THE EFFECT OF GUIDED WRITING ON STUDENTS' WRITING DESCRIPTIVE PARAGRAPH ABILITY AT GRADE VII SMP NEGERI 5 PADANGSIDIMPUAN.

A THESIS

Submitted to The State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of Requirement for Degree of Islamic educational scholar (S.Pd.I)

In English

Written by:

HANIFAH PARADIPTA SIREGAR
Reg. Number: 10 340 0052

ENGLISH EDUCATION DEPARTMENT

FACULTYOF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN)
PADANGSIDIMPUAN
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Reg. Number: 10 340 0052

ENGLISH EDUCATION DEPARTMENT

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Rayendriani Fahmei Lubis, M. Ag.
NIP. 19710510 200003 2 001

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FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
PADANGSIDIMPUAN
2014

Term	: Thesis	Padangsidimpuan, August 27 th 2014
	a.n. Hanifah Paradipta Siregar	To:
Appendix	: 7 (sevent) Examplars	Dean Faculty of Tarbiyah and Pedagogy
		in-
		Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to Hanifah Paradipta Siregar, entitle ": **The Effect of Guided Writing on Students' Writing Descriptive Paragraph Ability At Grade VII SMP N 5 Padangsidimpuan**". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Islamic Educational Scholar (S.Pd.I), English Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

Wassalamu'alaikum Wr. Wb.

Advisor I	**Advisor II**
Rayendriani Fahmei Lubis, M. Ag.	**Sojuangon Rambe, S. S., M. Pd.**
NIP. 19710510 200003 2 001	**NIP. 19790815 200604 1 003**

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : HANIFAH PARADIPTA SIREGAR

Registration Number : 10 340 0052

Faculty / Department : Tarbiyah and Teaching Faculty / TBI-2

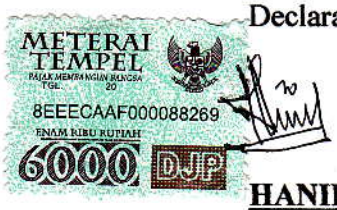
The Tittle of Thesis :**THE EFFECT OF GUIDED WRITING ON STUDENTS' WRITING DESCRIPTIVE PARAGRAPH ABILITY AT GRADE VII SMP N 5 PADANGSIDIMPUAN**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, Augustus 15th 2014

Declaration maker



HANIFAH PARADIPTA SIREGAR

Reg. Num: 10 340 0052

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name : HANIFAH PARADIPTA SIREGAR
Reg. No : 10 340 0052
Thesis :THE EFFECT OF GUIDED WRITING ON STUDENTS' WRITING DESCRIPTIVE PARAGRAPH ABILITY AT GRADE VII SMP N 5 PADANGSIDIMPUAN

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Proposed :
Place : Padangsidimpuan
Date : August, 27th 2014
Time : 09.00 until 12.00
Result/Mark : 77.87 (B)
IPK : 3.45
Predicate : Very good

RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
FACULTY OF TARBIYAH AND PEDAGOGY

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LEGALIZATION

Title of thesis	:	THE EFFECT OF GUIDED WRITING ON STUDENTS' WRITING DESCRIPTIVE PARAGRAPH ABILITY AT GRADE VII SMP NEGERI 5 PADANGSIDIMPUAN
Name	:	HANIFAH PARADIPTA SIREGAR
Reg.Number	:	10.340.0052
Faculty/Department	:	Faculty of Tarbiyah and Pedagogy/ English Department

Had been accepted as a partial fulfillment of the requirement for the degree of Islamic Educational Scholar (S.Pd.I)

Padangsidimpuan, 23 September 2014

Dean,

Hj. ZULHIMMA, S. Ag., M. Pd.

NIP. 19720702 199703 2 003

ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers'.

This thesis is presented to the English Educational Department of the State Institute for Islamic Studies (IAIN) Padangsidimpuan as partial fulfillment of the requirement for degree of strata I (S1).

This thesis can't be completed without a great deal of help from many people, especially Mrs. Rayendriani Fahmei Lubis, M.Ag. As the first advisor and Mr. Sojuangon Rambe, S.S., M. Pd. As the second advisor who always give their time, valuable help, guidance, correction, and suggestion for completion of this thesis.

My deepest gratitude also goes to those who have helped the writer in finishing this thesis, among others:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag, as the leader of English department.
2. Headmaster, English teacher and also students of SMP N 5 Padangsidimpuan Especially to the seventh grade who helped me to completed this research.
3. My beloved parents, (Solahuddin Siregar and Halimatussakdiah Nasution), my beloved young brother (Jaddal Husein Siregar and Roisul Abror Siregar.), and my beloved young sister (Kamila Waroh Siregar), who always give their materials, prays, motivation, and moral encouragement to finish this thesis.

4. My beloved friends, Khoridah, Haryani Pasaribu, Ermina, Juliana, and all of my friends especially TBI-2/2010 thanks' for your help, patience and care to support to finish my thesis.
5. All the people who have helped me to finish my thesis that I can't mention one by one.

May Allah, The almighty bless them all, Amin.

Padangsidimpuan, Augustus 15th 2014

The researcher

HANIFAH PARADIPTA SIREGAR

Reg. Num: 10 340 0052

ABSTRACT

Name : HANIFAH PARADIPTA SIREGAR
Registration Number : 10.340.0052
Faculty : TARBIYAH AND PEDAGOGY FACULTY
Department : ENGLISH EDUCATIONAL DEPARTMENT
Title of the Research: THE EFFECT OF GUIDED WRITING ON STUDENTS' WRITING DESCRIPTIVE PARAGRAPH ABILITY AT GRADE VII SMP N 5 PADANGSIDIMPUAN

The problems of this research were:1)Students' writing result was low; 2) Many students had lack of writing motivation, and 3) Poor vocabulary. The consequence of these problemswasstudents' achievement in writing was under average. Therefore, this research had objective to examine whether there was significant effect of guided writing on students' writing descriptive paragraph at grade VII SMP N 5 Padangsidimpuan.

In order to achieve the purpose of this research, the researcher carried out quantitative approach by applying experimental research. The population of this research was VII 1 up to VII 12. They were consisting of 314 students. The writer used VII 1 and VII 2 as the sample that consist of 52 students. In collecting the data, the instrument was essay test. To analyzed the data, it was used T-test formula.

Based on the data, it was found that 1) the students' ability in writing was better after teaching by guided writing than before teaching by guided writing. It can be seen from mean score of experimental class before treatment was 61,44 after treatment was 75,15. 2) The score of experiment class better than control class after gave the treatment. It can be seen from mean score of experiment class was 75,15 and control class was 74,34. 3) Based on calculation of T-tes, the researcher found that t_{count}= 1,78 and t_{table} = 1,676. It means $t_{count} > t_{table}$(1,78 >1,676). So, H_a is accepted.

CURRICULUM VITAE

A. Identity

Name : HANIFAH PARADIPTA SIREGAR

Reg. Number : 10 340 0052

Place and Birthday : Kotapinang, 20th July 1990

Sex : Female

Religion : Moslem

Address : Kotapinang, Labuhanbatu Selatan.

B. Parents

Fathers' Name : SolahuddinSiregar

Mothers' Name : HalimatussakdiyahNasution

C. Education Background

1. Graduated from Elementary school in SD N112224Kotapinang from 1997-2003.
2. Graduated from Junior High School in SMP N 1Kotapinang from 2003-2006.
3. Graduated from Senior High School in SMA N 1Kotapinang from 2006-2009.
4. Be University Student in English Bachelor of IAIN Padangsidimpuan.

Appendix 1

INSTRUMENT FOR PRE TEST

Information: This test is just to know your ability in writing descriptive and there is no affected in your appraisal in final examination of this school.

Name :_____

Class :_____

Instruction: Choose one of the titles below which one you like the best! Write a descriptive text should be consisting of identification, and description in 30 minutes.

The titles are:

1. My bedroom
2. My house
3. My classmate
4. My classroom

Validator **Researcher**

SOJUANGON RAMBE, S.S, M.Pd **HANIFAH PARADIPTA SIREGAR**

NIP. 19790815 200604 1 003 **NIM. 10 340 0052**

Appendix 2

INSTRUMENT FOR POST TEST

Information: This test is just to know your ability in writing descriptive and there is no affected in your appraisal in final examination of this school.

Name :_____

Class :_____

Instruction: Choose one of the titles below which one you like the best! Write a descriptive text should be consisting of identification, and description in 30 minutes.

The titles are:

5. My pet
6. My favorite toy
7. My school library
8. My neighbor

Validator **Researcher**

SOJUANGON RAMBE, S.S, M.Pd **HANIFAH PARADIPTA SIREGAR**

NIP. 19790815 200604 1 003 **NIM. 10 340 0052**

Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENT CLASS

Namasekolah : SMP N 5 Padangsidimpuan

Mata Pelajaran : BahasaInggris

Kelas/Semester : VII/II (genap)

StandarKompetensi :

Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesaisederhana berbentuk descriptive text dalamkontekskehidupansehari-hari.

KompetensiDasar : Mengungkapkanmaknadanlangkah-langkahretorikadalamtekstulisfungsionalpendekberbentuk descriptive denganmenggunakanragambahasatulissecaraakurat, lancardanberterimauntukberinteraksidenganlingkunganterdekat.

Jenisteks/ Tema : Descriptive Text

AlokasiWaktu : 4 x 35 menit(2xpertemuan)

Indikator : 1. Mengidentifikasimaknadalamteksdescriptive

2. Menulisteksberbentukdescriptive

TujuanPembelajaran :Siswadapatmenulisteks monolog sederhanaberbentukdescriptive.

MateriPembelajaran : Descriptive Paragraph

Metode **:**Guided Writing

Langkah-LangkahKegiatan(Procedure):

PertemuanPertama

a. KegiatanPendahuluan

1. Mengucapkansalam
2. Menanyakankabar

b. KegiatanInti

1. Guru menjelaskantentang descriptive text.
2. Guru menjelaskantentang generic structure of descriptive paragraph.
3. Guru memberikancontoh descriptive text.
4. Siswadimintauntukmembacadanmenuliscontoh text tersebut.
5. Guru membagisiswamenjadibeberapakelompok
6. Guru memberikanbeberapajudulteks descriptive dan guidance (petunjuknya) kepadasiswa
7. Guru memintasiswauntukmemilihsalahsatujudul yang diberikan.
8. Guru menyuruhsiswauntukmenulis paragraph berdasarkanjudul yang dipilih.
9. Guru menyuruhsiswauntukmembacakanhasiltulisannyadankemudianmendiskusikannyadengankelompok yang lain.
10. Guru menyuruhsiswauntukmerevisitulisannya.

c. KegiatanPenutup

1. Menyimpulkanpembelajaran
2. Mengucapkansalam

PertemuanKedua

a. KegiatanPendahuluan

1. Mengucapkansalam
2. Menanyakankabar
3. Menanyakantentangpelajaran yang lalu

b. KegiatanInti

1. Melanjutkankegiatanpadapertemuanpertama.

c. KegiatanPenutup

1. Menyimpulkanpembelajaran
2. Menutuppembelajaran

SumberBelajar

1. Bukuteks
2. Buku – buku lain yang relevan

Evaluasi**:**

Indikatorpencapaiankompetensi	**Teknikpenilaian**	**Bentukinstrumen**	**Instrument/ soal**
Menulisteksberbentukdescriptive	Testulis	Tugaskelompok	Choose one of the titles below which one you like the best! Write a descriptive text.

Bahan Ajar :

Example of descriptive paragraph:

Is this Mr. Burhan’s house? Is it big, clean, and comfortable? Is there a garden in front of the house? Are there some plants and flowers in the garden? Is there a living room, a dining room, three bathrooms, a kitchen, two bedrooms and a garage? Does Mr. Burhan have some pets; a dog, a cat, and a parrot? Does Mr. Burhan take care of his pets very carefully?

This is Mr. Burhan's house. It is big, clean and comfortable. There is a garden in front of the house. There are some plants and flowers in the garden. There is a living room, a dining room, three bathrooms, a kitchen, two bedrooms and a garage. Mr. Burhan has some pets; a dog, a cat, and a parrot. Mr. Burhan takes care of the pets very carefully.

Task : Choose one of the titles below which one you like the best! Write a descriptive text in 60 minute.

The titles are:

1.Myclassroom

Do you have classroom? Is it big, clean, and comfortable? Are there chairs and tables? How many chairs and tables? Is there teacher’s table and chair? Are there whiteboard, marker, and eraser? Are there photos of Indonesian patriot and photos of president and vice president? Are there some flowers in front of your class? Do you sweep your class? Do you sweep your class before go home?

2.Myschool

Do you study at SMP N 5 Padangsidimpuan? Is your school big, clean, and comfortable? Are there many rooms? What rooms are there? Are there many trees? Are there many flowers in front of your school? Is there infield and badminton court? Are there canteens? Where is the canteen? Are you happy to study at SMP N 5 Padangsidimpuan?

3.Library

Is there library in your school? Is the library big, clean, and comfortable? Is it beside of the classroom? Are many books there? What books are there? Are there tables and chairs? Is the librarian friendly? Do you always go to the library?

4.Mycat

Do you have cat? What is the name? Is your cat very cute and funny? Is your cat small and full color? Do his hair has three colors; black, white, and yellow? Is the black fur on his body? Is the white on his tail and legs? Is the yellow one on his stomach, face, and neck? Do you give your cat some food and drink every day? Does your cat like rice and fish? Do you also give your cat some milk? Does your cat have good behavior? Does your cat never steel food of your family? Do you love your cat very much?

5. My English dictionary

Do you have English dictionary? Who does buy your dictionary? Is it thick or thin? How many pages your dictionary? Are there pictures on some pages of your dictionary? What is the color of the cover of your dictionary? What is the color of the picture of your dictionary?

Mengetahui,

Padangsidimpuan, Juni 2014

Validator **Researcher**

SOJUANGON RAMBE, S.S, M.Pd **HANIFAH PARADIPTA SIREGAR**
NIP. 19790815 200604 1 003 **NIM. 10 340 0052**

KepalaSekolah

SMP N 5 Padangsidimpuan

Drs. M. Idris
19570625 198303 1 004

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS

Namasekolah : SMP N 5 Padangsidimpuan

Mata Pelajaran : BahasaInggris

Kelas/Semester : VII/ 2

Standar Kompetensi :

Mengungkapkanmaknadalamtekstulisfungsionaldanesaipendeksangatsederhanaberbentuk descriptive untukberinteraksidenganlingkunganterdekat.

Kompetensi Dasar :

Mengungkapkanmaknadalamtekstulisfungsionalpendeksangatsederhanadenganmenggunakanragambahasatulissecaraakurat, lancar, danberterimauntukberinteraksidenganlingkunganterdekat.

Jenis teks : DescriptiveText

Alokasi Waktu : 4 x 35 menit (2x pertemuan)

Indikator : 1. Mengidentifikasi makna dalam teks descriptive

2. Menulis teks berbentuk descriptive

TujuanPembelajaran :Siswadapatmemahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive yang berkaitan dengan lingkungan terdekat.

Metode : Conventional Strategy

MateriPembelajaran : Text berbentuk descriptive

Langkah-LangkahKegiatan

d. KegiatanPendahuluan

1. Mengucapkansalam
2. Menanyakankabar
3. Menjelaskanpentingnyamateri yang akandipelajari

b. KegiatanInti

1. Guru menjelaskantentang descriptive paragraph.
2. Guru memberikancontoh descriptive paragraph.
3. Guru menanyakankesulitan yang dialamisiswamengenai descriptive paragraph.
4. Memberikanpenjelasankembali agar siswalebihmemahamitentang descriptive paragraph.
5. Memintasiswauntukmenulis paragraph berbentuk descriptive.
6. Memeriksahasilpekerjaansiswadanmenjelaskankembalipadasiswa yang masihsalahparagraphnya

c. Kegiatan Penutup

1. Menyimpulkanapembelajaran.
2. Menutuppembelajaran.

SumberBelajar

1.Buku teks

2.Buku – buku lain yang relevan

Evaluasi**:**

Indikator pencapaian kompetensi	**Teknik penilaian**	**Bentuk instrumen**	**Instrument/ soal**
Menulis teks berbentuk	Tes tulis	Tugas individu	Chooseone of thetitlesbelowwhichoneyoulikethebest! Write a

descriptive			descriptivetextshouldbeconsisting of identification, anddescription.

Mengetahui,

Padangsidimpuan, Juni 2014

English teacher **Researcher**

_____ **HANIFAH PARADIPTA SIREGAR**

NIP. **NIM. 10 340 0052**

KepalaSekolah

SMP N 5 Padangsidimpuan

Drs. M. Idris

19570625 198303 1 004

Appendix 5

WRITING RUBRIC

Dimension		Score
Composing	Focus on central ideas with an organized and elaborated text.	20
Style	Purposefully chosen vocabulary, sentence variety, information, and voice to affect reader.	20
Sentence Formation	Standard word order, no enjambment (run-on sentences), completeness (no sentence fragments), standard modifiers and coordinators, and effective transitions.	20
Usage	Standard inflections (e.g., plurals, possessives,-ed,-ing with verbs, and –ly with adverbs), subject-verb agreement(we were vs we was), standard word meaning	20
Mechanics	Effective use of capitalization, punctuation, spelling, and formatting(paragraphs noted by indenting).	20

Appendix 6

RUBRICWRITING

Dimension		Score
Susunan	Fokuspada ide utamadenganmengorganisasikandanmengurai kanteks.	20
Gaya bahasa	Pemilihankosakata yang tepat, kalimat yang bervariasi, berisiinformasi, danmempengaruhipembaca.	20
Pembentukankalimat	Kata yang baku, kalimatsesuaidengan ide utama, kalimatlengkap(tidakadakalimat yang terpotong-potong), Menggunakan modifier yang baku, danmenggunakantransisi yang tepat.	20
Cara pemakaian kata	Infleksi-infleksi yang baku(contoh; bentuk-bentukjamak, kepunyaan, kata kerja yang berakhiran –ed,-ing, dan –lydengan kata keterangan), subjek-kata kerja yang menyatakanpersetujuan(we were vs we was), kata-kata yang memilikiarti yang baku.	20
Tandabaca	Menggunakanhurufbesar yang tepat, tandabaca, pengejaan, dan format(jarak/spasi antar paragraph).	20

Appendix 7

THE SCORE OF PRE – TEST

VII 1.

No.	Students' initial	Pre-Test						
		C	S	SF	U	M	x	x^2
1.	AM	10	10	10	5	5	40	1600
2.	ASS	10	10	5	10	5	40	1600
3.	AZ	20	10	10	10	10	60	3600
4.	AS	10	10	10	10	10	50	2500
5.	EF	20	10	10	10	10	60	3600
6.	EMS	20	20	10	10	10	70	4900
7.	EY	20	10	20	15	10	75	5626
8.	FR	20	10	20	17	10	77	5929
9.	HA	20	10	10	15	10	65	4225
10.	HH	20	10	20	13	10	73	5329
11.	IR	20	10	20	20	17	77	5929
12.	MR	10	20	10	10	10	60	3600
13.	MRR	10	10	10	20	15	65	4225
14.	MRD	10	10	10	15	10	55	3025
15.	MS	10	10	10	15	10	55	3025
16.	MK	10	10	10	10	10	50	2500
17.	MT	10	10	13	10	10	53	2809
18.	MP	10	10	10	10	5	45	2025
19.	NR	20	10	10	12	10	62	3844
20.	NM	10	20	10	10	10	60	3600
21.	NS	20	10	10	16	10	66	4356
22.	NIS	20	20	10	11	10	71	5041
23.	OM	10	20	20	13	10	73	5329
24.	PM	10	10	10	14	20	64	4096
25.	RI	20	10	10	18	10	68	4624
26.	US	20	20	10	10	10	70	4900
TOTAL							1604	101837

VII 2.

No.	Students' initial	Pre-Test						
		C	S	SF	U	M	x	x^2
1.	AF	10	5	5	5	5	30	900

2.	AB	10	10	10	10	5	45	2025
3.	AD	10	10	10	10	5	45	2025
4.	AP	20	20	10	10	10	70	4900
5.	CN	10	10	10	10	10	50	2500
6.	CI	10	10	10	10	10	50	2500
7.	DR	20	10	10	15	10	65	4225
8.	DA	20	10	10	18	10	68	4624
9.	DF	10	18	20	10	10	68	4624
10.	DAS	10	20	10	15	10	65	4225
11.	EC	10	10	20	16	10	66	4356
12.	FA	20	10	10	18	10	68	4624
13.	HU	10	20	10	16	10	66	4356
14.	HE	20	10	20	10	10	70	4900
15.	JH	10	20	10	10	22	72	5184
16.	KI	10	20	10	20	12	72	5184
17.	KF	20	10	20	10	15	75	5625
18.	LS	20	20	10	10	10	70	4900
19.	LM	20	10	10	10	10	60	3600
20.	MI	10	20	10	15	10	65	4225
21.	MA	10	10	20	10	10	60	3600
22.	MR	10	10	10	10	10	50	2500
23.	NN	20	10	10	16	10	66	4356
24.	PN	10	20	10	15	10	65	4225
25.	RSK	20	10	10	16	10	66	4356
26.	RG	10	10	10	15	10	55	3025
TOTAL							1602	101564

VII 3.

No.	Students' initial	Pre-Test						
		C	S	SF	U	M	x	x^2
1.	AI	20	10	10	10	10	60	3600
2.	AS	10	10	10	10	10	50	2500
3.	AB	10	10	10	15	10	55	3025
4.	AR	10	10	20	10	10	60	2400
5.	CR	10	10	5	10	5	40	1600

6.	CSS	10	10	5	16	5	46	2116
7.	DA	10	5	10	16	5	46	4116
8.	DKS	10	10	10	18	10	58	3364
9.	DB	10	10	10	15	10	55	3025
10.	DS	10	10	10	18	10	58	3364
11.	EA	10	20	20	10	10	70	4900
12.	FJ	20	20	10	14	10	74	5476
13.	HL	10	20	20	10	14	74	5476
14.	HA	20	20	10	10	10	70	4900
15.	JR	10	10	20	10	10	60	3600
16.	KL	20	10	10	15	10	65	4225
17.	KG	20	10	10	17	10	67	4489
18.	LS	10	20	20	13	10	73	5329
19.	LT	20	15	10	16	15	76	5776
20.	MS	10	20	20	10	14	74	5476
21.	MT	10	10	10	18	10	58	3364
22.	MY	20	10	10	16	10	66	4356
23.	NP	10	20	16	10	10	66	4356
24.	PO	10	20	10	19	10	69	4761
25.	RAK	20	20	10	19		69	4761
26.	ZA	20	20	20	10		70	4900
TOTAL							1629	105255

Appendix 8

Result of the Normality Test of VII 1 in Pre-Test

1. The score of VII 1 class in pre test from low score to high score:

   40404550505355556060

   60606264656566687070

   717373757777

2. High = 77

   Low = 40

   Range = High – Low

   = 77 – 40

   = 37

3. Total of Classes = 1 + 3,3 log (n)

   = 1 + 3,3 log (26)

   = 1 + 3,3 (1,41)

   = 1 + 4,653

   = 5,653

= 6

4. Length of Classes $= \frac{range}{total\ of\ class}$ $= \frac{37}{6} = 6{,}16 = 6$

5. Mean

Interval Class	f	X	x'	fx'	x'^2	fx'^2
40 – 45	3	42,5	3	9	9	27
46 – 51	2	48,5	2	4	4	8
52 – 57	3	54,5	1	3	1	3
58 – 63	5	60,5	0	0	0	0
64 – 69	5	66,5	-1	-5	1	5
70–75	6	72,5	-2	-12	4	24
76 – 82	2	79	-3	-6	9	18
i = 6	26	-		-7		85

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$= 63 + 6(\frac{-7}{26})$

$= 63 + 6(-0,26)$

$= 63 + (-1,56)$

$= 61,44$

$SD_t = i\sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$

$= \sqrt[6]{\frac{85}{26} - \left(\frac{-7}{26}\right)^2}$

$= \sqrt[6]{3,26 - (-0,26)^2}$

$= \sqrt[6]{3,26 - 0,067}$

$= \sqrt[6]{3,193}$

$= 6\ (1,78)$

$= 10,68$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$

	82,5	1,97	0.4756				
76 – 82				0,07	1,82	2	0,09
	75,5	1,31	0.4049				
70 – 75				0,13	3,38	6	0,77
	69,5	0,75	0.2734				
64 – 69				0,19	4,94	5	0,01
	63,5	0,19	0.0753				
58 – 63				-0,28	-	5	-1,68
	57,5	-0,36	0,359424		7,28		
52 – 57				0,18		3	-0,35
	51,5	-0,93	0,176185		4,68		
46 – 51				0,10		2	-0,23
	45,5	-1,49	0,068112		2,6		
40 – 45				0,04		3	1,88
	39,5	-2,05	0,020182		1,04		
						X^2	0,49

Based on table above,reseracher found that x^2_{count} = 0,49 while x^2_{table}=7,815cause $x^2_{count} < x^2_{table}$ (0,49 <7,815) with degree of freedom dk = 6 – 3 = 3and significat level α = 5%. So distribution of VII 1 class (Pre-test) is normal.

6. Median

No	Interval of Classes	F	fk

1	40 - 45	3	3
2	46 - 51	2	5
3	52 - 57	3	8
4	58 - 63	5	13
5	64 - 69	5	18
6	70 - 75	6	24
7	76 - 82	2	26

Position of Me in the interval of classes is number 4, that:

Bb = 45,5

F = 3

fm = 2

i = 6

n = 26

1/2n =13

So :

$$Me = Bb + i\left(\frac{n/2 - F}{fm}\right)$$

$$= 45{,}5 + 6\left(\frac{13-3}{2}\right)$$

$$= 45.5 + 6(5)$$

$$= 45{,}5 + 30$$

$$= 75{,}5$$

7. Modus

No	Interval of Classes	F	fk

1	40 - 45	3	3
2	46 - 51	2	5
3	52 - 57	3	8
4	58 - 63	5	13
5	64 - 69	5	18
6	70 - 75	6	24
7	76 - 82	2	26

$M_o = L + \frac{d_1}{d_1 + d_2} i$

L = 57.5

d_1 = 2

d_2 = 0

i = 6

$M_o = 57.5 + \frac{2}{2+0} 6$

= 57.5 + 1 (6)

= 57.5 + 6

= 63,5

Result of the Normality Test of VII 2 in Pre-Test

1. The score of VII 2 class in pre test from low score to high score:

   30 454550505055606065

   65 656566666666686868

70 7070727275

2. High = 75

   Low = 30

   Range = High – Low

   = 75 – 30

   = 45

3. Total of Classes = 1 + 3,3 log (n)

   = 1 + 3,3 log (26)

   = 1 + 3,3 (1,41)

   = 1 + 4,653

   = 5,653

= 6

4. Length of Classes $= \frac{range}{total\ of\ class}$ $= \frac{45}{6} = 7{,}5 = 8$

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
30 - 37	1	33,5	4	4	16	16
38 - 45	2	41,5	3	6	9	36
46 - 53	3	49,5	2	6	4	36
54 - 62	3	58	1	3	1	9
63–70	14	66,5	0	0	0	0
71 - 78	3	74,5	-1	-3	1	9
$i = 8$	26	-		16		106

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$= 65{,}5 + 8(\frac{16}{26})$

$= 65{,}5 + 8(0{,}61)$

$= 65{,}5 + 4{,}88$

$= 70{,}38$

$$SD_t = i\sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= {}^{8}\sqrt{\frac{106}{26} - \left(\frac{16}{26}\right)^2}$$

$$= {}^{8}\sqrt{4{,}07 - (0{,}61)^2}$$

$$= {}^{8}\sqrt{4{,}07 - 0{,}372}$$

$$= {}^{8}\sqrt{3{,}69}$$

$$= 8\ (1{,}92)$$

$$= 15{,}36$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$

71 - 78	78,5	0,52	0.1985	0,198	5,14	3	-0,41
63 – 70	70,5	0.007	0.0000	-0,305	-7,93	14	-2,76
54 – 62	62,5	-0,51	0,30503	0,167	4,34	3	-0,30
46 – 53	53,5	-1,09	0,13786	0,084	2,18	3	0,37
38 - 45	45,5	-1,61	0,05370	0,037	0,96	2	1,08
30 - 37	37,5	-2,14	0,01618	0,012	0,31	1	2,2
	29,5	-2,66	0,00391				
						X^2	0,18

Based on table above,reseracher found that x^2_{count} = 0,18 while x^2_{table} = 11,070cause $x^2_{count} < x^2_{table}$ (0,18 <11,070) with degree of freedom dk = 8 – 3 = 5and significat level α = 5%. So distribution of VII 2 class (Pre-test) is normal.

6. Median

No	Interval of Classes	F	fk

1	30 - 37	1	1
2	38 - 45	2	3
3	46 – 53	3	6
4	54 – 62	3	9
5	63 – 70	14	23
6	71 - 78	3	26

Position of Me in the interval of classes is number 5, that:

Bb = 37.5

F = 1

fm = 2

i = 8

n = 26

1/2n =13

So :

$$Me = Bb + i\left(\frac{n/2 - F}{fm}\right)$$

$$= 37.5 + 8\left(\frac{13-1}{2}\right)$$

= 37.5 + 8 (12/2)

= 37,5 + 8 (6)

= 37,5 + 48

= 85,5

7. Modus

No	Interval of Classes	F	fk

1	30 - 37	1	1
2	38 - 45	2	3
3	46 – 53	3	6
4	54 – 62	3	9
5	63 – 70	14	23
6	71 - 78	3	26

$M_o = L + \frac{d_1}{d_1 + d_2} i$

L = 62.5

d_1 = 11

d_2 = 11

i = 8

$M_o = 62.5 + \frac{11}{11+11} 8$

= 62.5 + 0,5 (8)

= 62.5 + 4

= 66,5

Result of the Normality Test of VII 3 in Pre-Test

1. The score of VII 3 class in pre test from low score to high score:

   40 464650555558585860

   60 606566666769697070

70 7374747476

2. High = 76

   Low = 40

   Range = High – Low

   = 76 – 40

   = 36

3. Total of Classes = 1 + 3,3 log (n)

   = 1 + 3,3 log (26)

   = 1 + 3,3 (1,41)

   = 1 + 4,653

   = 5,653

= 6

4. Length of Classes $= \frac{range}{total\ of\ class}$ $= \frac{36}{6} = 6$

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
40 - 45	1	42,5	4	4	16	16
46 - 51	3	48,5	3	9	9	81
52 - 57	2	54,5	2	4	4	16
58 - 63	6	60,5	1	6	1	36
64 - 69	6	66,5	0	0	0	0
70 - 75	7	72,5	1	7	1	49
76 - 81	1	78,5	2	2	4	4
i = 6	26	-		32		202

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$= 65,5 + 6(\frac{32}{26})$

$= 65,5 + 6(1,23)$

$= 65,5 + 7,38$

$= 72,88$

$$SD_t = i\sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= \sqrt[6]{\frac{202}{26} - \left(\frac{32}{26}\right)^2}$$

$$= \sqrt[6]{7{,}76 - (1{,}23)^2}$$

$$= \sqrt[6]{7{,}76 - 1{,}512}$$

$$= \sqrt[6]{6{,}24}$$

$$= 6\ (2{,}49)$$

$$= 14{,}94$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$

	81,5	0,57	0.2157				
76 – 81				0,148	3,84	1	-0,73
	75,5	0,17	0.0675				
70 – 75				-0,345	-8,97	7	-1,78
	69,5	-0,22	0,41294				
64 – 69				0,145	3,77	6	0,59
	63,5	-0,62	0,26763				
58 – 63				0,113	2,93	6	1,04
	57,5	-1,02	0,15386				
52 – 57				0,077	2,002	2	-0,0009
	51,5	-1,43	0,07636				
46 – 51				0,004	0,104	3	27,84
	45,5	-1,83	0,03362				
40 - 45				0,020	0,52	1	0,92
	39,5	-2,23	0,01287				
						X^2	27,87

Based on table above,reseracher found that $x^2_{count} = 27,87$ while $x^2_{table} = 7.815$ cause $x^2_{count} > x^2_{table}$ (27,87>7.815) with degree of freedom dk = 6 – 3 = 3 and significat level α = 5%. So distribution of VII 3 class (Pre-test) is not normal.

6. Median

No	Interval of Classes	F	fk

1	40 - 45	1	1
2	46 – 51	3	4
3	52 – 57	2	6
4	58 – 63	6	12
5	64 – 69	6	18
6	70 – 75	7	25
7	76 – 81	1	26

Position of Me in the interval of classes is number 5, that:

Bb = 45.5

F = 1

fm = 3

i = 6

n = 26

1/2n =13

So :

$$Me = Bb + i\left(\frac{n/2 - F}{fm}\right)$$

$$= 45.5 + 6\left(\frac{13-1}{3}\right)$$

$$= 45.5 + 6\ (12/6)$$

$$= 45{,}5 + 6\ (2)$$

$$= 45{,}5 + 12$$

$$= 57{,}5$$

7. Modus

No	Interval of Classes	F	fk

1	40 - 45	1	1
2	46 – 51	3	4
3	52 – 57	2	6
4	58 – 63	6	12
5	64 – 69	6	18
6	70 – 75	7	25
7	76 – 81	1	26

$M_o = L + \frac{d_1}{d_1 + d_2}\, i$

L = 63.5

d_1 = 0

d_2 = -1

i = 6

$M_o = 63.5 + \frac{0}{0+(-1)}\, 6$

= 63.5 + 0 (6)

= 63.5 + 0

= 63,5

Appendix 9

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using Guided Writing Strategy and variant of the second class as control class sample by using conventional strategy are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

$H_0 : \delta_1^2 = \delta_2^2$

$H_1 : \delta_1^2 \neq \delta_2^2$

A. Variant of the VII 1 classis:

n = 26
$\sum xi$= 1604
$\sum_{xi} 2$ = 101837

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$
$$= \frac{26(101837) - (1604)^2}{26(26-1)}$$
$$= \frac{2647762 - 2572816}{26(25)}$$
$$= \frac{74946}{650}$$
$$= 115{,}30$$

B. Variant of the VII 2 classis:

n = 26
$\sum xi$= 1602

$\sum_{xi} 2$ = 101564

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{26(101564) - (1602)^2}{26(26-1)}$$

$$= \frac{2640664 - 2566404}{26(25)}$$

$$= \frac{74260}{650}$$

$$= 114{,}24$$

C. Variant of the VII 3 classis:

n = 26

$\sum xi$ = 1629

$\sum_{xi} 2$ = 105255

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{26(105255) - (1629)^2}{26(26-1)}$$

$$= \frac{2736630 - 2653641}{26(25)}$$

$$= \frac{82989}{650}$$

$$= 127{,}67$$

The Formula was used to test hypothesis was:

1. VII 1 and VII 3 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{127,67}{115,30}$$
$$= 1,10$$

After doing the calculation, researcher found that F_{count} = 1,10 with α 5 % and dk = 26 from the distribution list F, researcher found that F_{table} = 1,706, cause $F_{count} < F_{table}$ (1,10< 1,706). So, there is no difference the variant between the VII 1 class and VII 3 class. It means that the variant is homogenous**.**

2. VII 1 and VII 2 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{115,30}{114,24}$$
$$= 1,009$$

After doing the calculation, researcher found that F_{count} = 1,009 with α 5 % and dk = 26 from the distribution list F, researcher found that F_{table} = 1,706, cause $F_{count} < F_{table}$ (1,009< 1,706). So, there is no difference the variant between the VII 1 class and VII 2 class. It means that the variant is homogenous**.**

3. VII 2 and VII 3 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{127,67}{114,24}$$
$$= 1,11$$

After doing the calculation, researcher found that F_{count} = 1,11 with α 5 % and dk = 26 from the distribution list F, researcher found that F_{table} = 1,706, cause $F_{count} < F_{table}$ (1,11 < 1,706). So, there is no difference the variant between the VII 2 class and VII 3 class. It means that the variant is homogenous**.**

Appendix 10

T_{test} OF THE BOTH AVERAGES IN PRE-TEST

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \sqrt{\frac{(26-1)\ 115{,}30+(26-2)114{,}24}{26+26-2}}$$

$$= \sqrt{\frac{25\ (115{,}30)+24\ (114{,}24)}{50}}$$

$$= \sqrt{\frac{2882{,}5+2741{,}76}{50}}$$

$$= \sqrt{\frac{5624{,}26}{50}}$$

$$= \sqrt{112{,}4852}$$

$$= 10{,}60$$

So:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{61{,}44 - 70{,}38}{10{,}60\sqrt{\frac{1}{26} + \frac{1}{26}}}$$

$$= \frac{-8{,}94}{10{,}60\sqrt{0{,}038+0.038}}$$

$$= \frac{-8{,}94}{10{,}60\ (0.275)}$$

$$= \frac{-8{,}94}{2{,}915}$$

= -3,06

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count}= - 3,06 with opportunity (1-α) = 1 – 5% = 95% and dk = n_1 + n_2 -2 = 26 + 26 – 2 = 50 , reseracher found that t_{table} = 1,676, cause $t_{count} < t_{table}$(- 3,06< 1,676). So, $H_a$is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 11

THE SCORE OF EXPERIMENTALCLASS IN POST-TEST

No.	Students' initial	Post-Test						
		C	S	SF	U	M	x	x^2
1.	AM	20	20	10	20	10	80	6400
2.	ASS	20	10	10	10	10	60	3600
3.	AZ	10	20	20	10	10	70	4900
4.	AS	10	10	20	20	10	70	4900
5.	EF	20	10	10	10	20	70	4900
6.	EMS	20	20	15	10	10	75	5625
7.	EY	20	20	10	20	10	80	6400
8.	FR	20	20	10	20	10	80	6400
9.	HA	20	10	20	10	17	77	5929
10.	HH	10	20	20	10	17	77	5929
11.	IR	20	20	20	10	15	85	7225
12.	MR	10	20	10	20	10	70	4900
13.	MRR	20	10	20	17	10	77	5929
14.	MRD	10	20	10	10	10	60	3600
15.	MS	15	10	20	10	10	65	4225
16.	MK	20	10	10	20	10	70	4900
17.	MT	10	20	20	10	10	70	4900
18.	MP	10	20	20	10	10	70	4900
19.	NR	10	20	10	20	10	70	4900
20.	NM	15	20	10	10	15	70	4900
21.	NS	20	20	10	10	17	77	5929
22.	NIS	10	20	10	20	15	75	5625
23.	OM	20	20	10	10	18	78	6084
24.	PM	20	10	10	20	15	75	5625
25.	RI	20	15	20	10	12	77	5929
26.	US	20	10	20	10	17	77	5929
TOTAL							1905	140483

Appendix 12

THE SCORE OF CONTROL CLASS IN POST-TEST

No.	Students' initial	Post-Test						
		C	S	SF	U	M	x	x^2
1.	AF	10	10	20	10	10	60	3600
2.	AB	10	10	10	15	10	55	3025
3.	AD	20	10	10	10	10	60	3600
4.	AP	20	10	20	10	17	77	5929
5.	CN	20	10	10	10	10	60	3600
6.	CI	10	10	20	10	10	60	3600
7.	DR	20	10	10	15	20	75	5625
8.	DA	10	20	20	18	10	78	6084
9.	DF	10	20	20	10	10	70	4900
10.	DAS	20	20	10	10	10	70	4900
11.	EC	20	10	20	15	10	75	5625
12.	FA	10	20	20	17	10	77	5929
13.	HU	10	10	20	17	10	77	5929
14.	HE	20	20	20	10	10	80	6400
15.	JH	20	20	10	15	10	75	5625
16.	KI	10	20	20	10	17	77	5929
17.	KF	20	20	10	17	10	77	5929
18.	LS	10	20	20	10	15	75	5625
19.	LM	20	10	10	20	10	70	4900
20.	MI	20	10	20	15	10	75	5625
21.	MA	10	20	20	10	10	70	4900
22.	MR	10	10	10	10	20	60	3600
23.	NN	20	10	10	20	10	70	4900
24.	PN	10	20	20	10	10	70	4900
25.	RSK	20	10	20	16	10	76	5776
26.	RG	10	10	20	20	10	70	4900
TOTAL							1839	131355

Appendix 13

Result of the Normality Test of Experimental Class by Using Guided Writing Strategy in Post-Test

8. The score of experiment class in post test from low score to high score:

   60606570707070707070

   70707575757777777777

   777880808085

9. High = 85
   Low = 60
   Range = High – Low
   = 85 – 60
   = 25

10. Total of Classes = 1 + 3,3 log (n)
    = 1 + 3,3 log (26)
    = 1 + 3,3 (1,41)
    = 1 + 4,65
    = 5,65

= 6

11. Length of Classes $= \frac{range}{total\ of\ class} = \frac{25}{6} = 4{,}16 = 4$

12. Mean

Interval Class	f	X	x'	fx'	x'2	fx'2
60 – 63	2	61,5	3	6	9	36
64 – 67	1	65,5	2	2	4	4
68 – 71	9	69,5	1	9	1	81
72 – 75	3	73,5	0	0	0	0
76 – 79	7	77,5	-1	-7	1	49
80 – 83	3	81,5	-2	-6	4	36
84 – 87	1	85,5	-3	-3	9	9
i=4	26			1		215

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$= 75 + 4(\frac{1}{26})$

$= 75 + 4(0{,}038)$

$= 75 + 0{,}152$

$= 75{,}15$

$$SD_t = i\sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= 4\sqrt{\frac{215}{26} - \left[\frac{1}{26}\right]^2}$$

$$= 4\sqrt{8{,}26 - (0{,}038)^2}$$

$$= 4\sqrt{8{,}26 - 0{,}0014}$$

$$= 4\sqrt{8{,}25}$$

$= 4\ (2{,}87)$

$= 11{,}48$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$

	87,5	1,07	0.3577				
84 – 87				0,093	2,41	1	-0,58
	83,5	0,72	0.2642				
80 – 83				0,13	3,38	3	-0,11
	79,5	0,34	0.1331				
76 – 79				0,12	3,12	7	1,24
	75,5	0,03	0.0120				
72 – 75				-0,36	-9,36	3	-1,32
	71,5	-0,31	0,37828				
68 – 71				0,12	3,12	9	1,88
	67,5	-0,66	0,25463				
64 – 67				0,09	2,34	1	-0,57
	63,5	-1,01	0,15625				
60 – 63				0,06	1,56	2	0,28
	59,5	-1,36	0,08691				
						X^2	0,82

Based on table above,reseracher found that x^2_{count} = 0,82 while x^2_{table}=3,841 cause $x^2_{cause} < x^2_{table}$ (0,82 <3,841) with degree of freedom dk = 4 – 3 = 1and significat level α = 5%. So distribution of experimental classwith using guided writing strategy (Post-test) is normal.

13. Median

No	Interval of Classes	F	fk

1	60 – 63	2	2
2	64 – 67	1	3
3	68 – 71	9	12
4	72 – 75	3	15
5	76 – 79	7	22
6	80 – 83	3	25
7	84 – 87	1	26

Position of Me in the interval of classes is number 4, that:

Bb = 75

F = 12

fm = 3

i = 4

n = 26

1/2n =13

So :

$$Me = Bb + i\left(\frac{n/2 - F}{fm}\right)$$

$$= 75 + 4\left(\frac{13-12}{3}\right)$$

$$= 75 + 4(0{,}33)$$

$$= 75 + 1{,}32$$

$$= 76{,}32$$

14. Modus

No	Interval of Classes	F	fk

1	60 – 63	2	2
2	64 – 67	1	3
3	68 – 71	9	12
4	72 – 75	3	15
5	76 – 79	7	22
6	80 – 83	3	25
7	84 – 87	1	26

$M_o = L + \frac{d_1}{d_1 + d_2}\, i$

L = 75

d_1 = -6

d_2 = -4

i = 4

$M_o = 75 + \frac{-6}{-6+(-4)}\, 4$

= 75 + 0,6 (4)

= 75 + 2,4

= 77,4

Appendix 14

Result of the Normality Test of Control Class by Using Conventional Strategy in Post-Test

1. The score of control class in post test from low score to high score:
   55606060606070707070
   70707075757575757677
   777777777880

2. High = 80
   Low = 55
   Range = High – Low
   = 80 – 55
   = 25

3. Total of Classes = 1 + 3,3 log (n)
   = 1 + 3,3 log (26)
   = 1 + 3,3 (1,41)
   = 1 + 4,65
   = 5,65

= 6

4. Length of Classes $= \frac{range}{total\ of\ class}$ $= \frac{25}{6} = 4{,}16 = 4$

5. Mean

Interval Class	f	X	x'	fx'	x'^2	fx'^2
55 – 58	1	56,5	4	4	16	16
59 – 62	5	60,5	3	15	9	225
63 – 66	0	64,5	2	0	4	0
67 – 70	7	68,5	1	7	1	49
71 – 74	0	72,5	0	0	0	0

75 – 79	12	77,5	-1	-12	1	144
80 – 84	1	82	-2	-2	4	4
i=4	26			12		438

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$= 72,5+ 4(\frac{12}{26})$

$= 72,5 + 4(0,46)$

$= 72,5 + 1,84$

$= 74,34$

$$SD_t = i\sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$= 4\sqrt{\frac{438}{26} - \left[\frac{12}{26}\right]^2}$

$= 4\sqrt{16,84 - (0,46)^2}$

$= 4\sqrt{16,84 - 0,211}$

$= 4\sqrt{16,62}$

$= 4\ (4,07)$

$= 16,28$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
	84,5	0,62	0.2324				
80 – 84				0,11	2,86	1	-0,65
	79,5	0,31	0.1217				
75 – 79				0,12	3,12	12	2,84
	74,5	0.009	0.0000				
71 – 74				-0,40	-10,4	0	-1
	70,5	-0,23	0,40905				
67 – 70				0,09344	2,42944	7	1,88
	66,5	-0,48	0,31561				
63 – 66				0,07	1,82	0	-1
	62,5	-0,72	0,23576				
59 – 62				0,06974	1,81324	5	1,75
	58,5	-0,97	0,16602				
55 – 58				0,05288	1,37488	1	-0,27
	54,5	-1,21	0,11314				
						X^2	3,55

Based on table above,reseracher found that x^2_{count} = 3,55 while x^2_{table}=3,841 cause $x^2_{cause} < x^2_{table}$ (3,55 <3,841) with degree of freedom dk = 4 – 3 = 1and significat level α = 5%. So distribution of control classwith using conventional strategy (Post-test) is normal.

6. Median

No	Interval of Classes	F	fk
1	55 – 58	1	1
2	59 – 62	5	6
3	63 – 66	0	6
4	67 – 70	7	13
5	71 – 74	0	13
6	75 – 79	12	25
7	80 – 84	1	26

Position of Me in the interval of classes is number 5, that:

Bb = 72,5

F = 13

fm = 0

i = 4

n = 26

1/2n =13

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$= 72,5 + 4\left(\frac{13-13}{0}\right)$

$= 72,5+ 4(0)$

$= 72,5 + 0$

$= 72,5$

7. Modus

No	Interval of Classes	F	fk
1	55 – 58	1	1
2	59 – 62	5	6
3	63 – 66	0	6
4	67 – 70	7	13
5	71 – 74	0	13
6	75 – 79	12	25
7	80 – 84	1	26

$M_o = L + \frac{d_1}{d_1 + d_2}\ i$

L = 72,5

d_1 = -7

d_2 = -12

i = 4

$M_o = 72,5 + \frac{-7}{-7+(-12)}\ 4$

$= 72,5 + 0,36\ (4)$

$= 72,5 + 1,44$

$= 73,94$

Appendix 15

HOMOGENITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by Guided Writing Strategy and variant of the second class as control class sample by using conventional strategy were used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypothesis:

$H_0 : \delta_1^2 = \delta_2^2$

$H_1 : \delta_1^2 \neq \delta_2^2$

A. Variant of the experimental class sample by using guided writing strategyis:

n = 26

$\sum xi$= 1905

$\sum_{xi} 2$ = 140483

$$S^2 = n\Sigma xi^2 - (\Sigma xi)^2$$

$$= \frac{26(140483) - (1905)^2}{26(26-1)}$$

$$= \frac{3652558 - 3629025}{26(25)}$$

$$= \frac{23533}{650}$$

= 36,20

B. Variant of the control class sample by using conventional strategy is:

n = 26

$\sum xi$= 1839

$\sum_{xi} 2$ = 131355

$$S^2 = \frac{n\Sigma x_1^2 - (\Sigma x_1)^2}{n(n-1)}$$

$$= \frac{26(131355) - (1839)^2}{26(26-1)}$$

$$= \frac{3415230 - 3381921}{26(25)}$$

$$= \frac{33309}{650}$$

$$= 51{,}24$$

The formula was used to test hypothesis was:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{51{,}24}{36{,}20}$$

$$= 1{,}41$$

After doing the calculation, reseracher found that F_{count} = 1,41 with α 5 % and dk = 26from the distribution list F, researcher found that F_{table} = 1,706, cause $F_{count} < F_{table}$(1,41< 1,706). So, there is no difference the variant between experimental class by using GuidedWritingStrategy and control class by using conventional strategy. It means the variant is homogenous.

Appendix 16

T_{test} OF THE BOTH AVERAGES IN POST – TEST

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \sqrt{\frac{(26-1)\ 36{,}20+(26-2)51{,}24}{26+26-2}}$$

$$= \sqrt{\frac{25\ (36{,}20)+24\ (51{,}24)}{50}}$$

$$= \sqrt{\frac{905+1229{,}76}{50}}$$

$$= \sqrt{\frac{2134{,}76}{50}}$$

$$= \sqrt{42{,}6952}$$

$$= 6{,}5$$

So:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{75,15 - 74,34}{6,5\sqrt{\frac{1}{26}+\frac{1}{26}}}$$

$$= \frac{0,81}{6,53\sqrt{0,038+0.038}}$$

$$= \frac{0,81}{6,5\ (0.07)}$$

$$= \frac{0,81}{0,455}$$

$$= 1,78$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count}= 1,78 with opportunity (1-α) = 1 – 5% = 95% and dk = n_1 + n_2 -2 = 26 + 26 – 2 = 50 , reseracher found that t_{table} = 1,676, cause t_{count}> t_{table}(1,78> 1,676). So, H_a is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

APPENDIX 17

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952

2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831

-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

APPENDIX 18

Chi-Square Table

dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

APPENDIX 19

Percentage Points of the t Distribution

Two Tail Test						
	0,50	**0,20**	**0,10**	**0,05**	**0,02**	**0,01**
One Tail Test						
dk	**0,25**	**0,10**	**0, 005**	**0,025**	**0,01**	**0,05**
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3.055
13	0,692	1,350	1,771	2,160	2,650	3.012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	**1,671**	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

APPENDIX 20

PHOTOS OF THE RESEARCH

CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing is system of human visual communication with using signs or symbols associated by convention with units of language, meanings or sounds, and recorded on materials such as paper, stone, or clay.Besides, Writing is one of the four skills in language. Writing is very important for us. With writing, we can express mind, ideas, and opinion.The following illustration will present some significances of writing for life.

First, writing is the tool of communication. Written communication is different with oral communication. Although equally is communication activities, that have the purpose to give something to other people, but writing has special character. Our fingersare trained to arrange the letter to word, word to sentence, sentence to paragraph, and paragraph to article. With writing, someone can communicate with other people, like writing a letter, short message, and others.

Second, Instruments of recorder history. Writing is one of many instruments of recorder history. With writing, people can know histories in the past, like history of Indonesia freedom, story about patriot of Indonesia freedom, story about live of the prophet, clergy, the important people, and derivation of the

country. Therefore, if someone wants to record something, he/she can do it with writing.

The last, writing can produce money. Reformation era brings changing the development in mass media. This development gives opportunity to journalist and writer. Grow and development in mass media not only gives opportunity to journalist, but also to writer. A great loss if this opportunity is not used. Especially of appreciation to a writer is greater and make the writer famous.

Based on the illustration above, writing is very important for us. Writing not only writes something, but we can express our feeling, can communicate with other people, and get money. However, writing paragraph is problematic at SMP N 5 Padangsidimpuan, especially in writing descriptive paragraph.The fact is revealed in the following illustration.

First, students' writing achievement is low. Based on the information from one of the English teachers in SMPN5 Padangsidimpuan reveals the average of students' writing achievement of gradesVII is 68,whereas, KKM of grades VII is 70. In fact, from one of the classes VII, there are about 26 students, only five students can get score 80, 16 students can get 68, and others only get 65. In brief, students' writing achievement does not fulfill the expectation.

Second, based on information from the teacher, the students are poor vocabulary. They are difficult to write because they do not have many vocabularies. If the teacher orders them to write paragraph for instance, they are

directly open dictionary. For consequences in final semester, they are difficult to write paragraph.

The last, the students have lack of writing motivations. Based on the writer's observation and information from one of the English teachers, it is found that students are lazytowrite. They just enjoy Facebook, playing with their friends, and playing hand phone instead of writing. Most of them cannot develop their mind when they write so that they become lazy to write. Besides, some students that the writer interviewed is admitted that they are not interested in writing due to some reasons, and even worse in writingparagraph.

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of educations. Some strategies can enhance students' ability in writing descriptive paragraph such as guided writing, free writing, and copying which facilitate students to make easy in writing and understanding about descriptive paragraph. These strategies theoretically judged to be good to apply in writing descriptive paragraph.

From the three alternative strategies above, the writer chooses to employ guided writing strategy. At least three reasons are available as background of the choice that is consideration of students learning materials, characteristics of the students and appropriateness of guided writing as compared with the other two strategies. Below the writer reveals the reason.

The first,it is found that students' learning materials are textbooks, which contain kinds of text. Naturally, text consists of some kinds like,

descriptive, narrative, procedure, and other. Conceptually, guided writing is to understand paragraph and its details. Guided writing allows a teacher to work closely with a small group of students based on a common need. Accordingly, by using guided writing strategy the students expectable to understand descriptive paragraph deeply and writing result can be more effective then free writing and copying, because they just write but not important how the writing result. The students just can write.

The second, the age level of the students is ‘in between’ which close to maturation.Human in this age is theoretically able to acquire abstract concepts such as principles, steps, and terms.Besides, they also can be guided to do something that positive, like studying and writing. The teacher can use guided writing strategy to help the students more understand about descriptive paragraph. Guided writing also flexibility allows for individual, paired or collaborative group work. Whereas free writing and copying are not flexibility allows for paired or collaborative work.

The last, compared with the procedure of free writing and copying,guided writing is simpler and more objective.Guided writing can encouragethe children to discuss writing and builds their confidence in writing.Guided writing also is an essential tool in a balancedwriting curriculum, providing an additional supportedstep towards independent writing.Through guided writing, students are supportedduring the different stages of the writing process.The aim is to provide support that is goingto help students to improve

their writing and towork with increasing independence. Whereas, pre writing writes continuously for a set period of time without regard to spelling, grammar, or topic. Copying is the duplication of information or an artifact based only on an instance of that information or artifact, and not uses the process that originally generated it.

In view of above discussions, the writer believes that the importance of conducting an experimental research of which purpose is to investigate the effect of guided writing strategy on students'writingdescriptiveparagraph ability at grade VII SMPN5 Padangsidimpuan. This research will compare the difference of students'writing achievement by using guided writing strategy with the conventional way of teachers in teaching writing skill.

B. Identification of The Problem

Based on the background above, problems concerning writing descriptive paragraph at grade VII SMP N 5 Padangsidimpuan are: 1)Students' writing result is low; 2) Many students have lack of writing motivation, and 3) Poor vocabulary. From these problems, this research only concerns with solving the students' writing, especially in writing descriptive paragraph.

C. Formulation of The Problem

Based on the background and identification of the problem above, there are two variables, independent and dependent variables. Independent variable that will affect dependent variable thatwill be investigated. Guided writing

strategy and conventional strategy effect students' writing paragraphachievement. This research will useguidedwritingstrategy onteaching writingdescriptiveparagraph. Accordingly, the formulation of the problem is "Is there effectofguided writing on students'writing descriptive paragraph abilityatgradeVIISMP N 5Padangsidimpuan".

D. Limitation of The Problem

The coverage of the variables stated above is so large in the matter of materials, space and time that it is difficult to explore alone. Due to the limitation of the writer in the aspect of ability, time and finance, this research must be limited. Thus, this research is limited to investigate the causal-effect relationship between guided writing strategy on writing descriptive paragraph second semester 2013/2014 academic year at grade VII SMP N 5 Padangsidimpuan. Other subjects left and related to this study are the domain of the future researchers.

E. Purpose of The Research

Derived from the hypotheses above, the purpose of this research is:

1. To examine H_a, whether students' writing descriptive paragraph achievement in class with guided writing strategy is significantly better than the conventional strategy. ($\mu_1 > \mu_2$)

2. To examine H_0, whether students' writing descriptive paragraph achievement in class with guided writing strategy is not significantly better than the conventional strategy. ($\mu_1 = \mu_2$)

F. Significances of The Research

This research is expected to be useful at least in three domains, they are for the science of education, for teachers and for future researchers. The following illustration describes the significance for these parties.

1. This research will give contribution and enrich the science of language education in general and specifically in writing descriptive paragraph.
2. This research is useful for teachers as source of teaching.They can get learning materials to be presented in the classrooms of teaching writing skill. Besides, they can use the guidance of guided writing strategy presented in this research as reference in increasing and developing the process and the result of students writing skill especially descriptive writing.
3. This research uses the future researchers as reference and standing point for studying the other subjects in the field of language teaching. By reading this research, they will be able to identify other subjects to investigate which is the continuity of this research.

G. Definition of The Operational Variables

1. Guided writing

   Guided writing is a strategy that gives students the opportunity to review and develop their writing skill in a small-group setting and then to applythe skill through independent writing.[1]

2. Writing descriptive paragraph ability

   Writing descriptive paragraph ability isdescribing an object with using written text. It can be concrete object like person, things, and animals or abstract object like feeling, sadness, and happiness.

H. Outline of The Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In chapter one, it is consist of background of the problem, identification of the problem, formulation of the problem, limitation of the problems, purpose of the research, significances of the research, and definition of the operational variables.

In chapter two, it is consist of the theoretical description, related findings, conceptual framework, and hypothesis.

In chapter three, it is consist of research methodology and in research methodology consist of research design, population and sample, instrument of

[1]Ontario, Educational, *A Guide to Effective Instruction in Writing* (New York: The Ontario Ministry of Education, 2005), p. 5. 3.

research, the techniques of data collection and the last the techniques of data analysis and outline of the thesis.

In chapter four, it is research finding talking about the analysis of data. This chapter consists of description data of pre-test, description data of post-test, data analysis, discussion and threats of the research.

Finally, in chapter five consist of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Guided writing

a. Background of guided writing

Guided writing is one of the strategies that are used in teaching writing. It can increase students' writing achievement, with students guided in small group according to their ability.

> Guided writing follows on from shared writing with children being grouped according to ability and need. It was originally introduced as a key teaching routine by NLS, the way in which guided writing was to be used was tightly prescribed(ability groups working with the teacher for set amounts of time each week). The guided group would be the teacher's focus group within the literacy session. Typically, guided writing would follow up, and take further, work undertaken in shared writing sessions.[3]

Similar with the explanation above,

> Guided writing also is one of the five key instructional approaches inan effective writing program like,modeled writing, shared writing, interactive writing, and independent writing.These approaches enable theteacher to scaffold student learning by modeling writing strategies, modeling the thinking process through think-aloud,sharing writing experiences with students,coaching and guiding students in theirapplication of strategies, and providingstudents with opportunities to writeindependently. When teaching modeled, shared, interactive,guided, and independent writinglessons, the teacher embeds

[3]Judith Graham and Alison Kelly, *Writing Under Control* (London: Routledge Taylor and Frances Group, 2009), p. 75.

> a varietyof planned opportunities for students todevelop their oral language and effectivewriting skills.[4]

Therefore, it concludes that guided writing is strategy that follows from shared writing with children work in small group. Guided writing is also one of five key instructional approaches in effective writing program. With guided writing, the teacher can give modeling writing strategies to develop students' writing skill. Teaching writing with guided writing strategy also can give a variety of planned opportunities for students todevelop their oral language and effectivewriting skills.

b. Definition and concept of guided writing

1) Definition of guided writing

Guided writing is a strategy that gives students the opportunity to reviewand developtheir writing skill in a small-group setting and then to applytheir skill through independent writing. The group of guided writing comes together for the purpose of learning or practicing writing skill. Guided writing also suitable to certain area subjects such as science and technology, for example, to show students how to use precise, descriptive language when reporting on an experiment.[5] It means guided writing can explore the students' writing achievement

[4]Ontario, Educational, *Op. Cit.*, p. 1. 22.
[5]*Ibid*., p. 5. 3.

with working in small group and not only in English subject, but in specific subject, such as science and technology.

Other definition about guided writing is an important component of a balanced writing curriculum, givingextra supportedstep towards independent writing. It contributes to the teaching sequence as exemplified in the Primary Framework. Through guided writing, children are supported during the different stages and work in a group of the writing process.[6]

According to KasihaniK.E.Suyanto, Guided writing can be discourse or short dialogue with some word that omitted. This activity can be done with dictating a portion of sentence and students order to fill the sentence with their own words.[7]

Example:

a) I like… , and …

b) I don't like …

c) I hate … but I love …

[6]Primary, National Strategy, *Improving Writing with a Focus on Guided Writing* (Norwich: Departement for Children, Schools, and Families, 2007), p. 6.

[7]KasihaniK.E.Suyanto, *English for Young Learners* (Jakarta: BumiAksara, 2008), p. 70.

Other example of guided writing is:[8]

Questions paragraph:

Are foreign students exceedingly busy persons? Do they study at least five and a half days a week? Are weekends a little different? Do even the busiest students try to spend a few hours with their friends Saturday evening or Saturday afternoon? When such friends meet, do they often relax over a quiet meal?

Students' paragraph:

Foreign students are exceedingly busy persons. They study at least five and a half days a week. Weekends are a little different. Even the busiest students try to spend a few hours with their friends Saturday evening or Sunday afternoon. When such friends meet, they often relax over a quiet meal.

2) Characteristics of guided writing

Guided writing has some characteristics, they are:[9]

a) The students divided in to small group. The group consist of three up to six children, focusing on an aspect of writing, the teacher has identified through marking or oral 'in flight' assessment, during the preceding few days. Guided writing is assessment led.

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[8]Louis Robinson,*Guided Writing and Free Writing*(New York: Harper and Row Publisher, 1975), p. 5.

[9]http://www.google.com/www.literacytrust.org.Transforming_Writing_11.pdf.Accessed On May 24, 2014 Retrieved on 08.15 AM.

b) Guided writing allows the teacher to focus on the children'sprogress during the writing process itself.

c) Groups are composed of children who have a common need.

d) Children are given instant feedback about their understanding of writingprocesses.

e) Children may or may not produce any new writing during the discussion.

c. Principle of guided writing

The theoretical principles underpinning guided learning are consistent with informing teaching and learning across the strategy. They can be summarized as follows:[10]

1) Learning is a social activity in which talk is fundamental.

2) Knowledge is all together constructed and achieved.

3) Provides support and focus through a gradual shifting ofresponsibility and control to the students.

4) Metacognition, consciously focusing on and reviewing learning strategies and progress, is integral to learning.

5) Language, thinking and learning are interrelated.

6) Motivation and the disposition to learn are important parts of learning.

[10]Primary, National Strategy, *Pedagogy and Practice: Teaching and Learning in Secondary Schools* (Norwich: Departmen for Education and Skills, 2004), p. 15.

7) Learning is structured into distinct episodes that follow a clear sequence that increases in cognitive demand.
8) Teaching is designed to outpace rather than follow development.
9) Teaching and learning are interactive, being part of a structured, focuseddialogue between teacher and students and amongst pupils themselves.

d. Goals and objective of guided writing

Guided writing has some objectives, they are:[11]

1) Enables the teacher to tailor the teaching to the needs of the group;
2) Facilitates the teaching and learning of individual children. Although guided writing is a groupactivity focused on the needs of the group, the teacher is able to observe and respond to theneeds of individuals within the group;
3) Provides the teacher with the opportunity to extend and challenge more-able groups ofchildren;
4) Encourages the children to be active participants in discussions about writing;
5) Builds confidence – the group are all grappling with the same issues;
6) Allows the teacher to give immediate feedback on success and the opportunity to discussfurther areas for improvement.

[11]Primary, National Strategy, *Loc. Cit.*

e. Procedure of guided writing

Procedure of guided writing, are:[12]

1) Before writing

The teacher has:

a) Identified that "helping the group explore effective story beginnings" is the focus of the lesson;

b) Decided group composition;

c) Planned the lesson;

d) Collected examples of effective story beginnings

The teacher reminds the students that they have been looking at how other writers develop plot by using effective beginnings to their stories through read-aloud, modeled, and shared writing.

An effective introduction should:

a) Make something interesting happen to grab the reader's interest (what)

b) Describe the setting for the story (where and when)

c) Introduce the main characters (who)

d) Suggest what the main characters are like.

[12]Ontario, Educational, *Op. Cit.*, p. 5.7.

The teacher:

a) Read the first few paragraphs of a story that has a particularly effective beginning;

b) Discusses with the students why the beginning was effective. The teacher makes jot notes on the board as the students contribute ideas. These might include: makes something interesting happen to grab the reader's interest, sets the scene for the story, introduces the main characters, and tells what the main characters are like. (Note: a chart of features of effective beginnings of stories may have been created during the modeled and shared writing lessons on this topic. If so, the notes the teacher makes can be minimal, and the chart can be used for reference.);

c) Reads another one or two beginnings of stories until several features of effective beginningsof stories have been recorded;

d) Asks the students to think of a story topic. The teacher invites one student to share a topicwith the group. The teacher and students discuss what might be a good beginning for a storywith that topic and has the students dictate a few sentences while the teacher records. Thestudents refer to the chart of effective features of story beginnings to see if this beginningmeets the criteria.

2) During writing

The teacher:

a) Tells the students that they are to think about the topic they chose previously and think abouthow a story with that topic might begin;

b) Invites students to begin writing a beginning or revising one of their previously written stories,while the teacher supports individual students in the group;

c) Invites students to share their ideas with a partner.

3) After writing

a) The teacher brings the group together to share their story beginnings and discuss theeffectiveness of each.

b) If time permits, the students could complete their stories, or their story beginnings couldbe placed in their writing folders to be used later during a writing workshop.

f. Implementation of guided writing

Implementation of guided writing, are:[13]

1) Implement guided writing during a whole-class lesson.

a) Meet with table groups. Rotate to tables as students work on their individualpieces. Have each student at the table read his or her piecealoud. Ask the other group members to pay compliments and offersuggestions.

[13]Lori D. Oczkus, *Guided Writing* (United States of America:Heinemann, 2007), p. 75.

b) Invite one of the students in each table group to read her or his piece and tell what else she or he is going to write. Have the other group members write a suggested next line or word the writer could use. (The suggestions might be written on a sticky note or sentence strip to give to the writer.)

2) Implement guided writing with a temporary specific-needs group. Meet with a differentgroup every Monday (or Tuesday). (Most teachers use weekend webs andjournals only once a week.)

3) Implement guided writing with an intervention group. Group the struggling writers who need extra help and meet with them briefly to help them get started at the beginning of the session or review their work at the end of the session. You might invite one or two of the class' stronger writers to serve as models and may need to show more examples. These students may need to illustrate their entries before writing.

4) Assess student progress. Can students work independently or do they needto continue to meet in a group to finish their work?

2. Writing

a. Definition and concept of writing

Writing is already, always and will continue to be an important part of your everyday life. The writing you do can be something that simple such as jotting down a phone message or writing yourself a quick reminder or as complex such as making discourse, developing a research paper on a historical event or preparing a science lab report.[14] It means our life cannot be separated from writing, such as write a message by phone, reminder of birthday, and so on.

Writing is written language. It is the skill of a writer to communicate information to a reader or group of the readers. He or his skill is also realized by his or her ability to apply the rules of the language s/he is writing to transfer the information s/he has in her or his mind to her or his reader(s) effectively. The ability s/he has includes all the correct grammatical aspects of the language s/he is writing, the types of the information s/he is transferring, and the rhetoric's s/he is conducting in a communicative event too.[15] In other word, writing is productive skill to communicate and transfer information with other people by written language.

According to Ontario Education, Writing is a powerful instrument for students to express theirthoughts, feelings, and judgments about what they have read, seen,or experienced by written language. As students

[14]Joyce AmstrongCarrol, Edward E. Wilson, and Gary Forlini, *Writing and Grammar Communication in Action* (United States of America:Printice Hall, 2001), p. 2.

[15]SanggamSiahaan, *The English Paragraph*(Yogyakarta:Graha Ilmu,2008), p. 2.

continue to develop an understanding of the writing process; the elements of writing; text forms, genres, and formats; and technology, they are able to express themselves more confidently and effectively.[16] It means writing can be used to express anything that students happen in their life. It can be sadness or happiness.

According to David Nunan, writing can be defined by series of contrasts:[17]

1) It is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements, paragraphs, and discourse that will be clear to a reader.
2) Its purpose is to both express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing-a shopping list, a message, a letter, notes from a meeting, a scholarly article, a novel, or poetry are only a few of the choices.

[16]Ontario, Educational, *Op. Cit.*, p. 1.3.
[17]David Nunan, *Practical English Language Teaching*(Singapore:McGraw Hill, 2003), p. 88.

Each of these types of writing has a different level of complexity, depending on its purpose.

3) It is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product-an essay, discourse, poetry, letter, story, or research report.

b. Kinds of writing

There are many kinds of writing. The various kinds can be grouped into modes, a word that refers to the central purpose of a piece of writing. Writing can also be divided into two broader categories: reflexive and extensive, based on the source of inspiration and audience for a piece of writing. When you write reflexively, you chose what to write, what formal to use, and whether to share your writing with others. Reflexive writing-such as a journal entry, a personal essay, or a list-is writing you do for yourself. Extensive writing, which focuses on topics outside of your imagination and experience, is writing that you do for others. Example of extensive writing includes research papers, persuasive essays, and book and theater reviews.[18] It concludes that reflexive writing can share to other people or not. Whereas extensive writing, you must share with other people and write something fact.

[18]Joyce AmstrongCarrol, Edward E. Wilson, and Gary Forlini, *Op. cit.*, 14.

According to Michael O'Malley and Lorraine Valdez Pierce, kinds of writing, are:[19]

1) Expository or informative writing to share knowledge and give information, directions, or ideas to the readers. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, developing new ideas or relationships. This kind of writing could include a biography about a well-known person or someone from the writer's life. The writer can rely on existing knowledge or new sources of information and can cover a range of thinking skills from simple recall to analysis and synthesis. Informative writing helps writers integrate new ideas and examine existing knowledge.
2) Expressive/narrative writing is a personal or imaginative expression in which the writer produces stories, novel, or essays. This kind of writing is often based on observations of people, objects, and places and may include creative speculations and interpretations. It may include an autobiographical incident or a reflection in which a writer describes an occurrence in her or his own life. This kind of writing is often used for entertainment, pleasure, and discovery or, simply, as "fun" writing and can include poems and short plays.

[19]Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company, 1996), p. 137.

3) Persuasive in writing, writers attempt to influence others and initiate action or change. This type of writing is often based on background information, facts, and examples the writer uses to support the view expressed. Writers use higher- level cognitive skills in this kind of writing, such as analysis and evaluation, to argue a particular point of view in a convincing way. This type of writing might include evaluation of a book, a movie, a consumer product, or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view.

c. Level of achievement in writing

Level of achievement in writing consists of appropriate and strong achievement, they are:[20]

Table 1
Level of Achievement in Writing

Appropriate Achievement	Strong Achievement
Students can: 1. Generate ideas from peer and class discussions, topic lists/personalinterests, and models (e.g., books, class charts, student samples). 2. Use drawings, and graphic organizers (with teacher support), to planand organize writing.	Students demonstrating strongachievement apply strategies andexhibit behaviors at theappropriate level in an increasinglyindependent manner, and 1. Attend to organization and include more details

[20]Regional Department of Education Literacy Committees, *Reading and Writing Achievement Standard* (Canada: New Nouveau Brunswick, 2008), p. 33.

3. Reread while drafting to monitor word sequence, and to check for meaning. 4. Use writing tools such as a word wall, environmental print, and simpledictionaries. 5. Use sound/symbol knowledge, word structures (ed, s, ing endings), familiar onset and rimes and word chunks to write unknown words. 6. Revise some pieces of writing, with teacher direction and support, by adding details or changing words. 7. edit a piece of writing, with teacher-support, using a simple editingchecklist (e.g., capitals, periods, spelling). 8. Present writing orally and/or in simple published forms.	whenplanning and organizing writing. 2. Choose language that showsan awareness of audience (i.e., writing with the reader's reactionin mind). 3. Apply a well-establishedknowledge of sound/symbol,word structures, onset and rime,and word chunks to writeunknown words with fluency.

d. Evaluation of writing

Evaluation of writing is writing task. The task must be specifying the amount of time students will have to complete the writing. Component assessments in writing task are:

1) Composing

   Composing includes to central ideas with an organized and elaborated text.

2) Style

   Style includes chosen vocabulary, sentence variety, information, and voice to affect reader.

3) Sentence formation

   Sentence formation includes to modifiers and transitions

4) Usage

   Usage includes inflection (e.g., plurals, possessives,-ed,-ing with verbs, and –ly with adverbs), subject-verb agreement (we were vs we was), and standard word meaning.

5) Mechanics

   Mechanics includes to use of capitalization, punctuation, spelling, and formatting (paragraphs noted by indenting).

3. Descriptive Paragraph

a. Definition and concept of descriptive paragraph

1) Definition of descriptive paragraph

Description is a written English text in which the writer describes an object, something or other. In this text, the object can be a concrete or abstract object. Concrete object can be a person, an animal, a tree, a house, camping, or places. Abstract object can be feeling, opinion, and so on. Description is a text containing two components i.e., identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object.[21]

Other definition about descriptive paragraph is a paragraph in which a writer tries to picture out an object with written language to his readers. The object can be anything. It can be a concrete object such as a person, or an animal, or a plan, or a car etc. It can also be an abstract object such as an opinion, or idea, or love, or hate, or belief, etc. In this case as a product of writing, the text functions to reflect what is being described to the readers.[22]

[21]SanggamSiahaan and KisnoShinoda, *Loc. Cit.*
[22]SanggamSiahaan, *The English Paragraph* (Yogyakarta:GrahaIlmu, 2008), p. 119.

According to George E. Wishon and Julia M. Burks, description gives sense impressions-the feel, sound, taste, smell, feeling, and look of things. Emotions may be described too-feelings such as happiness, fear, loneliness, gloom, sadness, and joy. Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion by written language.[23]

Other definition about descriptive paragraph, Description describes someone, something, places, and animals with writer word in written language.Description text highlights person/things/places/animals clearly, detail and can visualized. It also describes the characteristics of the object.[24]

According to definition of descriptive paragraph above, it can be concluded that descriptive paragraph is paragraph that describe anything. It can describe something concrete or abstract. Concrete objects like person, animals, and things. Abstract objects like sadness and happiness.

[23]George E. Wishon and Julia M. Burks, *Let's Write English* (United States of America:Litton Educational Publishing International, 1980), p. 128

[24]OtongSetiawanDjuharie, *Genre Dilengkapi 700 SoalUjiPemahaman*(Bandung:CV YramaWidya, 2007), p. 24.

2) Characteristics of descriptive paragraph

Descriptive paragraph has characteristics, like generic structure and grammatical features. Generic structure of descriptive paragraph, are:[25]

a) Identification: Identifies phenomenon or object to be described.

b) Description: describes parts, qualities, characteristics.

Dominant grammatical aspect, are:[26]

a) Focus on specific participants

b) Use of attributive and identifying processes

c) Frequent use of epithets and classifiers in nominal groups

d) Use of simple present tense

e) Conjunction

Good descriptions usually have three important qualities. They are:[27]

a) Dominant impression

The first sentence or even the first words of a description may establish the dominant impression. Succeeding sentences will then reinforce and expand it by supplying further information and filling in details. In order words, the sentence, which establishes the dominant impression usually, serves as the topic sentence of the paragraph.

[25]SanggamSiahaan and KisnoShinoda, *Loc. Cit.*
[26]*Ibid.,*
[27]George E. Wishon and Julia M. Burks, *Loc. Cit.*

b) Mood

A mood is feeling that goes beyond measurable physical appearances. Feelings and emotions such as joy, happiness, fear, and anxiety evoke or create moods.

c) Logical Development

A good piece of descriptive writing has some logical plan of development. The writers try to give a picture or impression of a person, place, or thing; but, unlike the photographer or the painter, who has chemicals or pigments to work with, the writer has only words to use. Therefore, to be effective, written descriptions should have an efficient, sensible, carefully thought-out, logical plan. The writer must have a vantage point from which he/she views what is being described. The writer proceeds from that vantage point step by step. The writer may begin with a dominant impression, proceed to specific details, and conclude with a dominant impression.

Example of descriptive paragraph:

My friend Fine Eirene, is a beautiful girl. She is about 1.7 meter and her complexion is cream. In addition to that, she has a long black hair and a pointed nose. Her two long and strong legs tenderly support more

over her slim body with her two nice hands. Everybody who has met her will say that she is the apple of his eyes.

Generic structure:

Identification: My friend Fine Eirene.

Description : Fine Eirene is a beautiful girl. She is about 1.7 meter and her complexion is cream. She has a long black hair and a pointed nose. Her two long and strong legs tenderly support more over her slim body with her two nice hands. Everybody who has met her will say that she is the apple of his eyes.

Grammatical aspect:

Specific participant : Fine Eirene

Use of simple present : is, met, has.

Use of conjunction : and

b. Kinds of descriptive paragraph

Kinds of description are:[28]

1) Description of a person, place, or thing.

Description of person, place, or thing contains sensory details that bring to life actual people, places, and things. It describes all of the characteristics of the object.

2) Observations.

Observations describe an event the writer has witnessed. Often, the event takes place over an extended period.

3) Travel brochures.

Travel brochure contains information as well as persuasive language to encourage tourism.

4) Character sketches.

Character sketches describe fictional characters-their appearances, personalities, hopes, and dreams.

c. Function of descriptive paragraph

As the definition of descriptive paragraph, descriptive paragraph describes anything. Therefore, the function of descriptive paragraph to gives description about an object, concrete object or abstract object.

[28]Joyce Amstrong Carroll, Edward E.Wilson, and Garry Forlini, *Op. Cit.*, p. 101.

B. Related Findings

There are related finding to this research.The first, research by YF Lan. His thesis was about "Effects of Guided Writing Strategies on Students' Writing Attitudes Based on Media Richness Theory". He found that guided writing strategy could help learners to have better writing attitudes in terms of motivation, enjoyment and anxiety.[29]

The second, research by Handayani. Her thesis was about "The Effect of Guided Writing Strategy andStudents' Achievement Motivation on Students' Writing Competency". She found that theimplementation of guided writing strategywas more effective than conventionalwriting strategy to make the students havebetter competency in writing of simplewritten essays in the forms of descriptive,narrative and news item in English class.[30]

In this this research, the researcher just research about the effect of guided writing on students' writing descriptive paragraph ability at grade VII SMP N 5 Padangsidimpuan.The researcher wants to know thecausal-effect relationship between guided writing to students' writing descriptive paragraph.

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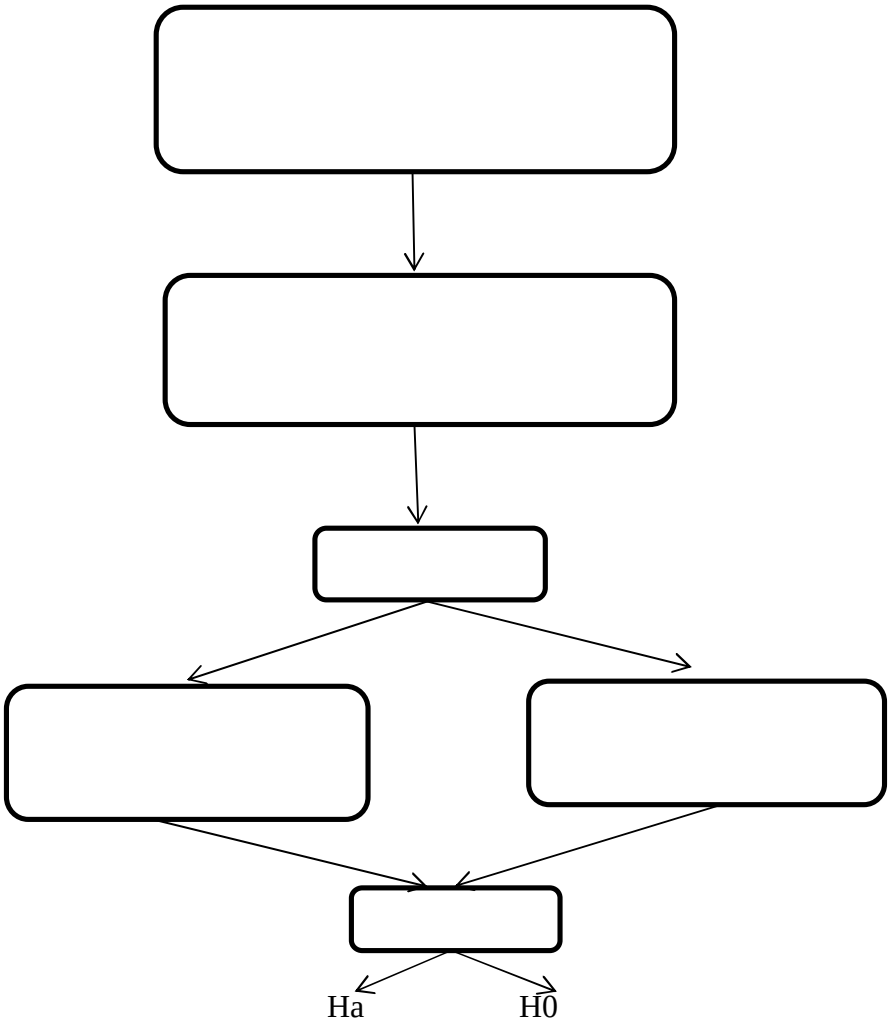
[29]YF Lan, *Effects of Guided Writing Strategies on Students' Writing Attitudes Based on Media Richness Theory*(Taiwan: National Formosa University, 2011), p. 14.

[30]Handayani, *The Effect of Guided Writing Strategy and Students' Achievement Motivation on Students' Writing Competency* (UniversitasPendidikanGanesha, 2013), p. 10.

C. Conceptual Framework



The researcher found the problems thatstudents' writing result is low, lack of writing motivation, and poor vocabulary.Therefore, in this researchresearcher usesguidedwritingstrategyto solve the problems.Before doing guided writing, researcher will give pre-test to control and experimental class. After that, researcher will teach descriptive paragraph with guided writing to experimental class, and the English teacher with conventional strategy to control class. Then,

researcher will give post-test to both of class, experimental and control class. The last, researcher will compare the writing result of pre-test and post-test between experimental and control class.

D. Hypotheses

In accordance with the formulation and limitation of the problem above and in order to provide guidance for this research which specifies the correct processing, acquiring and analyzing of the data, it needs to formulate hypothesis. Thus, hypotheses of this research are as follows:

2. Students' writing descriptive paragraph achievement in class with guided writing strategy is significantly better than the conventional strategy (Ha).

   $\mu_{1} > \mu_{2}$

3. Students' writing descriptive paragraph achievement in class with guided writing strategy is not significantly better than the conventional strategy (H0).

   $\mu_{1} = \mu_{2}$

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule of the Research

The location of the research is at SMP Negeri 5 Padangsidimpuan. The school is located on JL. Perintis Kemerdekaan No. 56 Padangsidimpuan. The process of research had been done from May 2014 up to June 2014.

B. Research Design

In this research, experimental research isapplied. Experimental research is a kind of quantitative research. Experimental research is the only type of research that can test hypothesis to establish cause - effect relationship. In experimental research, the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect of one or more dependents variables. In experimental research, independent variable is called the treatment, causal, or experimental variable, is the treatment or characteristic believe to make a difference, such as teaching strategy, method of instruction, type of reinforcement, arrangement of learning environment, type of learning materials, and length of treatment. Whereas dependent variable is called the

criterion, effect or outcome variable, shows the result of the study, the change or difference in groups that occurs as a result of the independent variable.[31]

Other definition of experimental research is the research to know the causal effect relationships between one or more of experiment class that given treatment or one or more comparative class that is not given the treatment.[32] Experimental research also compares the result of experimental class and control class.

Relevant with definition and characteristics of experimental research above, this research is aimed to examine the causal-effect relationship between guided writing strategy treatments with students' writing descriptive paragraph. Experimental classroomemploy guided writing strategy, on the other hand the control classroom used conventional strategy. Before doing the learning process, both of class experiment and control were given pre-test in order to acquire the data, which present the ability and range of score among students.The result of this test will be used as reference to explore the degree of improvement of each student before and after the process of learning. The design is presented as follows:

[31]L.R.Gay and Peter Airasian, *Educational Research*:*Competencies for Analysis and Application* (USA:Printice Hall, 2000), p. 367.

[32]SuharsimiArikunto, *ManajemenPenelitian* (Jakarta: RinekaCipta, 2003), p. 272.

Tabel 2

Research Design

Teaching of writing (μ)	**Writing Descriptive Paragraph Ability (Y)**	**Hypotheses**
Experimental Class with the Use of guided writingStrategy(μ_1)	$X_1 y$	$\mu_1 y > \mu_2 y$
Control Class without the Use Of guided writingStrategy(μ_2)	$X_2 y$	

In which:

$\mu_1 y$ = students' writing descriptive paragraph in class with guided writing strategy.

$\mu_2 y$ = students' writing descriptive paragraph in class without guided writing strategy (conventional strategy).

After the process of teaching writing descriptive paragraph, both of class experiment and conventional strategy was given post-test. The result of the test is used to differentiate of writing descriptive paragraph achievement with and without guided writing strategy was significant or not.

C. Population and Sample

1. Population

In doing a research, the researcher needs population. Population is whole subject of the research.[33]Population of this research is grade VII students at SMP N 5 Padangsidimpuan academic year 2013/2014, presented as follows:

Table 3

Grade VII students at SMPN5 Padangsidimpuan

Academic Year 2013/2014

No	Classroom	Male	Female	Amount
1.	VII.1	14	12	26
2.	VII.2	12	14	26
3.	VII.3	13	13	26
4.	VII.4	12	14	26
5.	VII.5	11	14	25
6.	VII.6	14	12	26
7.	VII.7	14	12	26
8.	VII.8	14	12	26

[33]SuharsimiArikunto, *ProsedurePenelitianSuatuPendekatanPraktik,(*Jakarta:PTRinekaCipta, 2006), p. 130.

9.	VII.9	14	12	26
10.	VII.10	12	15	27
11.	VII.11	12	14	26
12.	VII.12	14	14	28
Total Number		156	158	314

Source: School Administration Data of SMPN5Padangsidimpuan

2. Sample

Sample is part of population. In addition, sample is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. A sample comprises the individuals, items, or events selected from a larger group referred to as a population. The purpose of sampling is to gain and to know information about the population by using the sample.[34]

In this research, the researcher usedrandom sampling. Before used random sampling, the researcher used normality and homogeneity test to get sample that have similar competence. The researcher gave pre-test to three classes of the population. After that, the researcher chosen two classes that have similar competence in writing as a sample.

[34]L.R.Gay and Peter Airasian**,** *Op. Cit*., p.121**.**

To determine appropriate sample was tasted by normality and homogeneity test, as follow:

a. Normality test

Normality test is usedto know whether the data of research is normal or not. The researcher usednormality test with using Chi-Quadrate formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2=Chi-Quadrate

f_o=Frequency is gotten from the sample/result of observation (questioner)

f_h=Frequency is gotten from the sample as image from frequency is hoped from the population[35]

To calculate the result of Chi- Quadrate, it was used significant level 5%(0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). If result $x^2_{count} < x^2_{table}$. So, it can be concluded that data is distributed by normal.

[35]Mardalis, *MetodePenelitian: SuatuPendekatan Proposal*(Jakarta: BumiAksara, 2003), p. 85.

From the calculation of normality test, the researcher found that:

1. VII 1 = x^2_{count} = 0, 49, x^2_{table}= 7,815.

   x^2_{count}< x^2_{table} (0, 49 <7,815). It means VII 1 is normal.

2. VII 2 = x^2_{count} = 0, 18, x^2_{table} = 11,070.

   x^2_{count}< x^2_{table} (0,18 <11,070). It means VII 2 is normal.

3. VII 3 = x^2_{count} = 27,87, x^2_{table} = 7.815

   x^2_{count}> x^2_{table} (27,87>7.815). It means VII 3 is not normal.

a. Homogeneity test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If the both of classes are same, it is can be called homogeneous. To test it, researcher uses Harley test, as follow:[36]

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

From the calculation of homogeneity test, the researcher found that:

1. VII 1 and VII 3 = F_{count} = 1,10, F_{table} = 1,706

   F_{count}<F_{table}(1,10< 1,706). It means that VII 1 and VII 3 ishomogenous.

[36]AgusIrianto, *StatistikKonsepDasardanAplikasinya*,(Padang: UniversitasNegeriPadang,2003),p.276.

2. VII 1 and VII 2 = F_{count} = 1,009, F_{table} = 1,706.

   $F_{count}<F_{table}$(1,009< 1,706). It means that VII 1 and VII 2 ishomogenous.

3. VII 2 and VII 3 = F_{count} = 1,11, F_{table} = 1,706.

   $F_{count}<F_{table}$(1,11 < 1,706). It means that VII 2 and VII 3 is homogenous.

Therefore, by using normality and homogeneity test, the researcher found that VII 1 and VII 2 classes were homogenous and normal. Therefore, it concluded that the sample is VII 1 and VII 2 classes.

D. Instrumentation

In this research, the researcher used test as an instrument. Test has three kinds like aptitude test (test is used to know talent of the sample), attitude test (test is used to know attitude of the sample), and achievement test (test is used to know performance of the sample).[37]Therefore, the researcher used achievement test. Essay test was applied.

There are two crucial components to concern in analyzing the test:

1. Validity instrument

[37]SuharsimiArikunto,*ManajemenPenelitian,Op. Cit.*, p. 223.

Validity is a standard that show the level of validity or legally of instrument.[38] In this research, the writer used content validity to establish validity of the instrument. Content validity can be done with compare between content of item and matter of lesson. In this research, the writer uses writing descriptive paragraph test as the starting point of making the test. To analyze the test comprehensively, the writer used basic question, like: Do items of the test measure what is supposed to measure? In this research, the test function measures the students' writing descriptive paragraph. Besides compare the content of the test, the test also have instrument of assessment, so the test is valid. Therefore, the test isstandardized.

2. Reliability instrument

The instrument is said reliable when the instrument believable to use as an instrument of collecting data because the instrument is good. In this research, the writer used standardized test with compare the item of the test with supposed to measure and because of the test have instrument of assessment, so the test has standardized. With the result that, test is supposed reliable.

E. Technique of Data Collection

[38]SuharsimiArikunto, *ProsedurPenelitian, Op. Cit.*, p. 169.

In collecting data, the research conducts twice of test for these classes. They were pre-test and post-test like the table below:

Table 4

Table of the design of collecting data

Class	Pre test	Treatment	Post test
Experiment class	✓	✓	✓
Control class	✓	×	✓

The process of testing is explained as follow:

1. Pre-test

   Before doing the treatment, the researcher gave pre-test to all of the population. The pre-test was conducted to find out the homogeneity of the sample. The function of the pre-test was to find the mean scores of the experimental class and conventional class before the researcher gave treatment. In this case, the writer hoped that the whole students' writing descriptive paragraph ability are same, or if there was a difference between those class, the difference was hopefully not significant.

2. Post-test

After giving treatment, the researcher conducted a post-test, which the same test with the pre-test, and has been conducted in the previous of the research. This post-test was the final test in the research, especially measuring the treatment, whether was significant or not. After conducting the post-test, the researcher analyzed the data andthe writer found out the effect of using guided writing strategy in the experimental class.

F. Technique of Data Analysis

The analysis of data was done to find out the ability of the two classes that have been divided in to experimental and control class. In this research, the researcher used technique of data analysis as follow:

1. Requirement test

   a. Normality test

      Normality test is usedto know whether the data of research is normal or not. The researcher uses normality test with using Chi-Quadrate formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

      Where:

      x2=Chi-Quadrate

      fo =Frequency is gotten from the sample/result of observation (questioner)

fh = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi- Quadrate, it was used significant level 5%(0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). The result must be $x^2_{count} < x^2_{table}$. So, it can be concluded that data is distributed by normal.

b. Homogeneity test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If the both of classes are same, it is can be called homogeneous. To test it, researcher used Harley test, as follow:[39]

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

2. Hypotheses test

[39]AgusIrianto, *StatistikKonsepDasardanAplikasinya*,(Padang: UniversitasNegeri Padang,2003),p.276.

In this research, data analysis used to test hypotheses by using t-test, as follow:[40]

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

In which:

$\overline{X}_1$ = reading score average of experimental class

$\overline{X}_2$ = reading score average of control class

n_1= number of population in experimental class

n_2 = number of population in control class

[40]Mardalis, *Op. Cit.*, p. 219.

CHAPTER IV

DATA ANALYSIS

A. Description Data of Pre-Test (Before Treatment)

The pre-test scores obtained before teaching in experimental class and control class is as follows:

1. Experimental Class

The score of pre- test in experimental class before teaching is as follow:

Table 5
The Score of Pre- Test in Experimental Class

Mean	61,44
Median	75,5
Modus	63,5
The lowest score	40
The highest score	77

Based on the table above, the mean of the score in experimental class was 61,44, modus was 63,5, and median was 75,5. The writer got the highest score was 77, and the lowest score was 40. Next, the calculation of how to get it can be seen in the appendix 8.

Table 6

The frequency distribution of students' score in experimental class

No.	Interval	Frequency	Percentages
1.	40 – 45	3	11,53 %
2.	46 – 51	2	7,69 %
3.	52 – 57	3	11,53 %
4.	58 – 63	5	19,23 %
5.	64 -69	5	19,23 %
6.	70 – 75	6	23,07 %
7.	76 – 82	2	7,69 %
Total		26	100 %

Distributing the data of experimental class in pre-testcan be described to histogram, as follow:

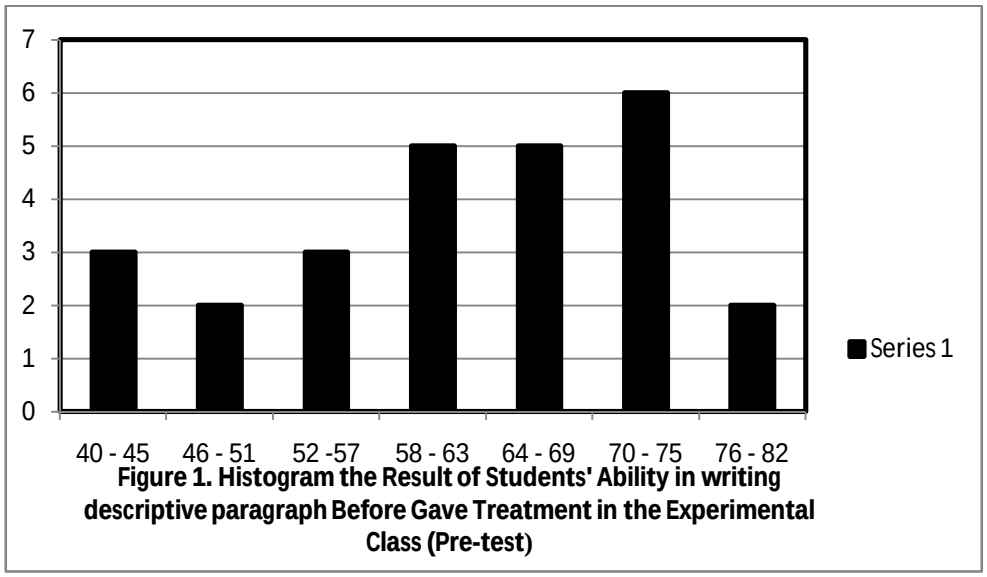


Figure 1. Histogram the Result of Students' Ability in writing descriptive paragraph Before Gave Treatment in the Experimental Class (Pre-test)

2. Control Class

The score of pre- test in control class before treatment is as follow:

Table 7
The Score of Pre-Test in Control Class

Mean	70,38
Median	72,74
Modus	74,5
The lowest score	30
The highest score	75

Based on the table above, the mean of the score in control class was 70,38, modus was 74,5, and median was 72,74. The writer got the highest score was 75, and the lowest score was 30. Next, the calculation of how to get it can be seen in the appendix 8.

.Table 8
The frequency distribution of students' score in control class

No.	Interval	Frequency	Percentages
1.	30 - 37	1	3,84 %
2.	38 - 45	2	7,69 %
3.	46 - 53	3	11,53 %
4.	54 - 62	3	11,53 %
5.	63 -70	14	53,84 %
6.	71 - 78	3	11,53 %
Total		26	100 %

Distributing the data of control class in pre-test can be described to histogram, as follow:

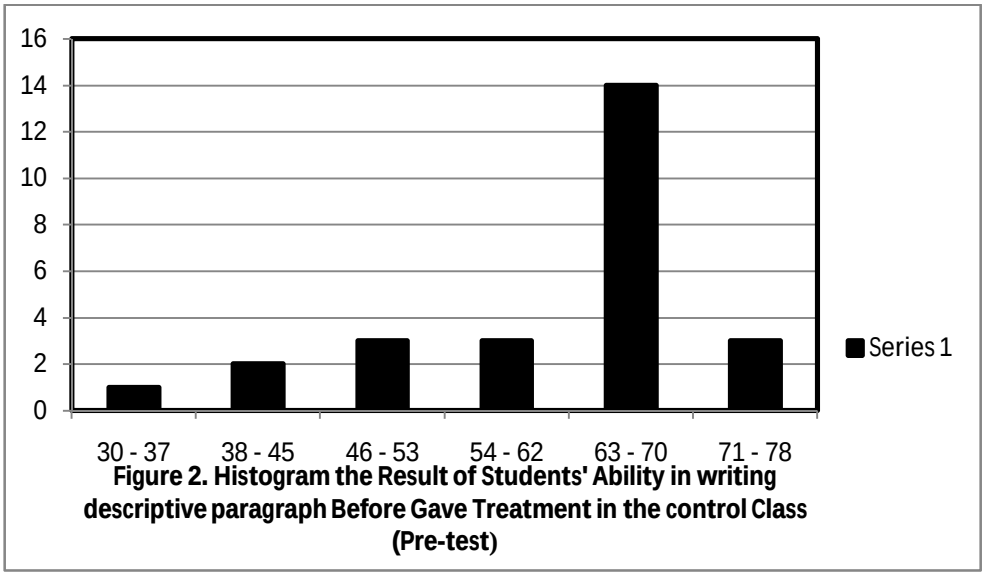


Figure 2. Histogram the Result of Students' Ability in writing descriptive paragraph Before Gave Treatment in the control Class (Pre-test)

From the table above, the writer concluded that the students' ability before treatment was enough. It was improved by the means score of experimental class was 61,44and control class was70.38

B. Description Data of Post-Test (After Treatment)

The post-test scores obtained aftertreatment in experimental class and control class is as follows:

1. Experimental Class

   The score of post- test in experimental class aftertreatment is as follow:

Table 9
The Score of Post- Test in Experimental Class

Mean	75,15
Median	76,32
Modus	77,4
The lowest score	60
The highest score	85

Based on the table above, the mean of the score in experimental class was 75,15, modus was 77,4 and median was 76,32. The writer got the highest score was 85, and the lowest score was 60. Next the calculation of how to get it can be seen in the appendix 13. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follow:

Table 10

The frequency distribution of students' score in experimental class

No.	Interval	Frequency	Percentages
1.	60 - 63	2	7,69 %
2.	64 - 67	1	3,84 %
3.	68 - 71	9	34,61 %

4.	72 - 75	3	11,53 %
5.	76 -79	7	26,92 %
6.	80 – 83	3	11,53 %
7.	84 - 87	1	3,84
Total		26	100 %

Distributing the data of experimental class in post-test can be described to histogram, as follow:

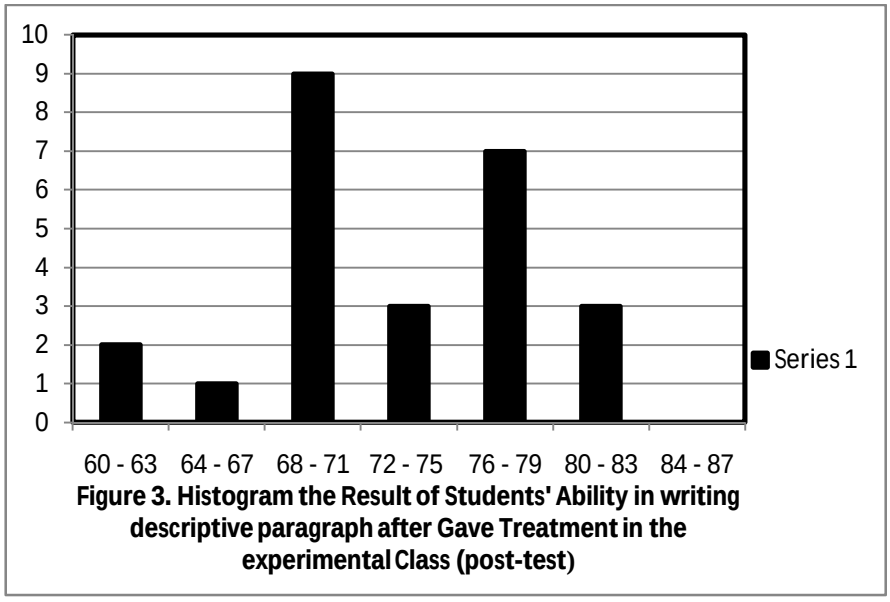


Figure 3. Histogram the Result of Students' Ability in writing descriptive paragraph after Gave Treatment in the experimental Class (post-test)

2. Control Class

The score of post- test in experimental class aftertreatment is as follow:

Table11
The Score of Post- Test in Control Class

Mean	74,34
Median	72,5
Modus	73,94
The lowest score	55
The highest score	80

Based on the table above, the mean of the score in control class was 74,34, modus was 73,94 and median was 72,5. The writer got the highest score was 80, and the lowest score was 55. Next the calculation of how to get it can be seen in the appendix 14.Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follows:

Table 12

The frequency distribution of students' score in control class

No.	Interval	Frequency	Percentages
1.	55 - 58	1	3,84 %
2.	59 - 62	5	19,23 %
3.	63 - 66	0	0 %
4.	67 - 70	7	26,92 %
5.	71 -74	0	0 %
6.	75 – 79	12	46,15 %
7.	80 - 84	1	3,84 %
Total		26	100 %

Distributing the data of control class in post-test can be described to histogram, as follow:

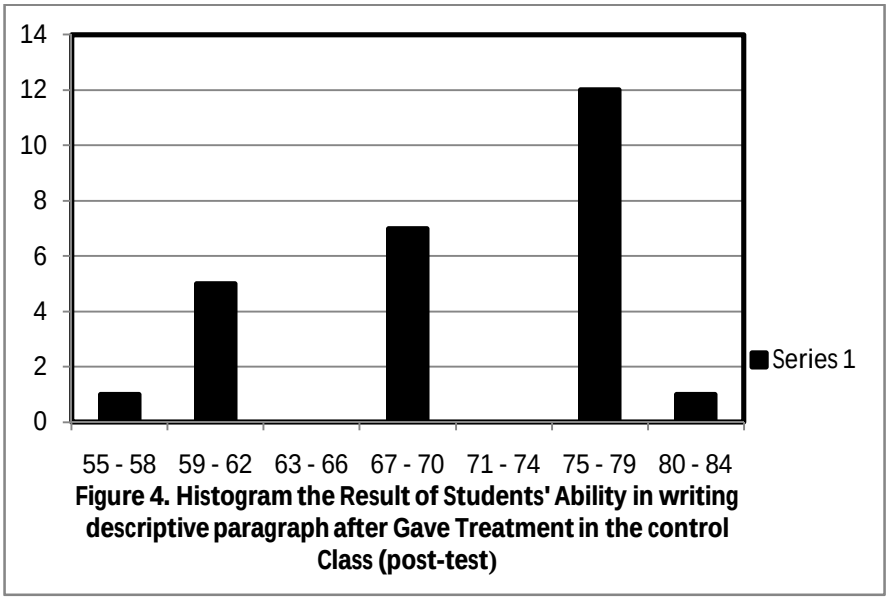


Figure 4. Histogram the Result of Students' Ability in writing descriptive paragraph after Gave Treatment in the control Class (post-test)

From calculation above the writer concluded the students' ability after treatment increased slowly. It can be seen from the mean score of experimental class was bigger than control class (75,15>74,34).

C. Data Analysis

In analyzing the data, the researcher used techniques, as follows:

1. Requirement test

   a. Homogeneity test (post-test)

   The calculation can be seen to the table, that:

Table13
Homogeneity Test after Treatment between experimental class and control class (Post-test)

Source of Variation	Experimental Class	Control Class
Total	1905	1839

N	26	26
Mean	75,15	74,34
Variant	36,20	51,24
StandardDeviation	11,48	16,28

From the researcher calculation of the homogeneity variant test, researcher found that F_{count}was1,41While, F_{table} with dk = 26. $F_{table}$with α 5 % from the distribution list F, researcher found that F_{table} =1,706, cause $F_{count} < F_{table}$ (1,41< 1,77). So, there is no difference the variant between experimental class and control class, it means that the variant is homogenous (see appendix 15).

b. Normality test (post-test)

Testing the data analysis of Post- test was identic with the testing data analysis in Pre-test. Based on the testing of data analysis in the experimental class (Post-test), the researcher got the highest score = 85, smallest score = 60, range = 25, mean =75,15, standard of deviation =11,48, and result of chi – quadrate (x^2) = 0,82. While, testing of data analysis in the control class (Post-test), the researcher got the highest score = 80, smallest score = 55, range = 25, mean =74,34, standard of

deviation =16,28, and result of chi – quadrate (x^2) =3,55(see appendix 12).

The score x^2_{table} = 3,841 in experimental research (post-test) with degree of freedom dk = (k – 3) = (4 – 3 = 1) and significat level α = 5%. The score x^2_{count} in the experimental research was got 0,82. Cause $x^2_{count}<x^2_{table}$ (0,82 < 3,841), so the test distributed was normal. While the score x^2_{table} = 3,841 in control class (Post-test) with degree of freedom dk = 4 – 3 = 1 and significant level α = 5%. The score x^2_{count} in the control class got 3,55. Cause $x^2_{count}<x^2_{table}$ (3,55 <3,841) in control class, so the test distributed was normal. In conclusion, x^2_{count} in experimental class and x^2_{count} in control class $<x^2_{table}$in experimental class and control class, So H_o is accepted, it means that the test distributed was normal.

2. Hypotheses test

Hypothesis alternative (H_a) of research was students'writingdescriptiveparagraph by usingguidedwritingstrategy is better than conventionalstrategy ($\mu_1 > \mu_2$) and Hypothesis zero(H_0) of research was students'writingdescriptiveparagraph by usingguidedwritingstrategy is not better than conventionalstrategy ($\mu_1 = \mu_2$). Based on the data analysis, to prove hypothesis above used formula of T-test, as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n} + \frac{1}{n}}} \text{ With } s = \sqrt{\frac{(n_1 - 1)s_1^{\,2} + (n_2 - 1)s_2^{\,2}}{n_1 + n_2 - 2}}$$

So:

$$\begin{aligned} S &= \sqrt{\frac{(26-1)\ 36{,}20+(26-2)51{,}24}{26+26-2}} \\ &= \sqrt{\frac{25\ (36{,}20)+24\ (51{,}24)}{50}} \\ &= \sqrt{\frac{905+1229{,}76}{50}} \\ &= \sqrt{\frac{2134{,}76}{50}} \\ &= \sqrt{42{,}6952} \\ &= 6{,}5 \end{aligned}$$

So:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\begin{aligned} t &= \frac{75{,}15 - 74{,}34}{6{,}5\sqrt{\frac{1}{26}+\frac{1}{26}}} \\ &= \frac{0{,}81}{6{,}53\sqrt{0{,}038+0.038}} \\ &= \frac{0{,}81}{6{,}5\ (0.07)} \end{aligned}$$

$$= \frac{0,81}{0,455}$$

$$= 1,78$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count}= 1,78with opportunity (1-α) = 1 – 5% = 95% and dk = n_1 + n_2 -2 = 26 + 26 – 2 = 50 , reseracher found that t_{table} =1,676, cause t_{count}> t_{table}(1.78> 1,676). So, $H_a$is accepted, it means that students' writing descriptive paragraph achievement in class with guided writing strategy is better than the conventional strategy(see appendix 16).

D. Discussion

Based on the related findings, the researcher discussed what that was. The first, research by YF Lan about Effects of Guided Writing Strategies on Students' Writing Attitudes Based on Media Richness Theory. He found that guided writing strategy was most suitable to support writing activity. The second, research by Handayani about The Effect of Guided Writing Strategy and Students' Achievement Motivation on Students' Writing Competency. She found that there was a significant difference on thewriting competency of simple written essaysin the forms of descriptive, narrative andnews item in English class of the tenthgrade students of SMAN 1 Sukasada in theacademic year 2012/ 2013 between thestudents who were taught by using guidedwriting strategy and conventional writingstrategy. The students' writing competencywas better when

they were taught by usingguided writing strategy than when they weretaught by using conventional writingstrategy.

Therefore, in this research, the researcher found that guided writing strategy could increase students' writing descriptive paragraph ability. It can be seen from experimental class after and before treatment (75,15> 61,44) and also from mean score between experimental class and control class (75,15 > 74,34). Finally, the researcher concluded that hypotheses alternative was accepted and there was effect of guided writing on students' writing descriptive paragraph ability.

E. Threats of the Research

The researcher found the threats of the research as follows:

1. The students were not serious to perform the strategy in their groups.
2. The students were noisy when answering the test.
3. The limited of the instrument of research.
4. The limited of English books (especially guided writing) in the writer's campus.
5. The researcher was lack of experience in processing data or lack of knowledge about it.
6. Matter of serious of respondents in answering the questions contained in the instrument (test), the respondent may be true but sometimes there was also not serious to answer the question that affect the data obtained.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the research and calculations of the data, the researcher got the conclusion that guided writing strategy has the effect on students writing descriptive paragraph. Based on the result of data analysis that has described in the previous chapter, the writer concluded as follows:

1. Students'writing achievement by using guided writing is better than conventionalstrategy ($\mu_1 > \mu_2$). Hypothesis alternative (H_a)was accepted. It can be seen from the mean score of experimental andcontrol class (75,15>74,34). Therefore, students' writing achievement by using guided writing strategywas better than conventional strategy. It means that there is effect of guided writing on students' writing descriptive paragraph ability at grade VII SMP N 5 Padangsidimpuan.

B. SUGGESTION

After the researcher finished this research, the researcher suggests as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students. Then, from the result of the research,guided writingwas better than conventional strategy. Although the effect only a little.

So that, the writer suggestedguided writing strategycan be applied on the English teaching classroom especially for the teachers who want to increase students' writing ability. The last was to make students get the goal of learning the teachers must know the procedures of method and technique to make a good preparation.

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