the students' writing process running well. Lorch as quoted by Nuni (2007) states three major stages in line with the process of writing instruction in classroom that should be followed by the teacher, those are:

1. The first writing stage is defined as a period of discovery and invention as writers establish relationship among themselves, their reader and the subject. Depending on the writing situation, whether the students have been assigned a topic or have chosen their own topic, they have to identify who the reader would be, what the purpose of their writing is and decide how to best deal with the requirement. Teacher thus, should facilitate the process of communicating by providing them with a clear purpose and audience of the task and help them selecting appropriate content and language style adjusted to the requirement of the task. In this stage also, teacher may introduce some strategies to find and produce information in developing the topic such as: brainstorming, free writing, etc.

2. The middle writing stage is presented as period of shaping materials for the reader. It involves writing the topic sentence, discovering and presenting support, and achieving order, coherence, and unity. It also involves improving the content and form of the written work through revision activities. As the students star arranging the information into text, teacher may give the students guidance in achieving appropriateness by referring to model text. Afterwards, teacher can help students to improve the content and form of their text by asking questions and making suggestion about their writing. This can be achieved by encouraging the students to share their writing with other and

asking suggestion about their writing. It may also includes teacher involvement to respond the students writing which enables them to achieve improvement by taking several class times to discuss the students' writing difficulties.

3. The final writing stage is characterized by the activity of editing, of making improvement, and corrections at the level of the sentence and the word. In this final stage, teacher can introduce to students some strategies to improve the clarity and the quality of their writing. Teacher can encourage the students to read their own writing before the work is submitted to identify any mistake or inappropriateness that actually they can correct. This way grammar and punctuation is presented as skills necessary for editing not for composing.

According to School-Based Curriculum (2006), in senior high school, literacy is the focus of development learning English in this curriculum. One of the goals in learning English at senior high school is to develop communication skill in English both spoken and written language. Therefore, the teaching writing in high school is as follows:

a. Grammar (simple present tense, simple past tense, simple future tense, etc).

b. Introducing texts (narrative, recount, descriptive, anecdote, exposition, etc).

c. Generic structures of texts.

Next, according to English curriculum 2004, the instructional process both in oral and written cycle within classroom should be implemented through four stages of learning which are in line with the process of writing. The four stages are:

1. **Building Knowledge of the Field (BKOF)**

   This stage is aimed to develop students' basic understanding about the lesson. The students' pay attention to the topic by e.g. telling a story or asking and answering questions related to the topic. It is also important in this stage to know how well students can already use the genre. Thus, students can write a text using the genre in questions so that strength and weaknesses become apparent and they can observe how their text improves as they progress through the unit. In learning writing, students can be brought to be familiar with the topic they will discuss together. For example, students can share their knowledge about the definition of descriptive text and what is the generic structure of descriptive text.

2. **Modeling of the Text (MOT)**

   As students need to develop the awareness of audience and purpose in writing and to be familiar with all the components of the genre, students can do model text analysis activity in pre writing stage. What follows, then, illustrate a way of how to apply model text analysis in pre writing stage in classroom instruction. They are:

   a. At this earlier writing stage, students need to be familiar with the genre of the text before they write the text. They study by given a model text. Model text can be commercially published ones or text written by teacher.

   b. Students study about the purpose for which we use this type of text in our society. For example the purpose of descriptive text is to describe something (for example: person, place or thing) in detail.

c. Students identify how text is structured. The structure of descriptive for example consists of general classification and description. It is good idea to look at a copy of the model text with its stage clearly marked and to give them a photocopy of this for reference.

d. Students discuss the function of each stage. For example, it is important to tell the readers what materials are needed in our description.

e. The students need to examine several examples of the same genre. They are also given careful guidance and questions by the teacher to help them discover the features of them elves.

f. Students also may compare a successful text with one which has not achieved its purpose and work out.

3. **Joint Construction of the Text (JCOT)**

In this stage, students are introduced several strategies to search information in developing topic. For example, brainstorming, listing, etc. This activity can be continued by conducting the middle writing stage where students write a text jointly within a group or a pair. During this stage, students are guided to achieve appropriateness in writing by given questions and suggestions about the structure of the text. Students can also discuss their grammatical errors which enable them to revise their text to achieve improvement.

4. **Independent Construction of the Text (ICOT)**

In this stage as the last of teaching and learning activity, students perform their writing. They are assessed competence by using the certain grading system of

the assessment. Students also try to apply the technique the teacher gave to them in their writing task using their own words.

From the explanation above, the writer concluded that teaching writing for senior high school students must be related to curriculum. Furthermore, the teacher must be able to make an interesting teaching especially in teaching writing. Teacher would be very helpful to encourage them to learn writing and finally the expected result can be reached.

In this research, the researcher delivered how to write a descriptive text using model composition guided writing in the middle writing (the researcher's teaching writing will fit in MOT and JCOT stage). After the students got the idea about what to write, teacher guided them to develop their writing task using model composition guided writing. First, teacher gave them an example of descriptive text with the same topic of students' writing task. Then, students followed the model to their writing task but they should change all information that not appropriate with them. This guidance is called model composition guided writing.

Because of writing complexity, students must have opportunities to examine, analyze and practice variety of possible strategies as they work with their own writing. Thus, it is the teacher's role to provide an environment in which students will learn about writing, see model of good writing, get plenty of practice in writing, and receive help during the process to help the students improving their skill in writing.

2.3 Concept of Guided Writing

Paulston (1976:205) states that guided writing means the using of certain control in pattern drills in which the students are helped to produce a correct composition. At the stage of guided writing, the students will be given some freedom in selecting language items and structural pattern in their writing exercises.

Dealing with the statement above, in guided writing, students will not make a serious error as long as they follow the directions. They are helped to avoid of making mistakes in writing because the way of guided writing means the using of certain direction to the students before they start the writing process. David Hornsby (2000) outlines two different ways that guided writing can be managed. Each approach has a different main purpose.

1. One or two sessions may be planned for small groups of students who need assistance with specific writing skills

2. Many sessions, building upon shared reading and writing of a particular genre, are planned. Firstly, the students are immersed in the genre during reading. Secondly, they compose a text in that genre during shared/interactive writing. Finally, they are guided to write their own text in that genre.

Since guided writing can avoid serious mistakes of the students, thus, it is a very good treatment for students to learn writing. According to Tongue (1986:12) there are some potential advantages of using guided writing, they are:

1. They provide plenty of practice in writing correct forms, rather than practicing the incorrect form of too hostility required free composition.

2. They are planned to fulfill a specific purpose and are based on discernible principles.

3. Permit the learner to pace his own progress within limits.

4. It is not too difficult to produce.

In relation with teaching descriptive text writing, guided writing taught in three steps, those are (1) brief shared experience and discussion of strategic behavior for writing, (2) time to write a new text with immediate teacher guidance, (3) sharing. Guided writing is intervention lesson with a tight. Focus on improving each student's ability to use a small, specific set of writing strategies. They do not take the place of whole-class instruction. The students should have ample opportunities in other contexts to write longer texts over an extended time frame, discuss mentor texts with teacher and their peers, and observe teacher's modeling of good writing behavior during whole class lessons. Be direct and clear in the information we give to students during guided writing lessons and encourage active participation. Focus our instruction on strategic behavior for writing rather than on the accuracy and correctness of the writing product alone.

According to Reid (1993), typical guided writing exercises in widely used textbooks included the following:

1. **Model composition guided writing**

In this type, students are given a model text that has the same topic with student's writing task. Students can follow the model text but should change all information that is not suitable with them.

For example:

Model text

There are four seasons in New York City. The names of the seasons are winter, spring, summer, and autumn. In the winter it is very cold and windy, and in the summer it is very hot and humid. The weather in the spring and autumn, however, is very pleasant. For many people these are the only times that the climate is comfortable. There is one thing certain about New York weather. It never stays the same. Like the woman, it is very changeable.

Instruction

Please write your own writing task. You can follow the model text but you should change all information that is not suitable with you.

2. **Comprehension questions guided writing**

This type gives some opening comprehension question to the students to bridge them to the topic of their writing task. Students can make an outline based on their answer, and then they should create their writing task based on their outline.

For example:

Comprehension questions

- How many seasons are there in New York City?

- What are the names of the season?

- How is the weather in the winter?

- How is the weather in the summer?

- What is certain about New York weather?

Instruction

Answer those questions and make an outline based on your answer. And then, you can write your own writing based on your outline!

3. **Vocabulary guided writing**

This type of guided writing push the students to write some vocabularies related to the topic of their writing task. Students can make a list of those vocabularies and develop those vocabularies into sentences.

For example:

List of vocabularies

- It is fair

- It is sunny

- It is mild

- It is warm

- It is cool

- It is windy

Instruction

Please develop those vocabularies into sentences to support your writing!

In this research, the researcher decided to use model composition guided writing as her technique.

2.4 Concept of Model Composition Guided Writing

According to Reid (1993), model composition guided writing is a guided writing type by giving a previously text as a model to be followed by the learners. The learners can follow the pattern of model text but should change all information that is not suitable with them because the model text has the same topic with their writing task.

In this research, the writer guided students' writing process by giving model composition guided writing where students can follow a descriptive text given to them first as an example. Then, they tried to make their own descriptive text with the same topic based on the example itself but should change all information that are not suitable to them. According to Reid (1993), the example of model composition guided writing is follow:

<u>**Model**</u>

I am Mr. Baroni. My first name is Robert. I am twenty-five years old. I am a student. I am in the classroom now. I am at my desk. Mr. Peters is my teacher. He is in the classroom now. He is at the blackboard. He is at the blackboard. He is busy now. The classroom is on the tenth floor. It is a small room. The classroom is in an old building. The building is downtown. The address is 234 N. Clark Street. The building nears the river. It is I the busy city of Detroit.

<u>**Instruction:**</u>

Write one text about yourself and your school on your paper. Follow the model, but change all information that is not correct for you. For example: you are not

Mr. Baroni; your first name is probably not Robert. Take as many structures and words from the model as you can use in your text. Your text should look like this:

(Blanton, 1979, pp.7-8)

2.5 Concept of Text

According to Paul (2004), text is a list of characters, usually thought as a list of words separated by spaces. The fact that writing remain in existence long after it has been created is so remarkable that we given a special name, text, to the visible remains. Text can be seen as being created by the writer and then moving through time and space until it is encountered by the reader.

A text is a unit of language in use. It is not grammatical unit, like a clause or sentence and it is not defined by its size. A text is sometimes envisaged to be some kind of super-sentence, a grammatical unit that is larger than a sentence but it is related to a sentence in the same way that a sentence is related to a clause, a clause to a group and so on. Hyland (2004:6) states that texts are autonomous objects which can be analyzed and described independently of particular context, writers or readers.

Oxford (1990) defines five definitions of the term 'text', they are:

1. Text is the main body of matter in a manuscript, book, newspaper, etc…as distinguished from notes, appendixes, headings, and illustrations.

2. Text is the original words of an author or speaker, as opposed to a translation, paraphrase, commentary, or the like.

3. Text is the actual wording of anything written or printed.

4. Text is any of the various forms in which is writing exists.

5. Text is the wording adopted by an editor as representing the original words of an author.

From the statement above, we know that human receive textual message via their eyes. It has been argued that this visual aspect of text is important in and of it self because it shapes the way human beings pay attention to their environment. This shape is also as the way they think about them selves. The writer and the text exist in the world, which is their reader interact. The reader and the writer interact directly with the text and indirectly with one another by means of the text. Next, this text becomes a medium communication. Thus, reader, writer, and text are seen as an interconnected system.

Next, based on School-Based Curriculum (KTSP) (Depdiknas, 2006:313) there are some types of text taught in senior high school level, they are: Descriptive text, narrative text, procedure text, report text, recount text, exposition text, anecdote, review, discussion, spoof, news item, and explanation. Among those 12 types of text, in this research the researcher will examine students' descriptive text writing (especially description about place) because descriptive text is the simplest text which has been known by students at the first year of SMA.

2.6 Descriptive Text

Based on School-Based Curriculum (Depdiknas, 2006:313), in senior high school, writing descriptive text is one of the ability that should be mastered by students especially at the first grade, but most of them can not express their idea through

written form. So, the writer decides to do the research about writing descriptive text using writing strategy to increase their ability.

Keraft (1982:93) defines descriptive text as drawing important part of thing in writing subject very clearly and details. It means that the purpose of descriptive text is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we are describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details.

The example of descriptive text of place is as follow:

A GREAT TEMPLE OF BOROBUDUR

General classification   Borobudur, is a great Buddhist temple located in Magelang, Central Java.

Description   The temple is built in the 9th century under Sailendra dynasty of Java. It was abandond in the 11th century and partially excavated by archeologists in the early 20th century. Influenced by the Gupta artchitecture of India, the temple is constructed on a hill 46 m (150ft) high and consists of eight steps like stone terraces, one on top of the other. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a

large stupa at the center of the top circle. The way to summit extends through some 4.8km (some 3 mi) of passages and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur was redirected as Indonesian national monument in 1983 following extensive reclamation, aided by the United Nations.

Social function or communicative purpose of descriptive text is to describe a particular person, place, or a thing in detail. To achieve this purpose, the descriptive text will move through a different set of stages:

- General classification   : introduces the topic.
- Description   : provides details of topic such as parts, quantities, qualities, and characteristics.

Besides that, descriptive text also has language features such as:

- Focus on specific participants: a particular class or thing, person, or place (e.g. house, Michael Jackson) rather than generalized participants (e.g. magazine, public transportation).
- Simple present tense.
- Detailed noun phrase: to give information about the subject, for example: it was a large open rowboat, a sweet young lady.
- Adjectives: describing, classifying, and numbering such as two strong legs, sharp white fang.

- Relating verbs: for example my mum is very cool, it has very thick fur.

- Thinking verbs and feeling verbs: to give the writer's opinion about subject. For example: police believe the suspect is armed, I think it is a clever animal.

- Action verbs: for example our puppy bites our shoes.

- Adverbials: to give additional information about the subject's behavior for example fast, at the tree house.

- Figurative language: for example simile such as John is white as chalk.

Furthermore, Coffey (1987:38) gives a few suggestions to help us when we will use description:

1. Avoid to describing everything about a subject. We will end up with much information and our reader cannot sort it all out. Rather, choose one single impression or idea and have all our details focus on that.

2. Once we gather all subjective and objective details for our subject, decide which one will effectively help us describe it.

3. Choose descriptive details that distinguish our subject from other like it.

4. Remember to describe our subject using all the senses: hearing, touch, tastes, smell, and sight.

From the description above, the writer concludes that description is the portrayal in words of the qualities or features of anything so as to produce a picture or conception of it in the mind of the reader. A descriptive text has sentences that work together to present a single, clear description of a thing, a place, an event, or an idea. Description is commonly used in novel, short story, and essay.

2.7 Procedure of Teaching Writing Using Model Composition Guided Writing

In teaching writing using model composition guided writing, the teacher can follow the following procedures:

1. At this earlier writing stage, teacher needs to do the reflection on students' problems in doing their writing tasks and discussing the problems.

2. Teacher leads students to the material by asking some questions related to the topic, i.e. what do they know about descriptive text? What do they know about guided writing especially model composition guided writing? Have they ever been taught writing by using model composition guided writing?

3. Teacher introduces a model descriptive text and model composition guided writing text directly to the students by using e.g. OHP or other visual aids.

4. Teacher, with the class, identify how the text is structured and how do they learn writing using model composition guided writing.

5. Teacher checks the students' understanding.

6. Teacher asks the students to develop their writing using model composition guided writing by giving another model composition guided writing first.

7. Teacher checks the students' work by self correction or peer correction. It should be done to find out the mistakes in their writing.

8. Teacher gives feedback to their work so that the students can rewrite their work. Then, teacher asks them to submit their work.

2.8 Writing Test and Scoring Criteria

Writing test is device, which requires the students to compose their own, and extended responses to problems set by the teacher. It also involves the simultaneous practice of five elements: content, form, grammar, style, and mechanism (Harris, 1969).

An ESL writing teachers evaluate the writing of their students, the primary objectives should be long-term improvement and cognitive change (Leki, 1992) as evidenced through revision of students' text. Because evaluation is often interwoven with more objectives, less judgmental teacher response, revision is often linked with evaluation; that is, evaluation is also a form of intervention and response, and the result of the evaluative intervention should be some change in student writing. It is inevitable that teachers evaluating school writing must eventually assign a grade to the writing; that grade would be based on (a) criteria developed and articulated by the teacher and (b) revisions made in various drafts by the students as a result of response and advice from other student, teacher, and the student writer.

There are five aspects that would be evaluated by the researcher in post test pre test writing test. Those are: content, organization, vocabulary, grammar, and mechanic (Harris, 1974:68-69).

- Content would be scored 20% from the total sentences supporting the main idea.

- Organization would be scored 20% from the total sentences written in logical division.

- Vocabulary would be scored 20% from vocabularies used correctly.

- Grammar would be scored 20% from sentences with a correct grammar.

- Mechanic would be scored 20% from the use of punctuation, spelling, and capitalization correctly.

Scoring sheet

Student's code	Content	Organization	Vocabulary	Grammar	Mechanic	Total score
	0-5-10-15-20	0-5-10-15-20	0-5-10-15-20	0-5-10-15-20	0-5-10-15-20	0-100
1.						
…						
22						

Based on the table above, the researcher evaluated the aspects of descriptive text based on the content, organization, vocabulary, grammar, and mechanic. The lowest score is 0 and the highest is 100. The criteria of scoring are devised from Harris (1969:68) and have already been modified by the researcher as follows:

No	Criteria	Score	Level of Criteria
1.	Content	20	Excellent, all developing sentences support main idea
		15	Good, 75% of developing sentences support main idea
		10	Fair, 50% sentences support main idea
		5	Poor, 25% sentence support main idea
		0	Very poor, no developing sentences support main idea
2.	Organization	20	Excellent, all supporting sentences written in logical division
		15	Good,75% supporting sentences written in logical division
		10	Fair, 50% supporting sentences written in logical division
		5	Poor, 25% supporting sentence written in logical division
		0	Very poor, no supporting sentence written in logical division
3.	Vocabulary	20	Excellent, all vocabularies are used correctly
		15	Good, 75% vocabularies are used correctly
		10	Fair, 50% vocabularies are used correctly
		5	Poor, 25% vocabularies are used correctly
		0	Very poor, no vocabularies are used correctly
4.	Grammar	20	Excellent, all sentences are used correct grammar
		15	Good,75% sentences are used correct grammar

		10	Fair, 50% sentences are used correct grammar
		5	Poor, 25% sentence is used correct grammar
		0	Very poor, no sentence used correct grammar
5.	Mechanic	20	Excellent, all punctuation, spelling, capitalization used correctly
		15	Good, 75% punctuation, spelling, capitalization used correctly
		10	Fair, 50% punctuation, spelling, capitalization used correctly
		5	Poor, 25% punctuation, spelling, capitalization used correctly
		0	Very poor, no punctuation, spelling, capitalization used correctly

According to Harris, scoring criteria above is called the 'general impression' method where the teacher gives the same score percentage for all writing aspects. He composes the scoring criteria above based on the assumption that in the usual classroom situation, where only one teacher is scoring a set of his own compositions, it perhaps the more useful way. Where several readers are available to rate each composition, the general impression method of scoring can actually yield more reliable results. The general impression method, thus, can help the teacher to maintain a consistence scoring procedure, enable the students to know in advance what the basis of the scoring will be, and-on the teaching side-directs students' attention to specific areas of strengths and weaknesses (Harris, 1969:79).

2.9 Theoretical Framework

ESL students learn in many different ways. Some prefer to learn visually, others aurally, still others kinesthetically (Reid, 1987).

Students learn at different paces and in different rhythms; their strategies are influenced by "a wide range of factors, including aptitude, motivations, and cultural background" (Oxford-Carpenter, 1985). Some students are more analytic and field independent; others are more reflective and field dependent. Differences

may exist among language backgrounds, educational backgrounds, and major field. Some students learn more successfully by studying rules and gradually applying them; others prefer to immerse themselves and 'risk' in learning situations.

Given this, guided writing, especially model composition guided writing, is needed to be used in order to manage students' writing process so that they can get the satisfying outcomes. Susan Hill (1999) explains that 'Guided writing involves individuals or small groups of students writing a range of text types. The teacher may provide short mini-lessons to demonstrate a particular aspect of text type, grammar, punctuation or spelling. Guided writing is linked to reading and various text types are used as models. Students may use writing frames or templates as scaffold for writing.' In addition, accessing students in their writing process will encourage them to choose the words and form best suited to their own style and what they want to say.

2.10 The Hypothesis

Based on the theoretical assumption above, the writer built the hypothesis as follows:

Model composition guided writing can increase students' descriptive text writing ability.

III. METHOD OF THE RESEARCH

3.1 Research design

The design of this research is a descriptive statistic analysis, a quantitative one. In collecting the data, the researcher carried out an experiment. In this case, the treatment the writer carried out is model composition guided writing technique. The researcher used control group pretest post test research design. The researcher used two classes. The first class was experimental class, and the second one was control class. Experimental class was the class which was taught by the researcher using her technique while control class was taught by the English teacher of SMA Surya Dharma 2 Bandar Lampung using Grammar Translation Method (GTM). This design involves two groups formulated as follows:

G1 T1 X T2
G2 T1 O T2

Where:
G1   : experimental class
G2   : control class
T1   : pretest
T2   : post test
X   : treatment
O   : no treatment
(Hatch and Farhady, 1982:21)

3.2 Subject of the Research

The subject of the research was the first year students of SMA Surya Dharma 2 Bandar Lampung in second semester and 2009/2010 learning year. There were only two classes of the first year of SMA Surya Dharma 2 Bandar Lampung, so the researcher took these two classes. The first class (X.1) was the experimental class and the second class (X.2) was the control class. The researcher took this school because there had no same research conducted there before.

3.3 Data Collecting Technique

For this research, the writer used pretest, treatment and post test as the technique to collect the data.

1. **Pre test**

   According to Donald J. Pratt (2002), pre test is the test given before treatment to see the students' writing ability. In this research, pre test was given in the form of written test before given model composition guided writing as a treatment. This pre test was also intended to serve control for the post test result. It would be applied in both control and experimental class by giving the same topic and direction. Because the writer focused on the descriptive text especially the description of place, the writer asked the students to compose a descriptive text based on the topic given. The topic of pre test was 'my classroom'. The text should consist of 10-15 sentences with 75-100 words or more. There were five aspects the writer tried to assess, they were: content, organization, vocabulary, grammar, and mechanic. The direction of the test

was as follows: 'write a descriptive text describing your classroom". The time allocation was 30 minutes.

2. **Treatment**

In this research, the writer used model composition guided writing as a treatment. This technique was only given to experimental class while control class has no treatment. After the students got the idea about what to write, teacher guided them to develop their writing task using model composition guided writing. First, teacher gave them an example of descriptive text with the same topic of students' writing task. Then, students followed the model to their writing task but they should change all information that not appropriate with them. After doing some correction to their writing task, students revised it.

2. **Post test**

According to Houghton (2000), post test is a test given after a lesson or a period of instruction to determine what the students have learned. The post test was given after the treatment, which is guided writing was applied. This test was assigned to obtain the data of the effect of guided writing in students' descriptive text writing achievement. In this post test, the students of experimental class were instructed to write a descriptive text using model composition guided writing while students of control class were instructed to write a descriptive text using their common way. The topic of post test was 'my bedroom'. The text should consist of 10-15 sentences with 75-100 words or more. There were five aspects the writer tried to assess, they were: content, organization, vocabulary, grammar, and mechanic. The direction of the test

was as follows: 'write a descriptive text describing your bedroom". The time allocation was 30 minutes.

3.4 Research Procedures

In conducting the research, the writer used some procedures as follows:

1. Determining subject of the research

   Since the first year class in SMA Surya Dharma 2 Bandar Lampung only consists of two classes, the researcher took these two classes and divided them into experimental and control class.

2. Administering pre test

   Pre writing test was used to get the first data of learners' writing ability.

3. Administering treatment

   Treatment was given in the form of model composition guided writing.

4. Administering post test

   Post test was used after the treatment to get the second data.

6. Analyzing the data

   Determining whether model composition guided writing can be used to increase students' descriptive text writing ability or not.

7. Drawing findings and conclusion from the data

3.5 Statistical Hypothesis

To see whether guided writing can increase students' writing ability or not, the researcher built the hypothesis as follows:

Ho   = model composition guided writing cannot increase students' descriptive text writing ability.

H1   = model composition guided writing can increase students' descriptive text writing ability.

3.6 Scoring criteria of Writing Test

There are five aspects that evaluated by the researcher in post test pre test writing test. Those are: content, organization, vocabulary, grammar, and mechanic (Harris, 1974:68-69).

- Content scored 20% from the total sentences supporting the main idea.

- Organization scored 20% from the total sentences written in logical division.

- Vocabulary scored 20% from vocabularies used correctly.

- Grammar scored 20% from sentences with a correct grammar.

- Mechanic scored 20% from the use of punctuation, spelling, and capitalization correctly.

Therefore, the scoring criteria which have been modified by the researcher would be as follows:

1. **Content**

    The score of content ranges as the followings:

    20 = Excellent, all developing sentences support the main idea.

    15 = Good, 75% of developing sentences support the main idea.

    10 = Fair, 50% of developing sentences support the main idea.

    5 = Poor, 25% of developing sentences support the main idea.

0 = Very poor, no developing sentences support the main idea.

2. **Organization**

The score of organization ranges as the followings:

20 = Excellent, all the supporting sentences are written in logical division.

15 = Good, 75% of all the supporting sentences are written in logical division.

10 = Fair, 50% of all the supporting sentences are written in logical division.

5 = Poor, 25% of the supporting sentences are written in logical division.

0 = very poor, there is no supporting sentences are written in logical division.

3. **Vocabulary**

The score of vocabulary ranges as the followings:

20 = Excellent, all vocabularies used correctly.

15 = Good, 75% of vocabularies used correctly.

10 = Fair, 50% of vocabularies used correctly.

5 = Poor, 25% of vocabularies used correctly.

0 = Very poor, no vocabularies used correctly.

4. **Grammar**

The score of grammar ranges as the followings:

20 = Excellent, all sentences use a correct grammar.

15 = Good, 75% sentences use a correct grammar.

10 = Fair, 50% sentences use a correct grammar.

5 = Poor, 25% sentence uses a correct grammar.

0 = Very poor, no sentences use a correct grammar.

5. **Mechanic**

The score of mechanic ranges as the followings:

20 = Excellent, all punctuations, spelling, and capitalization are used correctly.

15 = Good, 75% punctuation, spelling, and capitalization are used correctly.

10 = Fair, 50% punctuation, spelling, and capitalization are used correctly.

5 = Poor, 25% punctuation, spelling, and capitalization are used correctly.

0 = Very poor, no punctuation, spelling, and capitalization are used correctly.

3.7 Data Analysis

In analyzing the data, the writer used some procedures as follows:

3.7.1 Scoring writing Test

The researcher used impression method i.e. a method of scoring that used multiple marking (Heaton, 1991:147) in order to minimize the subjectively. The researcher used two raters in scoring students' writing test. The formula is:

$$\textbf{FS} = \frac{S1+S2}{2}$$

Where:
FS = Students' final score
S1 = Score from rater 1
S2 = Score from rater 2

3.7.2 Calculating of mean

After obtaining the result of the students' test, the researcher focused on their writing components. The writer listed the scores and calculated their means through mean formula as follows:

$$\overline{x} = \frac{\sum x}{N}$$

Where:

$\overline{x}$ = mean

$\sum x$ = total scores

N = number of students

Mean told us how difficult or easy a test is. According to Heaton (1991, p.175), the mean score of any test is the arithmetical average i.e. the sum of the separate scores divided by the total number of students. It is the most efficient measure of central tendency, but it is not always appropriate. A mean of 90 means that the test is easy; while an average of 40 means that it is difficult.

3.7.3 Standard Deviation

According to Heaton (1991, p.177) standard deviation (s.d) is another way of showing the spread of scores. It measures the degree to which the group of scores deviates from the mean; in other words, it shows how all the scores are spread out and thus gives a fuller description of test scores than the range which simply describes the gap between the highest and the lowest marks and ignores the information provided by all the remaining scores. The formula is as follows:

$$\textbf{s.d} = \sqrt{\frac{d^2}{N}}$$

Where:

s.d = standard deviation

N = the number of the scores

d = the deviation of each score from mean

(Heaton, 1991:177)

3.7.4 Range

According to Heaton (1991, p.176), range is one simple way of measuring the spread of marks in based on the difference between the highest and the lower scores. Thus, if the highest score on a 50 item test is 43 and the lowest 21, the range is from 21 to 43: i.e. 22.

3.7.5 Treatment of the Data

a. Random Test

The random test was conducted if the data from the experimental class and the control class was taken randomly still doubtful. The data should be tested again by using SPSS 15 to know the random test.

b. Normality Test

The normality test was used to measure whether the data in the experimental class and control class were normally distributed or not. In this case, the writer used the One-Sample Kolmogorov –Smirnov Formula (SPSS 15) to test the normality of the data.

c. Homogeneity Test

The homogeneity test was used to know whether the data in the experimental class and control class were homogeneous or not. In this research, the writer used Independent Sample Test (SPSS 15) to know the homogeneity of the test.

3.8 Validity

According to Heaton (1991, p.159), the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. From the statement we know that a good test must be well in measuring what is intended to measure as well as consistent in judging the result. Since this research analyzed the students' writing achievement, the writer gave the writing test with the topic given that is appropriate top the curriculum. Besides that, in this research the writer used two most important types of validity, those are: content validity and construct validity.

1. **Content Validity**

   O'malley and Pierce (1990) define content validity as the correspondence between curriculum objectives and the content of the assessment. This kind if validity is the most important type of validity for performance assessment. Heaton (1991, p.160) states that content validity depends on a careful analysis of the language being tested and of particular course objectives. The test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objectives always being apparent.

2. **Construct Validity**

   Heaton (1991, p.161) sates that, if a test has a construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills. From the statement above we know that, as a test must produce

significant information about a writer's ability to communicate effectively in English, this test is meant to measure the students' writing achievement by assigning their writing ability before and after the treatment. Their achievement, then, will be compared and analyzed to see whether the treatment brings significant result to their writing achievement or not.

After calculating the result of students' writing ability, the researcher found that her test has a high validity. It can be seen from table of frequencies of pre-test and post-test in experimental class and control class that the percentage of validity is 100% or no missing value (see Appendix 6). It means that the test the researcher given to the students has 100% validity value.

3.9 Reliability

In order to determine the reliability of the test, inter rater reliability was used by the researcher i.e. "the extent to which different raters agree about the assigned score of rating" (Shohamy, 1985":71). It means that more than one rater was used by the researcher. In this case, the researcher used two raters in scoring the students' writing test. To measure the reliability of the raters, the researcher used Rank-Difference Method. The formula is as follows:

$$\rho = 1 - \frac{6 \ X \ \sum D^2}{N(N^2 - 1)}$$

Where:

ρ : Rank-Diference

$\sum D$: The sum of difference between each pair of ranks.
(Harris, 1974:142)

In this case, the writer also used the standard of reliability (Arikunto, 2006:276) below:

0.8 – 1.0 = very high
0.6 – 0.8 = high
0.4 – 0.6 = medium
0.2 – 0.4 = low
0   - 0.2 = very low

After calculating the students' text writing, the writer calculated the data using rank order formulation (see Appendix 5). The result of reliability can be seen in the following tables:

Reliability of Inter-Raters in Experimental Class

	Pre-test	Post-test	Criteria
Reliability	0.73	0.76	high reliability

Reliability of Inter-Raters in Control Class

	Pre-test	Post-test	Criteria
Reliability	0.76	0.83	high reliability

Reliability of Intra-Rater

	Pre-test post-test rater 1	Pre-test post-test rater 2	Criteria
Reliability	0.73	0.75	high reliability

From the criteria of reliability and calculation above, it can be concluded that reliability of the raters in experimental and control class are high. It means that the second rater's way of scoring was similar to the researcher (the first rater). They have the same scoring system so that there is no subjectivity in scoring the student's writing. Besides, the scoring criteria help the raters in scoring the students' writing accurately. In addition, the result shows that the raters scored the students' writing consistently and fairly.

3.10 Hypothesis Testing

To demonstrate if the hypothesis of this research is sustained, hypothesis test is performed on the data by using One Sample Test.

The hypothesis testing which shows that model composition guided writing can increase students' descriptive text writing ability approved at the significant level of 0,05 in which $\alpha < 0,05$ (Setiyadi, 2006:97). The hypothesis was analyzed by using statistical computerization (SPSS 15.0), the formula is:

$$T = \frac{\bar{x} - \mu}{\frac{sd}{\sqrt{n}}}$$

Where:
T = t value
$\bar{x}$ = sample average
μ = Parameter value
Sd = standard deviation
n = number of students

(Hatch and Farhady, 1982:104)

The criteria are:

Ha (alternative hypothesis) is accepted if *alpha level* is lower than 0.05 ($\alpha<0.05$)

Ho (null hypothesis) is accepted if *alpha level* is higher than 0.05 ($\alpha>0.05$).

Since the hypothesis of the research is model composition guided writing can increase students' descriptive text writing ability, this hypothesis will be accepted if *alpha level* is lower than 0.05.

IV. RESULT AND DISCUSSIONS

4.1 Result of Data Analysis

In order to figure out whether the objective of this present research could be achieved or not, the writer analyzed test result of the pretest and the post test that is presented in this chapter.

4.1.1 Students' Writing Ability before the Treatment in Experimental Class

At the first meeting, the researcher conducted pre test in order to find out the previous ability of the students in writing a descriptive text about place. The pretest was administered on February 2nd 2010. The scores of the five aspects of writing tested in the pre test are presented in the following table

Table 1. Average of the Students' Scores of the Pretest in Experimental Class

	The Evaluated Components of Writing										
	Content		Organization		Vocabulary		Grammar		Mechanic		
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
Pretest	10.9	10	11.1	10.6	10.6	10	10.9	8.8	11.1	8.8	Total
Average	10.45		10.85		10.3		9.85		9.95		51.4

From the table above we can see the scores of five components of writing tested in the pre test in the experimental class. They are content (10.45), organization (10.85), vocabulary (10.3), grammar (9.85), and mechanic (9.95). The table shows us the ability of the students before they got the treatment. The mean of the pre

test in the experimental class is 51.4. The distribution of the students' scores can

be seen in the following table.

Table 2. Distribution of the Students' Scores of the Pre test in the Experimental Class

Score	Frequency	Percent
81-100	0	0%
61-80	2	9.09%
41-60	18	81.8%
21-40	2	9.09%
0-20	0	0%
Total	**22**	**100%**

The table above indicated the distribution of the students' scores in the

experimental class. It can be seen that there are only two students (9.09%) whose

scores are higher than 65 and there are 20 students (90.91%) with the scores lower

than 65.

4.1.2 Students' Writing Ability after the Treatment in Experimental Class

The researcher conducted post test in order to see whether the students' score

increased or not. The post test was administered on February 18th 2010 for

experimental class. The score of the five aspects tested in the post test are

presented in the following table.

Table 3. Average of the Students' Score of the Post test in the Experimental Class

	The Evaluated Components of Writing										
	Content		Organization		Vocabulary		Grammar		Mechanic		
Post test	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
	16.07	15.9	15.5	15.45	14.30	13.70	14.7	15	15.35	15.27	Total
Average	16.03		15.25		14		14.85		15.31		75.44

From the table presented above, we can see the scores of the five aspects of writing tested in the post test in the experimental class. They are content (16.03), organization (15.25), vocabulary (14), grammar (14.85), and mechanic (15.31). The table shows us the ability of the students after they got the treatment. The mean of the post test score in the experimental class is 75.44. The distribution of the scores can be seen in the following table.

Table 4. Distribution of the Students' Post test Scores in the Experimental Class

Score	Frequency	Percent
81-100	4	18.18%
61-80	18	81.8%
41-60	-	0%
21-40	-	0%
0-20	-	0%
Total	**22**	**100%**

The table above shows us the distribution of the students' scores in the post test in experimental class. It can be seen that there are 4 students whose score higher than 80 (18.18%), 18 students whose score higher than 60 (81.8%), and no one gets score lower than 60.

4.1.3 Increase of Students' Ability in Descriptive Text Writing in Experimental Class

The result of the pre test and post test in experimental class implied that model composition guided writing had increased students descriptive text writing ability. This can be observed from the total score of the pre test in experimental class, 51.4 up to 76.89. It can be seen in the table below.

Table 5. Increase from Pre test to Post test in Experimental Class

	Score of Pre test	Score of Post test	Increase
Mean (X)	51.4	75.44	24.04

Having seen the result of the pre test and post test in experimental class, we can see the increase of the students' score. The increase of the students' content, organization, vocabulary, grammar and mechanic can be presented as follows:

Table 6. Increase of the Students' Scores in Experimental Class

Aspect	Pre test	Post test	Increase (percentage)
Content	10.45	16.03	5.58 (60%)
Organization	10.85	15.25	4.4 (45%)
Vocabulary	10.3	14	3.7 (35%)
Grammar	9.85	14.85	5 (50%)
Mechanic	9.95	15.31	5.36 (55%)

From the result above, it could be stated that model composition guided writing can increase each aspect of writing; content, organization, vocabulary, grammar, and mechanic. The highest increase of score among five aspects of writing was content (5.58) and the lowest was vocabulary (3.7). It could be concluded that model composition guided writing can increase students' descriptive text writing ability especially in the aspect of content.

4.2 Random Test

The random test is conducted if the sample from the population that is taken randomly is still doubtful. The sample should be tested again by using SPSS 15, descriptive statistic (Runs Test). From the table in appendix 7, in all tests of both experimental and control class, the writer concluded that the data were random.

4.3 Normality Test

The normality test is used to measure whether the data in experimental class and control class are normally distributed or not. In this case, the writer uses the SPSS 15, the one sample Kolmogorov-Smirnov formula to test the normality of the data. From the tables in appendix 8, we can see that in all tests of both experimental class and control class, the writer concluded the data in both of classes were normally distributed.

4.4 Homogeneity Test

Before administering the data in the post test, it was necessary to be certain that the data were homogeneous or not. The writer used SPSS 15, independent sample test formula to know the homogeneity of the test. Based on the computation in appendix 9, it can be seen that the variance of the data of both experimental and control class is homogeneous.

4.5 Hypothesis Test

There was one hypothesis in this research, it was model composition guided writing can increase students' descriptive text writing ability. In order to prove whether the hypothesis is accepted or rejected the writer used one sample test formula to analyze the data.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
PRETESTSCORE	22	54.5455	7.38549	1.57459
POSTTESTSCORE	22	78.4091	7.30074	1.55652

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
	Lower	Upper	Lower	Upper	Lower	Upper
PRETESTSCORE	34.641	21	.000	54.54545	51.2709	57.8200
POSTTESTSCORE	50.374	21	.000	78.40909	75.1721	81.6461

The table showed the result of the computation that t-value is 34.641 in pre-test score, 50.374 in post-test score and the two tail significance shows that $p < 0.05$ (p = .000). Based on that analysis, $p < 0.05$, so it could be concluded that model composition guided writing can increase students' descriptive text writing ability. In other words, the hypothesis is accepted.

4.6 Control Class Students' Result Analysis

The data from control class's students would be used to ensure the hypothesis of the research. By considering the data from control class, the researcher would show that her technique can significantly increase students' descriptive text writing ability and to convince that the increase was indeed caused by model composition guided writing.

4.6.1 Control Class Students' Writing Ability before the Treatment

Pre-test for students of control class was also conducted on February 2nd 2010. This pre-test was given by the English teacher of SMA Surya Dharma 2 Bandar Lampung with the same topic and instruction. The result of students' pre-test result in control class is shown in the table below.

Table 7. Average of the Students' Scores of the Pre test in the Control Class

	The Evaluated Components of Writing										
	Content		Organization		Vocabulary		Grammar		Mechanic		
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
Pretest	10.45	10	10.9	10.45	10.45	10	9.77	10	9.45	10	Total
Average	10.22		10.67		10.22		9.88		9.77		50.76

From the table presented above, we can see the scores of the five components of writing tested in the pre test in the control class. They are content (10.22), organization (10.67), vocabulary (10.22), grammar (9.88) and mechanic (9.77). The table shows us the ability of the students in the control class in the pretest. The mean of the pre test in the control class is 50.76. The distribution of the students' scores can be seen in the following table.

Table 8.   Distribution of the Students' Scores of the Pre test in the Control Class

Score	Frequency	Percent
81-100	0	0%
61-80	2	9.09%
41-60	19	86.36%
21-40	1	4.54%
0-20	0	0%
Total	**22**	**100%**

It can be seen in the table above that there are 20 students (90.9%) who got score lower than 65 and there are two students (9.09%) who got score higher than 65.

4.6.2 Equality of the Students' Writing Ability before the Treatment

It is necessary to find out whether these groups, experimental group and control group have the equal knowledge. The result for the equalization of the scores between the two classes is carried out by using independent sample test, in which the hypothesis for the equalization of variance test is:

Ho   : there is no significant difference (equal)

Ha   : there is significant difference (no equal)

In this script, the criteria for the hypothesis are:

Ho is accepted if p>0.05 at certain level of significance. In this case, the writer uses the level of significance 0.05. The result of this can be seen in the table below.

Table 9. Equality of the pre test in the experimental class and control class

Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
PRETEST SCORE	Experimental class	22	54.5455	7.38549	1.57459
	Control class	22	52.0455	5.70278	1.21584

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower	
PRETEST SCORE	Equal variances assumed	.520	.475	1.257	42	.216	2.50000	1.98937	-1.51471	6.51471	
	Equal variances not assumed			1.257	39.474	.216	2.50000	1.98937	-1.52234	6.52234	

It can be seen in table above that the result of the pre test both in the experimental class and control class is equal. Based on the table above t-value is 1.257 and the two tail significance shows that p> 0.05 (p=.216). Based on that analysis p>0.05, so it can be concluded that there is no significance different between experimental class and control class. Both classes had the same basic knowledge of writing ability.

4.6.3 Control Class Students' Writing Ability after the Treatment

The post-test of students in control class was conducted by the English teacher of SMA Surya Dharma 2 Bandar Lampung in order to see whether the students' score increased or not. The post test was administered on February 20th 2010 for control class. The score of the five aspects tested in the post test are presented in the following table.

Table 10. Average of the Students' Score of Post test in Control Class

	The Evaluated Components of Writing										
	Content		Organization		Vocabulary		Grammar		Mechanic		Total
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
Post test	14.54	13.86	13.18	12.72	11.36	11.36	11.36	10.90	11.59	11.13	Total
Average	14.2		12.95		11.36		11.13		11.36		61

From the table presented above, we can see the scores of the five aspects of writing in the post test in control class. They are content (14.2), organization (12.95), vocabulary (11.36), grammar (11.13), and mechanic (11.36). The table shows us the ability of students in the post test in control class. The mean of the

post test in control class is 61. The distribution of the students' scores can be seen

in the following table.

Table 11. Distribution of the Students' Scores of the Post test in the Control
          Class

Score	Frequency	Percent
81-100	1	4.5%
61-80	20	90.9%
41-60	1	4.5%
21-40	0	0%
0-20	0	0%
Total	**22**	**100%**

The table above shows us that there is only one student who get score higher than

80 (4.5%), 20 students whose score is higher than 65 (90.9%), and one student

whose score lower than 65 (4.5%). While, in experimental class there are 4

students who get score higher than 80 (18.18%), 18 students who got score higher

than 60 (81.8%), and no one gets score lower than 60 (see Table 4).

From the average score of both experimental and control class, it was attained that

there were significant difference of students' writing achievement between the

class that was taught using model composition guided writing and the class was

taught by the English teacher of SMA Surya Dharma 2 Bandar Lampung using

GTM method.

4.6.4 Increase of Control Class Students' Ability in Descriptive Text Writing

After conducting the post-test, the researcher was intended to know the increase of pre-test result to post-test result in control class. The result is shown in the table below:

Table 12. Increase from Pre test to Post test in Control Class

	Score of Pre test	Score of Post test	Increase
Mean (X)	50.76	61	10.24

From the table above we can see that the teacher's technique could increase the student's achievement in descriptive text writing ability in the control class. The increase of the students' content, organization, vocabulary, grammar, and mechanic in the control class can be presented in the following table.

Table 13. Increase of the Students' Scores in the Control Class

Aspect	Pre test	Post test	Increase (percentage)
Content	10.22	14.2	3.98 (40%)
Organization	10.67	12.95	2.28 (20%)
Vocabulary	10.22	11.36	1.14 (10%)
Grammar	9.88	11.13	1.25 (10%)
Mechanic	9.77	11.36	1.59 (20%)

From the result above, it could be concluded that the technique of the English teacher could increase all the aspects of writing. It can be seen that the highest aspect of writing was content (3.98) and the lowest was vocabulary (1.14). But, from the computation result, it is showed that the increase of students' achievement in experimental class was higher than in control class.

4.6 Discussion

This research was conducted to know whether model composition guided writing can be used to increase students' descriptive text writing ability or not. The researcher took two classes; they are experimental class and control class. The experimental class was the class where the researcher implemented her technique in the form of model composition guided writing, while control class was the class where the English teacher of SMA Surya Dharma 2 Bandar Lampung taught them by using Grammar Translation Method (GTM). The data was collected through three steps; they are pre-test, treatment, and post-test.

At the beginning of the activity, the pre-test was administered to know the students' writing ability both in experimental class and control class. In experimental class, this pre-test was given to know the students' writing ability before given the treatment by the researcher. The researcher instructed the students of experimental class to write a descriptive text described their classroom. The assessment was based on five aspects of writing; they are content, organization, vocabulary, grammar and mechanic. The result showed that the students still had low ability in writing correct composition descriptive writing. This can be seen from the average score of pre-test experimental class (see Table 1); they are content (10.45), organization (10.85), vocabulary (10.3), grammar (9.85), and mechanic (9.95). The highest score among those five aspects was organization because students already had enough ability in composing the sentences in logical division. While, the lowest score was grammar because the students had the difficulties in using simple present tense to write correct

composition descriptive writing. The average result of students' pre-test score in experimental class then was 51.4.

The pre-test was also conducted in control class with the same topic and the same assessment. The result showed that the students of control class also had low ability in writing correct composition descriptive text. This can be seen from the average score of pre-test result in control class; they are content (10.22), organization (10.67), vocabulary (10.220), grammar (9.88), and mechanic (9.77). The highest score among those five aspects was also organization and the lowest score was mechanic. The average result of students' pre-test score in control class was 50.76. This result showed us that both experimental and control class had the equal ability in writing descriptive text.

Next, in the treatment process the researcher implemented her technique in experimental class. First, the researcher showed their previous writing result in order to know their mistakes. Given this, the students asked some questions related to their difficulties they faced when they were doing their pre-test. Most of students' questions are about the use of simple present tense (it involves to grammar aspect) and how to develop their writing in logical division (it involves to organization aspect). The researcher explained it briefly. Then, the researcher gave them the example of model composition guided writing and explained them about how to use it in their writing. The students paid full attention on this because they had not got it before. When they were given the model text, they asked about how to imitate this model text. So, the researcher explained them that

they could imitate this model text but they should change all information that is not suitable with them.

After that, the students were also explained about how to develop five aspects of writing namely content, organization, vocabulary, grammar and mechanic. Firstly, in order to develop content students should list all information related to their writing topic, such as the color of their classroom's wall, the size of their classroom, how their classroom looks like, and many others. Then, they could develop that information into descriptive writing. Secondly, the development of organization could be started by knowing the generic structure of descriptive text; they are general classification, descriptions, and also the language features of descriptive text. The students studied that the general classification of descriptive text contains the most general statement about the topic. Next, the description of descriptive text contains the details or the characteristics of the topic, such as the location of their classroom, what things sticks in their classroom, how many students are there, and many others. And the language features of descriptive text contains the specific participant, noun, verb, adjective, simple present tense, communicative purpose and many others. Then, the students should arrange those elements coherently and logically. Thirdly, vocabulary could be developed by listing the things, situations, details and characteristics of the topic. Fourthly, to develop grammar, students studied about the use of simple present tense and the example of simple present tense in descriptive text by analyzing the sentences in model text and matching their own sentences with those sentences in order to find out their mistakes. And the last, the development of mechanic was explained by explaining how to use punctuation, spelling and capitalization. After given those

explanations, the researcher and the students discussed their previous writing result once more and revised it using model composition guided writing.

In control class, the students were taught by the English teacher of SMA Surya Dharma 2 Bandar Lampung by using Grammar Translation Method (GTM). After discussed about students' previous writing result, the teacher explained them about how to write a correct composition descriptive text. The students studied mainly about the use of simple present tense and the generic structure of descriptive text. For the explanation of simple present tense, the students were given the pattern and the example of simple present tense. Then, they should try to make some sentences using simple present tense and discussed together. Next, the students also studied about the generic structure of descriptive text; they are general classification, description, and also the language features of descriptive text. After that, the teacher gave the students chance to ask the questions related to their difficulties in understanding those explanations. Lastly, the teacher and the students discussed their previous writing result and revised it together.

The last step was post-test which was conducted both in experimental and control class also with the same topic and the same assessment. This posttest, thus, could show the advantages of model composition guided writing in composing a correct composition descriptive text to the experimental students. Before they done their posttest, they familiarly used model composition guided writing which gave them the model text to be imitated. Thus, they had already known about how to develop a topic to be a correct composition descriptive text (related to content aspect). They also had already known about how to make a correct sentence using simple

present tense (related to grammar aspect), what things should be develop in descriptive text (related to vocabulary aspect), how to organize their sentence into logical division of descriptive text (related to organization aspect), and how to use correct punctuation, spelling, and capitalization (related to mechanic). Those advantages could immediately help the students of experimental class to write correct composition descriptive text.

The post-test result of experimental class, then, showed that the students' writing ability was increased. It can be seen from the raising score of five aspects of writing; they are content (10.45 raise to 16.03), organization (10.85 raise to 15.25), vocabulary (10.3 raise to 14), grammar (9.85 raise to 14.85), and mechanic (9.95 raise to 15.31). Basically, all aspects of writing were significantly increased by using model composition guided writing that had already given to them in the treatment process. Content aspect was increased by explaining to the students about how to develop the topic of descriptive text by developing all information related to the topic. In order to help students developing the content, the researcher asked them to list all information related to the topic before they did their writing task. Students were encouraged to gather as many as possible information that could be developed to support their descriptive text. So, the students would have the limitation in their writing process in order not to make their writing task become out of context.

Next, organization aspect was increased by explaining the generic structure of descriptive text to the students. They studied that descriptive text should be written in logical division based on the generic structure of descriptive text

namely identification and description. By giving this explanation, students would be guided to arrange their sentences in logical division so that their descriptive would be in correct arrangement. Then, vocabulary aspect was increased by listing all the things related to details and characteristic of their topic. In increasing grammar aspect, students studied about how to use simple present tense indirectly. They were given a model text of descriptive text which used simple present tense, thus, they could analyze those sentences and learned it integrated with how to compose a descriptive text. And the last, mechanic aspect was increased by explaining how to use capitalization, punctuation, and spelling in their writing task correctly, also by using model text as the sample. Given this treatment, the students of experimental class were absolutely helped to compose correct composition descriptive text. Thus, their posttest result showed the better score than their pretest result. The highest score was content (5.58) and the lowest score was vocabulary (3.7).

In control class, the post-test result only showed a little increase in students' writing ability. It can be seen from the raising score of students' post-test result in control class (see Table 13); they are content (10.22 raise to 14.2), organization (10.67 raise to 12.95), vocabulary (10.22 raise to 11.36), grammar (9.88 raise to 11.13), and mechanic (9.77 raise to 11.36). The highest increase was content (3.98) and the lowest increase was also vocabulary (1.14).

The research's result above thus indicated that model composition guided writing can be used to increase students' descriptive text writing ability. It also plays important role in motivating students in developing their writing task. It is stated

by Cross (1991) who states that today, some ESL writing classes successfully use controlled, guided, and 'free' writing to build vocabulary, sentence structure knowledge and self-confidence. For the development of five aspects of writing, model composition guided writing is more effective than GTM. It was happened because model composition guided writing gives them more practice and explanation in developing five aspects of writing to support their sentences so that they can create correct sentences. It can be seen from the differences of students' score increase of those five aspects. Next, the highest increase using model composition guided writing is content and the lowest increase is vocabulary.

The research's finding above thus can justify what Kirsten French (2008) found that model composition guided writing can increase students' writing ability, especially in writing descriptive text. It can be seen from the significant increase of students' score in five writing aspects. Students are also able to compose a correct composition writing based on this technique. The highest increase among those five aspects is content which increased about 60%. This happened because model composition guided writing gives a model text which its content is similar with student's writing task. So, the students can imitate the content even though they should change all information that is not suitable with them. Next, the lowest increase is vocabulary which increased about 35%. This happened because even though students had already have model text, they still have the difficulties in finding appropriate words when they should change the information that is not suitable with their model text. Those findings are also suitable with Kirsten French's finding in her research since she found that the highest increase is in content (70%) and the lowest increase is in vocabulary (30%).

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After conducting the treatment and analyzing the data, the writer draws conclusion as follows:

a. The use of model composition guided writing can increase students' descriptive text writing ability in five aspects of writing. The highest score is on content aspect while the lowest score is on vocabulary aspect.

b. There is significant difference in students' descriptive text writing ability between students in experimental class and control class.

5.2 Suggestion

In reference to the conclusions above, the writer offers some suggestions as follows:

1. Suggestions to the teacher are:

    a. Based on the finding that model composition guided writing can be used well to develop students' descriptive text writing ability, English teacher can use it as the technique in teaching writing.

b. The result shows that the lowest aspect of writing descriptive text is vocabulary. Hence, the writer suggests that teacher should help the students in understanding more vocabularies by giving more practice, for example by asking them listing some difficult words in the text to be found the definition, synonym and antonym of those words.

2. Suggestions to further research are:

a. The writer applied model composition guided writing to increase students' descriptive text writing ability. Further research can apply model composition guided writing in other kinds of text writing, for example in narrative text, since model composition guided writing can help students to develop their writing skill in other kinds of text.

b. In this research, the treatment was done four times. There were only four meetings for each treatment. Other researchers can spend more time in giving the treatment.

c. In this research, the writer used model composition guided writing to help students of senior high school, especially in the first grade. Further, researchers should conduct this technique on different level of students, for example for junior high school.

d. From the result of the research, the researcher found that vocabulary is the hardest aspect to be increased among five aspects of writing using model composition guided writing. Thus, the researcher suggests to another researcher to do the further research to observe how to increase vocabulary aspect in studying writing using another technique.

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APPENDIX 1

LESSON PLAN I

(Control Class)

Subject	**: English**
Topic	**: Descriptive text**
Class/semester	**: X grade of SMA/2**
Meeting	**: 1-4**
Time allocation	**: 8 x 45 minutes**
Aspect/skill	**: Writing**

Standard Competence

The students are able to analyze the functional text in the form of descriptive text.

Basic Competence

The students are able to express various meanings with rhetorical steps in a description.

Objective

The students are able to write a descriptive text.

Indicators

1. The students are able to analyze the descriptive text.

2. The students are able to write a correct composition descriptive text.

Learning activities

Meeting 1

Pre activities

1. Teacher greets the students.

2. Teacher does brainstorming.

3. Students answer some questions related to their difficulty in learning writing.

While activities

1. Students are given the example of descriptive text.

2. Students are explained about the generic structure of descriptive text, the language feature and the communicative purpose of descriptive text based on the example given to them before.

3. Students are given the pattern of simple present tense.

4. Students ask some questions related to their difficulties in understanding the explanation.

5. Students try to make some sentences using simple present tense.

6. Students discuss their work with the teacher.

Post activities

1. Students keep their work.

2. Teacher ends the meeting.

Meeting 2

Pre activities

1. Teacher greets the students.

2. Teacher asks the students to show their work in the previous meeting.

3. Students discuss their mistakes.

While activities

1. Students are explained about how to write a correct sentence using simple present tense once more.

2. Students deliver the questions related to their difficulty in understanding teacher's explanation.

3. Students try to write some sentences using simple present tense once more.

4. Students discuss their work with teacher.

5. Students are helped to revise their work.

6. Students ask their difficulties in understanding the lesson.

7. Students collect their work.

Post activities

1. Teacher gives the summary.

2. Teacher ends the meeting.

Meeting 3

Pre activities

1. Teacher greets the students.

2. Teacher does brainstorming.

While activities

1. Students are explained about how to develop descriptive text by listing the information related to the topic.

2. Students are given the topic of descriptive text.

3. Students try to develop the topic by listing some information related to the topic.

4. Students discuss their work with teacher.

5. Students are helped to revise their work.

6. Students ask their difficulties in making the list.

7. Students keep their work.

Post activities

1. Teacher gives the summary.

2. Teacher ends the meeting.

Meeting 4

Pre activities

1. Teacher greets the students.

2. Teacher asks the students to show their list in the previous meeting.

3. Students discuss their mistakes with the teacher.

While activities

1. Students are explained about how to develop their list using simple present

   tense.

2. Students try to develop their list.

3. Students discuss their work with the teacher.

4. Students are given a new topic.

5. Students are asked to develop that topic.

6. Students do their task.

7. Students collect their work.

Post activities

1. Teacher gives the summary.

2. Teacher ends the meeting.

Performance Assessment

Students' text writing

Media

Example of descriptive text, picture

APPENDIX 2

LESSON PLAN II

(Experimental Class)

Subject   : **English**
Topic   : **Descriptive text**
Class/semester : **X grade of SMA/2**
Meeting   : **1-4**
Time allocation : **8 x 45 minutes**
Aspect/skill   : **Writing**

Standard Competence

The students are able to analyze the functional text in the form of descriptive text.

Basic Competence

The students are able to express various meanings with rhetorical steps in a description.

Objective

The students are able to write a descriptive text using model composition guided writing.

Indicators

1. The students are able to identify model composition guided writing.

2. The students are able to imitate model composition guided writing in their writing task.

Learning Activities

Meeting 1

Pre activities

1. Teacher greets the students.

2. Teacher does brainstorming.

3. Students answer some questions related to their difficulty in learning writing.

4. Students discuss some questions to bridge them to the topic. For example:

   - What is descriptive text?

   - What is guided writing?

   - What is model composition guided writing?

While activities

1. Students are introduced to the lesson topic by answering some questions such as:

   a. Do you know what the meaning of description is?

   b. Have you ever described something?

   c. How do you describe something, for example the description of certain place?

2. Students identify how to develop a good descriptive text when showed the stages in model composition guided writing by their teacher. For example:

   a. Model composition guided writing is a kind of guided writing where students given an example of written text.

   b. Students should write another text with the same topic.

   c. Students should follow the model but should change all information that is not appropriate.

3. Students are given a topic to be developed.

4. Students list the information related to the topic.

5. Students discuss their list.

6. Students are helped by the teacher to add their list of information.

7. Students keep their work.

Post activities

1. Teacher gives the reflection and gives the summary.

2. Teacher ends the meeting.

Meeting 2

Pre activities

1. Teacher greets the students.

2. Teacher asks the students to show their list in they have made in the previous meeting.

3. Students discuss their mistakes with the teacher.

While activities

1. Students identify how to develop a good descriptive text when showed the stages in model composition guided writing by their teacher. For example:

   a. Model composition guided writing is a kind of guided writing where students given an example of written text.

   b. Students should write another text with the same topic.

   c. Students should follow the model but should change all information that is not appropriate.

2. Students are explained about how to develop their list.

3. Students are explained how to develop five components in their writing, for example:

   a. To develop content, students would be asked some question related with the topic of their writing (their bedroom). For example, what is the color of your bedroom's wall? What things stacked in your bedroom's wall?

How does your bedroom look like? Then, students will develop their writing content based on their answer.

b. To develop organization, students would be guided to make their writing coherent and logically arranged. Students would be given some directions in arranging their writing based on the generic structure of descriptive text. For example: students need to write the general classification first, next they should write detail information about their topic coherently and logically.

c. To develop vocabulary, students would be guided to use some vocabularies related to the situation of their classroom first. For example: some name of colors, size of their classroom, things in their classroom, etc.

d. To develop grammar, students would be guided to use simple present tense correctly in their writing. It is related with the lexico grammatical of descriptive text where teacher should explain the use of simple present tense in descriptive text, verb that should be used, how to arrange a correct sentence, etc.

e. To develop mechanic, students would be guided to make their text in the right order, use correct punctuation, spelling, and capitalization. Students would also be guided to use model composition guided writing in their writing task.

4. Students try to develop their list to be some sentences using their own words.

5. Students discuss their work with the teacher.

6. Students keep their work.

Post activities

1. Teacher does reflection and gives the summary.

2. Teacher ends the meeting.

Meeting 3

Pre activities

1. Teacher greets the students.

2. Teacher asks the students to show their developed list in they have made in the previous meeting.

3. Students discuss their mistakes with the teacher.

While activities

1. Students identify how to develop a good descriptive text when showed the stages in model composition guided writing by their teacher. For example:

   a. Model composition guided writing is a kind of guided writing where students given an example of written text.

   b. Students should write another text with the same topic.

   c. Students should follow the model but should change all information that is not appropriate.

2. Students are explained how to develop five components in their writing, for example:

   a. To develop content, students would be asked some question related with the topic of their writing (their bedroom). For example, what is the color of your bedroom's wall? What things stacked in your bedroom's wall? How does your bedroom look like? Then, students will develop their writing content based on their answer.

b. To develop organization, students would be guided to make their writing coherent and logically arranged. Students would be given some directions in arranging their writing based on the generic structure of descriptive text. For example: students need to write the general classification first, next they should write detail information about their topic coherently and logically.

c. To develop vocabulary, students would be guided to use some vocabularies related to the situation of their classroom first. For example: some name of colors, size of their classroom, things in their classroom, etc.

d. To develop grammar, students would be guided to use simple present tense correctly in their writing. It is related with the lexico grammatical of descriptive text where teacher should explain the use of simple present tense in descriptive text, verb that should be used, how to arrange a correct sentence, etc.

e. To develop mechanic, students would be guided to make their text in the right order, use correct punctuation, spelling, and capitalization. Students would also be guided to use model composition guided writing in their writing task.

3. Students are given the model text that has the same topic with the topic that has been developed by them.

4. Students analyze the model text.

5. Students match their developed list with the content of the model text.

6. Students try to imitate the model text but change the information that is not suitable with them using their developed list.

7. Students collect their work.

Post activities

1. Teacher does reflection and gives the summary.

2. Teacher ends the meeting.

Meeting 4

Pre activities

1. Teacher greets the students.

2. Teacher shows students' work in the previous meeting.

3. Students discuss their mistakes with the teacher.

While activities

2. Students identify how to develop a good descriptive text when showed the stages in model composition guided writing by their teacher. For example:

a. Model composition guided writing is a kind of guided writing where students given an example of written text.

b. Students should write another text with the same topic.

c. Students should follow the model but should change all information that is not appropriate.

3. Students are explained how to develop five components in their writing, for example:

a. To develop content, students would be asked some question related with the topic of their writing (their bedroom). For example, what is the color of your bedroom's wall? What things stacked in your bedroom's wall?

How does your bedroom look like? Then, students will develop their writing content based on their answer.

b. To develop organization, students would be guided to make their writing coherent and logically arranged. Students would be given some directions in arranging their writing based on the generic structure of descriptive text. For example: students need to write the general classification first, next they should write detail information about their topic coherently and logically.

c. To develop vocabulary, students would be guided to use some vocabularies related to the situation of their classroom first. For example: some name of colors, size of their classroom, things in their classroom, etc.

d. To develop grammar, students would be guided to use simple present tense correctly in their writing. It is related with the lexico grammatical of descriptive text where teacher should explain the use of simple present tense in descriptive text, verb that should be used, how to arrange a correct sentence, etc.

e. To develop mechanic, students would be guided to make their text in the right order, use correct punctuation, spelling, and capitalization. Students would also be guided to use model composition guided writing in their writing task.

4. Students are asked to write a descriptive text.

5. Students are given the model text which has the same topic with their writing task.

6. Students do their writing task.

7. Students collect their work.

<u>Post activities</u>

1. Teacher does reflection and gives the summary.

2. Teacher ends the meeting.

Performance Assessment

Students' text writing

Media

Example of descriptive text

Picture

APPENDIX 3

WRITING TEST FOR CONTROL CLASS

Pre Test

Instruction!

Write the description about your **'classroom'**. The text should consist of 10-15 sentences with 75-100 words or more. There are five aspects the writer will try to assess, they are: content, organization, vocabulary, grammar, and mechanic. The time allocation is 30 minutes.

Post Test

Instruction!

Write the description about your **'bedroom'**. The text should consist of 10-15 sentences with 75-100 words or more. There are five aspects the writer will try to assess, they are: content, organization, vocabulary, grammar, and mechanic. The time allocation is 30 minutes.

WRITING TEST FOR EXPERIMENTAL CLASS

Pre Test

Instruction!

Write the description about your **'classroom'**. The text should consist of 10-15 sentences with 75-100 words or more. There are five aspects the writer will try to assess, they are: content, organization, vocabulary, grammar, and mechanic. The time allocation is 30 minutes.

Post Test

Instruction!

Write the description about your **'bedroom'**. The text should consist of 10-15 sentences with 75-100 words or more. There are five aspects the writer will try to assess, they are: content, organization, vocabulary, grammar, and mechanic. The time allocation is 30 minutes.

APPENDIX 4

Table of Rating Sheet of Pre-test in Experimental Class

No	Ss' Code	Content		Organization		Vocabulary		Grammar		Mechanic		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	AA	5	5	10	10	10	10	5	5	5	5	70:2 = 35
2	AS	15	10	10	10	15	15	10	15	10	10	120:2 = 60
3	DP	10	10	10	10	10	5	15	10	10	10	100:2 = 50
4	EO	10	10	10	10	10	10	10	5	15	10	100:2 = 50
5	FG	10	10	10	10	10	10	10	5	10	15	100:2 = 50
6	HA	10	10	15	10	15	15	10	10	10	5	110:2 = 55
7	LP	10	10	10	10	10	10	15	10	15	10	110:2 = 55
8	MJ	15	15	10	10	10	10	15	10	10	10	115:2 = 57.5
9	NP	10	10	10	10	5	5	10	5	5	5	75:2 = 37.5
10	NR	15	10	15	15	15	10	10	10	10	10	120:2 = 60
11	PR	10	5	10	10	10	10	10	10	10	10	95:2 = 47.5
12	PW	10	10	10	10	10	10	10	5	10	5	90:2 = 45
13	RA	10	10	10	10	10	10	10	10	15	10	115:2 = 57.5
14	RB	10	10	10	10	10	5	10	5	15	10	95:2 = 47.5
15	RP	10	15	15	10	10	10	10	10	15	15	120:2 = 60
16	SA	15	10	10	10	10	15	10	10	10	10	110:2 = 55
17	SM	15	10	15	15	10	15	15	15	10	5	125:2 = 62.5
18	SO	10	10	10	10	10	10	10	10	15	10	115:2 = 57.5
19	SP	10	10	10	10	15	10	10	5	10	5	95:2 = 47.5
20	TA	5	5	10	10	10	10	10	10	10	5	85:2 = 42.5
21	YA	10	10	10	10	10	10	10	10	15	10	115:2 = 57.5
22	YS	15	5	15	15	10	5	10	10	10	10	115:2 = 57.5
	TOTAL	240	225	245	235	235	220	240	195	245	195	1147.5
	MEAN	10.9	10.2	11.1	10.6	10.6	10	10.9	8.8	11.1	8.8	52.15

Table of Rating Sheet of Post-test in Experimental Class

No	Ss' Code	Content R1	Content R2	Organization R1	Organization R2	Vocabulary R1	Vocabulary R2	Grammar R1	Grammar R2	Mechanic R1	Mechanic R2	Average
1	AA	15	15	15	15	15	15	15	15	15	15	150:2 = 75
2	AS	15	15	15	15	15	15	15	15	15	15	150:2 = 75
3	DP	15	15	15	15	15	10	15	15	15	15	145:2 = 72.5
4	EO	15	15	15	15	15	10	15	15	15	15	145:2 = 72.5
5	FG	20	15	15	15	15	15	15	15	15	15	155:2 = 77.5
6	HA	20	20	20	15	10	15	15	15	15	15	160:2 = 80
7	LP	20	20	15	15	15	10	15	15	15	15	145:2 = 72.5
8	MJ	20	15	15	15	15	15	15	15	15	15	155:2 = 77.5
9	NP	15	15	15	15	15	10	15	15	15	15	145:2 = 72.5
10	NR	20	15	20	20	20	20	15	20	20	15	185:2 = 95
11	PR	15	15	15	15	15	10	15	15	15	15	145:2 = 72.5
12	PW	15	15	15	15	15	15	15	15	15	15	150:2 = 75
13	RA	15	15	15	15	10	15	15	15	15	15	145:2 = 72.5
14	RB	15	15	15	15	15	15	15	15	15	15	150:2 = 75
15	RP	15	15	15	15	15	15	15	15	15	15	150:2 = 75
16	SA	15	15	15	15	15	15	15	15	15	15	150:2 = 75
17	SM	20	15	20	20	20	20	15	15	20	20	185:2 = 95
18	SO	15	15	15	15	15	15	15	15	15	15	150:2 = 75
19	SP	15	15	15	15	15	15	15	15	15	15	150:2 = 75
20	TA	15	15	15	15	10	10	15	15	15	15	140:2 = 70
21	YA	15	15	15	15	15	10	15	15	15	15	145:2 = 72.5
22	YS	20	20	20	20	20	15	15	15	15	15	175:2 = 87.5
	TOTAL	375	350	350	340	340	305	330	320	340	335	1690
	MEAN	17.04	15.9	15.9	15.45	15.5	13.9	15	14.54	15.5	15.22	76.8

Table of Rating Sheet of Pre-test in Control Class

No	Ss' Code	Content		Organization		Vocabulary		Grammar		Mechanic		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	AD	10	10	10	10	10	10	10	10	10	10	100:2 = 50
2	AR	10	10	10	10	10	10	10	10	10	10	100:2 = 50
3	AS	10	10	10	10	10	10	10	10	15	10	105:2 = 52.5
4	BK	15	10	10	10	10	10	10	10	10	10	105:2 = 52.5
5	DA	10	10	10	10	10	10	5	10	10	10	95:2 = 47.5
6	EF	15	10	10	10	10	10	10	5	10	10	100:2 = 50
7	FM	10	10	15	10	10	10	10	10	10	10	105:2 = 52.5
8	FO	10	10	15	15	10	10	10	10	15	15	120:2 = 60
9	FR	10	10	10	10	10	10	10	10	10	10	100:2 = 50
10	MF	10	10	10	10	10	10	5	10	5	5	85:2 = 42.5
11	MK	10	10	10	10	10	10	10	5	5	5	85:2 = 42.5
12	MP	10	10	10	10	10	10	10	5	10	10	95:2 = 47.5
13	MT	10	10	10	10	10	10	5	10	10	10	105:2 = 52.5
14	NH	10	10	10	10	10	10	10	10	10	10	100:2 = 50
15	RK	10	10	10	10	10	10	10	10	10	10	100:2 = 50
16	RS	10	10	10	10	10	10	10	15	10	10	105:2 = 52.5
17	SM	10	10	10	10	15	10	10	10	10	10	105:2 = 52.5
18	SY	10	10	10	10	10	10	15	15	15	15	120:2 = 60
19	VC	10	10	15	10	10	10	10	10	10	10	105:2 = 52.5
20	WA	10	10	10	10	10	10	10	10	10	10	100:2 = 50
21	WR	10	10	10	10	10	10	10	10	10	10	100:2 = 50
22	YP	10	10	10	10	15	10	10	10	10	10	105:2 = 52.5
	TOTAL	320	305	240	230	250	250	215	220	210	220	1120
	MEAN	14.54	13.9	10.9	10.45	11.4	11.4	9.77	10	9.54	10	50.9

Table of Rating Sheet of Post-test in Control Class

No	Ss' Code	Content		Organization		Vocabulary		Grammar		Mechanic		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	AD	15	15	15	15	10	10	10	10	10	10	120:2 = 60
2	AR	15	10	10	10	10	10	10	10	15	10	110:2 = 55
3	AS	15	10	15	15	10	10	10	10	10	10	115:2 = 57.5
4	BK	15	15	10	10	10	10	15	10	10	10	115:2 = 57.5
5	DA	15	15	15	15	10	10	15	10	10	10	125:2 = 62.5
6	EF	15	15	15	15	10	10	15	15	10	10	130:2 = 65
7	FM	15	15	15	15	10	10	10	10	15	15	130:2 = 65
8	FO	20	20	20	20	10	10	15	15	15	15	160:2 = 80
9	FR	15	15	15	10	15	15	15	15	15	5	135:2 = 67.5
10	MF	10	10	10	10	10	10	10	10	5	10	95:2 = 47.5
11	MK	15	15	15	15	10	10	10	10	10	10	120:2 = 60
12	MP	15	15	15	15	10	10	10	10	10	15	125:2 = 62.5
13	MT	15	15	15	15	15	15	10	10	15	10	135:2 = 67.5
14	NH	15	15	10	10	15	15	10	10	10	10	120:2 = 60
15	RK	10	10	10	10	10	10	10	10	10	10	100:2 = 50
16	RS	10	10	10	10	15	15	10	10	10	10	110:2 = 55
17	SM	15	15	10	10	10	10	15	10	10	10	115:2 = 57.5
18	SY	20	20	15	15	15	15	10	15	20	20	165:2 = 82.5
19	VC	15	15	15	15	10	10	10	10	10	10	120:2 = 60
20	WA	10	10	10	10	10	10	10	10	10	10	100:2 = 50
21	WR	15	15	10	10	10	10	10	10	15	15	120:2 = 60
22	YP	15	10	15	10	15	15	10	10	10	10	120:2 = 60
	TOTAL	320	305	290	280	250	250	250	240	225	245	1342.5
	MEAN	14.54	13.9	13.18	12.72	11.4	11.4	11.4	10.9	11.6	11.13	61.02

APPENDIX 5
Table of Experimental Class's Score Inter-Rater Reliability of Pre-test

No	Ss' Code	X	Y
1	AA	35	35
2	AS	60	60
3	DP	55	50
4	EO	55	50
5	FG	50	50
6	HA	60	55
7	LP	60	55
8	MJ	60	55
9	NP	40	35
10	NR	65	60
11	PR	50	45
12	PW	50	40
13	RA	55	50
14	RB	55	50
15	RP	60	60
16	SA	55	55
17	SM	65	65
18	SO	55	50
19	SP	55	50
20	TA	45	40
21	YA	55	50
22	YS	60	55

Calculation of the Correlation between Two Sets of Test Scores by the Rank-Difference Method (Pre-Test Experimental Class)

NO	Ss' CODE	X	Y	D	D2
1	SM	65	65	0	0
2	NR	65	60	5	25
3	AS	60	60	0	0
4	RP	60	60	0	0
5	HA	60	55	5	25
6	LP	60	55	5	25
7	MJ	60	55	5	25
8	YS	60	55	5	25
9	SA	55	55	0	0
10	DP	55	50	5	25
11	EO	55	50	5	25
12	RA	55	50	5	25
13	RB	55	50	5	25
14	SO	55	50	5	25
15	SP	55	50	5	25
16	YA	55	50	5	25
17	FG	50	50	0	0
18	PR	50	45	5	25
19	PW	50	40	10	100
20	TA	45	40	5	25
21	NP	40	35	5	25
22	AA	35	35	0	0

$$\rho = 1 - \frac{6 \, X \, \sum D^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6 \, X \, 475}{22(22^2 - 1)}$$

$$\rho = 1 - \frac{2850}{22(484 - 1)}$$

$$\rho = 1 - \frac{2850}{22(483)}$$

$$\rho = 1 - \frac{2850}{10626}$$

$$\rho = 0.73$$

Table of Experimental Class's Score Inter-Rater Reliability of Post-test

No	Ss' Code	X	Y
1	AA	75	70
2	AS	75	70
3	DP	75	70
4	EO	75	70
5	FG	80	75
6	HA	90	80
7	LP	80	75
8	MJ	80	75
9	NP	75	70
10	NR	95	90
11	PR	75	70
12	PW	75	75
13	RA	70	70
14	RB	75	75
15	RP	75	75
16	SA	75	75
17	SM	95	90
18	SO	75	75
19	SP	75	75
20	TA	70	70
21	YA	75	70
22	YS	90	85

Calculation of the Correlation between Two Sets of Test Scores by the Rank-Difference Method (Post-Test Experimental Class)

NO	Ss' CODE	X	Y	D	D2
1	NR	95	90	5	25
2	SM	95	90	5	25
3	YS	90	85	5	25
4	HA	90	80	10	100
5	FG	80	75	5	25
6	LP	80	75	5	25
7	MJ	80	75	5	25
8	PW	75	75	0	0
9	RB	75	75	0	0
10	RP	75	75	0	0
11	SA	75	75	0	0
12	SO	75	75	0	0
13	SP	75	75	0	0
14	AA	75	70	5	25
15	AS	75	70	5	25
16	DP	75	70	5	25
17	EO	75	70	5	25
18	NP	75	70	5	25
19	PR	75	70	5	25
20	YA	75	70	5	25
21	RA	70	70	0	0
22	TA	70	70	0	0

$$\rho = 1 - \frac{6\ X\ \sum D^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6\ X\ 425}{22(22^2 - 1)}$$

$$\rho = 1 - \frac{2550}{22(484 - 1)}$$

$$\rho = 1 - \frac{2550}{22(483)}$$

$$\rho = 1 - \frac{2550}{10626}$$

$$\rho = 0.76$$

Table of Control Class's Score Inter-Rater Reliability of Pre-test

No	Ss' Code	X	Y
1	AD	50	50
2	AR	50	50
3	AS	55	50
4	BK	55	50
5	DA	45	50
6	EF	55	45
7	FM	55	50
8	FO	65	65
9	FR	50	50
10	MF	40	45
11	MK	50	45
12	MP	50	45
13	MT	45	50
14	NH	50	50
15	RK	50	50
16	RS	50	55
17	SM	55	50
18	SY	65	60
19	VC	55	50
20	WA	50	50
21	WR	50	50
22	YP	55	50

Calculation of the Correlation between Two Sets of Test Scores by the Rank-Difference Method (Pre-Test Control Class)

NO	Ss' CODE	X	Y	D	D2
1	FO	65	65	0	0
2	SY	65	60	5	25
3	AS	55	50	5	25
4	BK	55	50	5	25
5	FM	55	50	5	25
6	SM	55	50	5	25
7	VC	55	50	5	25
8	YP	55	50	5	25
9	EF	55	45	10	100
10	RS	50	55	5	25
11	AD	50	50	0	0
12	AR	50	50	0	0
13	FR	50	50	0	0
14	NH	50	50	0	0
15	RK	50	50	0	0
16	WA	50	50	0	0
17	WR	50	50	0	0
18	MK	50	45	5	25
19	MP	50	45	5	25
20	DA	45	50	5	25
21	MT	45	50	5	25
22	MF	40	45	5	25

$$\rho = 1 - \frac{6 \, X \, \sum D^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6 \, X \, 425}{22(22^2 - 1)}$$

$$\rho = 1 - \frac{2550}{22(484 - 1)}$$

$$\rho = 1 - \frac{2550}{22(483)}$$

$$\rho = 1 - \frac{2550}{10626}$$

$$\rho = 0.76$$

Table of Control Class's Score Inter-Rater Reliability of Post-test

No	Ss' Code	X	Y
1	AD	60	60
2	AR	60	60
3	AS	65	60
4	BK	60	55
5	DA	65	60
6	EF	65	65
7	FM	65	60
8	FO	80	80
9	FR	75	70
10	MF	40	45
11	MK	60	60
12	MP	60	60
13	MT	65	70
14	NH	60	60
15	RK	50	50
16	RS	55	55
17	SM	55	55
18	SY	85	85
19	VC	60	60
20	WA	50	50
21	WR	55	60
22	YP	65	55

Calculation of the Correlation between Two Sets of Test Scores by the Rank-Difference Method (Post-Test Control Class)

NO	Ss' CODE	X	Y	D	D2
1	SY	85	85	0	0
2	FO	80	80	0	0
3	FR	75	70	5	25
4	MT	65	70	5	25
5	EF	65	65	0	0
6	AS	65	60	5	25
7	DA	5	60	5	25
8	FM	65	60	5	25
9	YP	65	55	10	100
10	AD	60	60	0	0
11	AR	60	60	0	0
12	MK	60	60	0	0
13	MP	60	60	0	0
14	NH	60	60	0	0
15	VC	60	60	0	0
16	BK	60	55	5	25
17	WR	55	60	5	25
18	RS	55	55	0	0
19	SM	55	55	0	0
20	RK	50	50	0	0
21	WA	50	50	0	0
22	MF	40	45	5	25

$$\rho = 1 - \frac{6 \, X \, \sum D^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6 \, X \, 300}{22(22^2 - 1)}$$

$$\rho = 1 - \frac{1800}{22(484 - 1)}$$

$$\rho = 1 - \frac{1800}{22(483)}$$

$$\rho = 1 - \frac{1800}{10626}$$

$$\rho = 0.83$$

Table of Experimental Class's Score Intra-Rater Reliability of
Pre-test and Post-test

No	Ss' Code	PRE-TEST	POST-TEST
1	AA	35	75
2	AS	60	75
3	DP	55	75
4	EO	55	75
5	FG	50	80
6	HA	60	90
7	LP	60	80
8	MJ	60	80
9	NP	40	75
10	NR	65	95
11	PR	50	75
12	PW	50	75
13	RA	55	70
14	RB	55	75
15	RP	60	75
16	SA	55	75
17	SM	65	95
18	SO	55	75
19	SP	55	75
20	TA	45	70
21	YA	55	75
22	YS	60	90

Calculation of the Correlation between Two Sets of Test Scores by Rank-Difference Method (Pre-test and Post-Test Experimental Class)

No	Ss' Code	PRE-TEST	POST-TEST	D	D2
1	NR	65	95	30	900
2	SM	65	95	30	900
3	HA	60	90	30	900
4	YS	60	90	30	900
5	LP	60	80	20	400
6	MJ	60	80	20	400
7	AS	60	75	15	225
8	RP	60	75	15	225
9	DP	55	75	20	400
10	EO	55	75	20	400
11	SA	55	75	20	400
12	SO	55	75	20	400
13	SP	55	75	20	400
14	YA	55	75	20	400
15	RB	55	75	20	400
16	RA	55	70	15	225
17	FG	50	80	30	900
18	PR	50	75	25	625
19	PW	50	75	25	625
20	TA	45	70	25	625
21	NP	40	75	35	1225
22	AA	35	75	40	1600

$$\rho = 1 - \frac{6 \; X \sum D^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6 \; X \; 14875}{22(22^2 - 1)}$$

$$\rho = 1 - \frac{89250}{22(484 - 1)}$$

$$\rho = 1 - \frac{89250}{22(483)}$$

$$\rho = 1 - \frac{89250}{10626}$$

$$\rho = 0.73$$

APPENDIX 6

Table of Frequencies Pre-test in Experimental Class

Statistics

PRETEST EXPERIMENTAL CLASS

N	Valid	22
	Missing	0
Mean		54.5455
Median		55.0000
Mode		55.00
Std. Deviation		7.38549
Variance		54.545
Range		30.00
Minimum		35.00
Maximum		65.00

PRETEST EXPERIMENTAL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35.00	1	4.5	4.5	4.5
	40.00	1	4.5	4.5	9.1
	45.00	1	4.5	4.5	13.6
	50.00	3	13.6	13.6	27.3
	55.00	8	36.4	36.4	63.6
	60.00	6	27.3	27.3	90.9
	65.00	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Table of Frequencies Post-test in Experimental Class

Statistics

POST-TEST EXPERIMENTAL CLASS

N	Valid	22
	Missing	0
Mean		78.4091
Median		75.0000
Mode		75.00
Std. Deviation		7.30074
Variance		53.301
Range		25.00
Minimum		70.00
Maximum		95.00

POST-TEST EXPERIMENTAL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70.00	2	9.1	9.1	9.1
	75.00	13	59.1	59.1	68.2
	80.00	3	13.6	13.6	81.8
	90.00	2	9.1	9.1	90.9
	95.00	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Table of Frequencies Pre-test in Control Class

Statistics

PRETEST CONTROL CLASS

N	Valid	22
	Missing	0
Mean		52.0455
Median		50.0000
Mode		50.00
Std. Deviation		5.70278
Variance		32.522
Range		25.00
Minimum		40.00
Maximum		65.00

PRETEST CONTROL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	4.5	4.5	4.5
	45.00	2	9.1	9.1	13.6
	50.00	10	45.5	45.5	59.1
	55.00	7	31.8	31.8	90.9
	65.00	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Table of Frequencies Post-test in Control Class

Statistics

POST-TEST CONTROL CLASS

N	Valid	22
	Missing	0
Mean		61.5909
Median		60.0000
Mode		60.00
Std. Deviation		9.80602
Variance		96.158
Range		45.00
Minimum		40.00
Maximum		85.00

POST-TEST CONTROL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	4.5	4.5	4.5
	50.00	2	9.1	9.1	13.6
	55.00	3	13.6	13.6	27.3
	60.00	7	31.8	31.8	59.1
	65.00	6	27.3	27.3	86.4
	75.00	1	4.5	4.5	90.9
	80.00	1	4.5	4.5	95.5
	85.00	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

APPENDIX 7

Random Test Pre-test in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST EXPERIMENTA CLASS	22	35.00	65.00	54.5455	7.38549

Runs Test

	PRE-TEST EXPERIMENTAL CLASS
Test Value(a)	54.5455
Cases < Test Value	6
Cases >= Test Value	16
Total Cases	22
Number of Runs	10
Z	.000
Asymp. Sig. (2-tailed)	1.000

a Mean

Random Test Post-test in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POST-TEST EXPERIMENTAL CLASS	22	70.00	95.00	78.4091	7.30074

Runs Test

	POST-TEST EXPERIMENTAL CLASS
Test Value(a)	78.4091
Cases < Test Value	15
Cases >= Test Value	7
Total Cases	22
Number of Runs	8
Z	-1.038
Asymp. Sig. (2-tailed)	.299

a Mean

Random Test Pre-test in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST CONTROLCLASS	22	40.00	65.00	52.0455	5.70278

Runs Test

	PRE-TESTS CONTROL CLASS
Test Value(a)	52.0455
Cases < Test Value	13
Cases >= Test Value	9
Total Cases	22
Number of Runs	8
Z	-1.420
Asymp. Sig. (2-tailed)	.156

a Mean

Random Test Post-test in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POST-TEST CONTROL CLASS	22	40.00	85.00	61.5909	9.80602

Runs Test

	POST-TEST CONTROL CLASS
Test Value(a)	61.5909
Cases < Test Value	13
Cases >= Test Value	9
Total Cases	22
Number of Runs	10
Z	-.514
Asymp. Sig. (2-tailed)	.607

a Mean

APPENDIX 8

Normality Test Pre-test in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST EXPERIMENTAL CLASS	22	35.00	65.00	54.5455	7.38549

One-Sample Kolmogorov-Smirnov Test

		PRE-TEST EXPERIMEN TAL CLASS
N		22
Normal Parameters(a,b)	Mean	54.5455
	Std. Deviation	7.38549
Most Extreme Differences	Absolute	.252
	Positive	.139
	Negative	-.252
Kolmogorov-Smirnov Z		1.181
Asymp. Sig. (2-tailed)		.123

a Test distribution is Normal.
b Calculated from data.

Normality Test Post-test in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POST-TEST EXPERIMENTAL CLASS	22	70.00	95.00	78.4091	7.30074

One-Sample Kolmogorov-Smirnov Test

		POST-TEST EXPERIMEN TAL CLASS
N		22
Normal Parameters(a,b)	Mean	78.4091
	Std. Deviation	7.30074
Most Extreme Differences	Absolute	.362
	Positive	.362
	Negative	-.229
Kolmogorov-Smirnov Z		1.696
Asymp. Sig. (2-tailed)		.006

a Test distribution is Normal.
b Calculated from data.

Normality Test Pre-test in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST CONTROLCLASS	22	40.00	65.00	52.0455	5.70278

One-Sample Kolmogorov-Smirnov Test

		PRETESTSCOREOFCONTROLCLASS
N		22
Normal Parameters(a,b)	Mean	52.0455
	Std. Deviation	5.70278
Most Extreme Differences	Absolute	.231
	Positive	.231
	Negative	-.224
Kolmogorov-Smirnov Z		1.083
Asymp. Sig. (2-tailed)		.191

a Test distribution is Normal.
b Calculated from data.

Normality Test Pre-test in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POST-TEST CONTROL CLASS	22	40.00	85.00	61.5909	9.80602

One-Sample Kolmogorov-Smirnov Test

		POST-TEST CONTROL CLASS
N		22
Normal Parameters(a,b)	Mean	61.5909
	Std. Deviation	9.80602
Most Extreme Differences	Absolute	.228
	Positive	.228
	Negative	-.163
Kolmogorov-Smirnov Z		1.068
Asymp. Sig. (2-tailed)		.204

a Test distribution is Normal.
b Calculated from data.

APPENDIX 9

Homogeneity of Pre-test in Experimental and Control Class

Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
PRETEST SCORE	Experimental class	22	54.5455	7.38549	1.57459
	Control class	22	52.0455	5.70278	1.21584

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
PRETEST SCORE	Equal variances assumed	.520	.475	1.257	42	.216	2.50000	1.98937	-1.51471	6.51471
	Equal variances not assumed			1.257	39.474	.216	2.50000	1.98937	-1.52234	6.52234

APPENDIX 10

The Increase of Students Writing in Experimental Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest experimental class	54.5455	22	7.38549	1.57459
	Post test experimental class	78.4091	22	7.30074	1.55652

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Pair 1	Pre test experimental class Post test experimental class	-23.86364	6.71385	1.43140	-26.84039	-20.88688	-16.672	21	.000

The Increase of Students Writing in Control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test control class	52.0455	22	5.70278	1.21584
	Post test control class	61.5909	22	9.80602	2.09065

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Pair 1	Pre test control class Post test control class	-9.54545	7.05575	1.50429	-12.67380	-6.41711	-6.345	21	.000

APPENDIX 11

Analysis of the Hypothesis

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
PRETESTSCORE	22	54.5455	7.38549	1.57459
POSTTESTSCORE	22	78.4091	7.30074	1.55652

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
	Lower	Upper	Lower	Upper	Lower	Upper
PRETESTSCORE	34.641	21	.000	54.54545	51.2709	57.8200
POSTTESTSCORE	50.374	21	.000	78.40909	75.1721	81.6461

APPENDIX 12

OBSERVATION NOTES I

Class Activities	Teacher's Activities	Students' Activities	Notes
Pre writing activities	Greeted the students and checked the attendance list.	Gave response.	
	Gave some questions related top the topic to bridge students to the topic	Answered teacher's questions.	Teacher wanted to do some brainstorming to the students.
	Explain the objective of the lesson that day, and what they were going to do.	Paid attention and asked questions if they got confused	Teacher hoped the students know what they were going to do.
	Asked the students to choose one of easiest place to be described by them.	Chose to describe their kitchen.	Teacher wanted to give the chance to the students to describe their familiar place so it would make them easier to describe.
Middle writing activities	Asked the students about what the meaning of description is.	Answered teacher's question.	Teacher wanted to know the students' understanding about descriptive text.

	Explained to the students about model composition guided writing.	Listened and asked some questions if they got some difficulties.	Teacher wanted to explain to the students that model composition guided writing can be used to guide them writing a descriptive text.
	Gave a topic to be developed by the students and asked them to list the information related to the topic.	Tried to analyze the topic and listed the information they know about the topic.	It was done to see their ability in gaining the information about the topic they would develop.
	Helped the students to add their information.	Discussed it together with the teacher.	Teacher wanted to guide the students finding as many as ideas.
Post writing activities	Asked the students to keep their task. Done some reflection. Closed the meeting.		

OBSERVATION NOTES II

Class activities	Teacher's activities	Students' activities	Notes
Pre writing activities	Greeted the students and checked the attendance list.	Gave responses.	
	Asked the students' opinion about their experience in the previous meeting.	Gave their opinion.	Teacher wanted to know what they had remembered about the previous meeting.
	Asked the students to show their work in the previous meeting and discussed their mistakes.	Discussed it together with the teacher.	Teacher wanted to show to the students their mistakes and what are the correct form of their mistakes.
Middle writing activities	Explained the students about model composition guided writing.	Listened and asked some questions if they got the difficulties.	Teacher wanted to replay the explanation about model composition guided writing that would be used by them.
	Explained the students about how to develop their previous list.	Listened and asked some questions if they got some difficulties.	Teacher wanted to guide the students to develop their list into sentences.

	Explained the students about five components of writing to support them in developing their list into sentences.	Listened and asked some questions if they got some difficulties.	Teacher wanted to make the students being able to compose correct sentences.
	Asked the students to develop their list using their own words by considering five aspects of writing.	Done their task.	It was done to see their ability in developing their list into correct sentences.
	Helped the students to develop their list.	Discussed their work together with the teacher.	Teacher wanted to guide them finding and correcting their mistakes.
Post writing activities	Asked the students to keep their task. Done some reflection. Closed the meeting.		

OBSERVATION NOTES III

Class activities	Teacher's activities	Students' activities	Notes
Pre writing activities	Greeted the students and checked the attendance list.	Gave responses.	
	Asked the students' opinion about their experience in the previous meeting.	Gave their opinion.	Teacher wanted to know what they had remembered about the previous meeting.
	Asked the students to show their work in the previous meeting and discussed their mistakes.	Discussed it together with the teacher.	Teacher wanted to show to the students their mistakes and what are the correct form of their mistakes.
Middle writing activities	Explained the students about model composition guided writing.	Listened and asked some questions if they got the difficulties.	Teacher wanted to replay the explanation about model composition guided writing that would be used by them.
	Explained the students about five components of writing to support them in developing their list into sentences.	Listened and asked some questions if they got some difficulties.	Teacher wanted to make the students being able to compose correct sentences.

	Teacher gave the model text to the students which has the same topic with the topic given to them before and asked them to analyze it.	Analyzed the model text.	It was done to see their understanding about the application of model composition guided writing.
	Asked the students to match their developed sentences with the content of model text.	Matched their developed sentences.	Teacher wanted them being able to see whether their developed sentences are similar or not.
	Asked the students to imitate the model text but they should change all information that is not suitable with them using their developed sentences.	Done their task.	Started to apply model composition guided writing in the students' writing task.
Post writing activities	Asked the students to keep their task. Done some reflection. Closed the meeting.		

OBSERVATION NOTES IV

Class activities	Teacher's activities	Students' activities	Notes
Pre writing activities	Greeted the students and checked the attendance list.	Gave responses.	
	Asked the students' opinion about their experience in the previous meeting.	Gave their opinion.	Teacher wanted to know what they had remembered about the previous meeting.
	Asked the students to show their work in the previous meeting and discussed their mistakes.	Discussed it together with the teacher.	Teacher wanted to show to the students their mistakes and what are the correct form of their mistakes.
Middle writing activities	Explained the students about model composition guided writing.	Listened and asked some questions if they got the difficulties.	Teacher wanted to replay the explanation about model composition guided writing that would be used by them.
	Explained the students about five components of writing to support them in developing their list into sentences.	Listened and asked some questions if they got some difficulties.	Teacher wanted to make the students being able to compose correct sentences.
	Asked the students to do their writing task.	Done their task.	It was done to see their ability in writing.

	Gave the model text that has the same topic with their writing task.	Used the model text as a reference of their writing.	Teacher wanted to apply model composition guided writing in the students' writing task.
	Asked the students to collect their work.	Collected their work.	
Post writing activities	Done some reflection.		
	Closed the meeting.		

APPENDIX 13

CHECKLIST

1. Spelling Error (sp.)

    Example: The <u>coler</u> of my bedroom's wall is blue.

    It should be "The <u>color</u> of my bedroom's wall is blue"

2. Error in capitalization (cap.)

    Example: <u>my</u> bedroom is my favorite room.

    It should be "<u>My</u> bedroom is my favorite room"

3. Error in verb forms or tenses (v.)

    Example: There picture of president in the wall.

    It should be "There is picture of president in the wall"

4. Error in punctuation (p.)

    Example: My classroom is always clean. Because I always clean it.

    It should be "My classroom is always clean because I always clean it"

5. Missing letter or word (^)

    Example: Ther are 2 chairs and 1 table.

    It should be "There are 2 chairs and 1 table"

WRITING TEST FOR CONTROL CLASS

Pre Test
Instruction!
Write the description about your **'classroom'**. The text should consist of 10-15 sentences with 75-100 words or more. There are five aspects the writer will try to assess, they are: content, organization, vocabulary, grammar, and mechanic. The time allocation is 30 minutes.

WRITING TEST FOR CONTROL CLASS

Post Test
Instruction!
Write the description about your **'bedroom'**. The text should consist of 10-15 sentences with 75-100 words or more. There are five aspects the writer will try to assess, they are: content, organization, vocabulary, grammar, and mechanic. The time allocation is 30 minutes.

WRITING TEST FOR EXPERIMENTAL CLASS

Pre Test
Instruction!
Write the description about your **'classroom'**. The text should consist of 10-15 sentences with 75-100 words or more. There are five aspects the writer will try to assess, they are: content, organization, vocabulary, grammar, and mechanic. The time allocation is 30 minutes.

WRITING TEST FOR EXPERIMENTAL CLASS

Post Test
Instruction!
Write the description about your **'bedroom'**. The text should consist of 10-15 sentences with 75-100 words or more. There are five aspects the writer will try to assess, they are: content, organization, vocabulary, grammar, and mechanic. The time allocation is 30 minutes.

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

(A Script)

By
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2010

APPENDICES