THE USE OF GUIDED COMPOSITION TO ENHANCE THE ABILITY IN WRITING OF SECOND SEMESTER STUDENTS OF PURWOREJO MUHAMMADIYAH UNIVERSITY IN THE ACADEMIC YEAR OF 2015/2016

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Abstract: The purpose of this study is to describe whether guided composition is effective or not to improve students' ability in writing at the seconds semester students of English Education Program of Purworejo Muhammadiyah University. It is an experimental research. There are 72 students joining the research where 36 students are in experimental group and the other 36 students are in control group. In the purpose of having good ability of communication both in spoken and written English, nonnative students do writing. The lecturer can use various teaching strategies. Guided writing is considered an effective tool in helping learners put words down on paper. Moreover, guided writing strategy is a teaching strategy which is valuable to expand and develop texts in written form during writing.The research findings showed that guided composition is effective to improve students' ability in writing. It can be seen from the mean score of pre-test and post-test from both experimental group (65.03 and 76.06) and control group (64.03 and 65.33). In addition, the result of t-test is 5.703 with the significance level of 5%.
Key words: *guided composition, teaching, writing*

Abstrak: Tujuan dari penelitian ini yaitu untuk mengetahui apakah strategi *guided composition* efektif atau tidak untuk meningkatkan kemampuan menulis mahasiswa semester dua program studi pendidikan Bahasa Inggris Universitas Muhammadiyah Purworejo. Penelitian ini menggunakan metode eksperimen dimana ada 72 mahasiswa sebagai sampel yang terdiri dari 36 mahasiswa dikelompok ekperimen dan 36 mahasiswa dikelompok kontrol.Dalam upaya mempunyai kemampuan berkomunikasi yang baik dalam bahasa lisan maupun tulis, mahasiswa melakukan kegiatan menulis. Pengajar dapat menggunakan berbagai strategi dalam mengajar di kelas. Guided wirting merupakan salah satu strategi mengajar yang dinilai efektif untuk membantu para mahasiswa menulis. Terlebih lagi, *guided composition*merupakan strategi mengajar yang penting untuk mengembangkan gagasan kedalam sebuah teks. Berdasarkan hasil penelitian, *guided composition* merupakan strategi yang efektif dalam mengajarkan menulis pada mahasiswa. Hal ini dapat dilihat dari pemerolehan nilai mean terhadap pre test dan post test baik dari kelompok eksperimen(65.03 dan 76.06) dan kelompok kontrol (64.03 dan 65.33). Hasil t-tes menunjukkan angka 5.705 lebih besar dari t-tabel 1.99. Hal ini dapat disimpulkan bahwa penggunaan strategi *guided compo-*

sition efektif untuk mengajar kelas menulis pada mahasiswa semester 2 program studi pendidikan Bahasa Inggris Universitas Muhammadiyah Purworejo.

Kata kunci: *guided composition, pengajaran, menulis*

BACKGROUND

Writing is one of essential parts to be able to communicate in target language. Through writing, the students are able to express their thoughts, communicate ideas and views to the others. According to Winch et al. (2006), writing is a great collector of ideas, a clarifier of thinking, and a good major aspect of learning itself. They also state that writing is a language competence in handling a range of probems which cannot be satisfactorily managed by reflection or talking. Moreover, Troyka (1987) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self idea and to provide information for the reader. The basic competence of writing that should be learned by the students of second semester students is expressing the meaning in writtensimple essay. Based on the syllabus of writing in univerisity level, students are expected to be able to use the vocabulary, punctuation, spelling, and grammar accurately. Also they are able to write the main topic and elaborate them. In addition, according to Broughton, et al. (2003), there are a number of aspectswhich need to be considered in producing appropriate English writing, they are: (1) mechanical problems with a script of English; (2) problems of accuracy of English grammar and lexis; (3) problems of relating the style of writing to the demands of a particular situation; and (4) problems of developing ease and comfort in expressing what needs to be said.

To express the idea in English well is not easy. Even in second semester of university level, it is found that only few students can express their idea properly using correct grammaatical sentences, appropriate vocabulary, correct mechanic, and fluent thought. It happened because of several factors, they are not all students have good interest in writing, the media used in writing class,and the teaching strategies applied by the lecturer in writing class. From the writing score, many students still get low score. The average score is 70, meanwhile, for a

second semester students the minimum score is 75. As a result, many students failed to be able to use English for communication confidently in real life situation.

There are many solutions to overcome the problems faced by the students in improving students' writing ability. The teacher can use various teaching strategies. Writing class can be conducted through three main stages, they are: (1) guided writing; (2) controlled writing; and (3) free writing. Guided writing is considered an effective tool (Silva, 1990) in helping learners put words down on paper. Moreover, guided writing strategy is a teaching strategy which is valuable to expand and develop texts in written form during writing (Turbill, 2007).

Considering the importance of implementing appropriate strategy in teaching writing, the writer decides to conduct a research on Using Guided Composition to Enhance Writing Ability of Second Semester Students of English Education Program of Purworejo Muhammadiyah University.

Writing is one of the integrated skills that involves many language elements such as: diction, grammar, spelling, punctuation, etc. Murcia (2000: 161) states that writing skill is often perceived as the most difficult skill since it requires a higher level of productive language control than other skills. Heaton (1975: 127) states that the writing of a composition is a task, which involves the students in manipulating words in grammatically correct sentences and in linking those sentences to form piece of continuous writing which successfully communicates the teacher's thoughts and ideas on a certain topic.

From the definition of writing above, it can be concluded that writing is the way to represent the language into written form by combining the writing elements including control of content, spelling and punctuation, vocabulary, and integrating information into cohesive and coherent paragraph in order to make grammatically correct sentences for the purpose of communication.

According to Brown (2004: 221) there are two categories of writing skills. They are micro and macro skills. Micro skills of writing are appropriately applied to imitative and intensive types of writing tasks. Meanwhile macro skills of

writing are essential for the successful mastery for responsive and extensive writing. The descriptions are as follows:

1) Micro skills

    a. Produce graphemes and orthographic patterns of English;

    b. Produce writing at efficient rate of speed to suit the purpose;

    c. Produce an acceptable core of words and use appropriate word order patterns;

    d. Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns and rules;

    e. Express a particular meaning in different grammatical forms; and

    f. Use cohesive devices in written discourse.

2) Macro skills

    a. Use the retorical forms and conventions of written discourse;

    b. Appropriately accomplish the communicative functions of written texts according to form and purpose;

    c. Convey links and connectios between events, and communicate such realations as main idea, supporting idea, new information, give information, generalization, and exemplification;

    d. Distinguish between literal and implied meaning when writing;

    e. Correctly convey culturally specific references in the context of the written text; and

    f. Develop and use a battery of writing strategies, such as acurately assesing in the first draft, using paraphrase and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

      Writing is an activity which needs lots of practices since it has many aspects to be combined. The teacher, who is handling the class, should have basic knowledge of the nature of writing in order he/she is able to help the students in their writing. Byrne explains that there are roles of the teacher in teaching writing (1998: 32).

      The roles of the teacher are: (1) deciding how to present the activity to the class; (2) preparing the students orally; (3) deciding how the writing task should

be carried out; (4) deciding on correction procedures. Based on the process of writing, there are four stages of writing process.They are planning, drafting, revising, and editing.

Guided and controlled composition are writing for early stage of second language learners to write. Hyland (2003:4) states that a teacher should emphasis on language structure as a basis for writing. Teaching is typically in four-stage process, namely: familiarization, controlled writing, guided writing, and free writing.

According to Raimes (1983), guided composition tends to impose more guidelines as to how the writing should ensue but doesn't necessarily control the specific forms necesasary to completeing the writing. These types of task are often more meaning focused or have a focus related certain aspects of the composition process. Controlled composition generally focuses more on forms, or the writing part of writing while guided writing tends to focus on bigger idea of planning and integrating many skills or the composing part of writing.

Hyland (2003:4) states that in guided compositions, the learners are given short text and asked to fill-in gaps, complete sentences, transform tenses or personal pronouns, and complete other exercises that focus students on achieving accuracy and avoiding errors. Hyland (2003:7) also states that guided composition are based on the assumption that texts are objects that can be taught independently of particular contexts, writers, or reader, and that by following certain rules, writers can fully represent their intended meanings.

In addition, Reyhan (2012:4) states that guided writing techniques helped the students to made more correct setences and mixed it together into one or more complex sentences. Guided writing provided grammatical aspect which students applied in their composition, especially in sentence combining. Handayani (2013:2) claims that guided writing activity provides not only written but also oral assistance to students. It can help the students where they begin to write and compose their writing. Moreover, she states that guided writing strategy could make students to be more active in participating in teaching and learning pocess.

RESEARCH METHODS

This typeofresearchis anexperimental research withan experimental method. Itsaysso because theresearcherdidan experimental method by giving treatment. This research was carried out at English Education Program of Purworejo Muhammadiyah University. The time of the research was from Februari-March 2016. The population of the research was the second semester students with number of sample 72 of class A and B using purposive sampling technique. The instrument of this research was test. In collecting the data, the researcher used pre-test and post-test with essay test. To analyze the data, the researcher used descriptive analysis and inferential analysis.

FINDINGS AND DISCUSSION

The sample of this research was 72 students of English Education Program. One class of 36 students as the experiment group were treated using guided composition and 36 students as control group were not treated using guided composition.

1. **Analysis of experimental group**

Table 1. Test result of experimental group

No	Samples	TESTRESULT	
		PRE	POST
1	S.1	70	90
2	S.2	63	66
3	S.3	56	83
4	S.4	76	60
5	S.5	70	80
6	S.6	66	73
7	S.7	60	80
8	S.8	56	83
9	S.9	56	86

10	S.10	53	90
11	S.11	66	80
12	S.12	63	70
13	S.13	50	73
14	S.14	66	76
15	S.15	73	83
16	S.16	70	93
17	S.17	66	80
18	S.18	66	76
19	S.19	63	66
20	S.20	80	70
21	S.21	63	76
22	S.22	66	66
23	S.23	56	76
24	S.24	73	80
25	S.25	63	76
26	S.26	50	83
27	S.27	73	76
28	S.28	70	70
29	S.29	70	76
30	S.30	56	66
31	S.31	66	76
32	S.32	56	80
33	S.33	70	60
34	S.34	70	73
35	S.35	80	80
36	S.36	70	66
$\sum$		2341	2738

	65.03	76.06

The table above showed the score of pre-test and post-test in experimental group. The highest score of pre-test is 80 and the lowest is 53. While the highest score of post-test is 93 and the lowest is 60.

Chart 1. The Students' Achievement of Pre-test and Post-test of Experimental Group
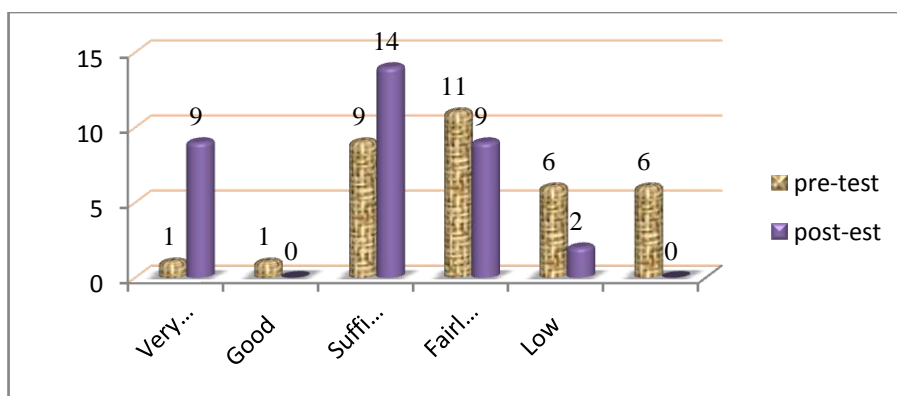
This chart shows the result both pre-test and post-test of experimental group. It shows the differences of students achievement between pre-test and post-test. The vertical line with numbers shows the number of students. The horizontal line shows the grade of achievement of the scores obtained by the students.

2. Analysis of control group

Table 2. Test result of control group

No	Samples	TESTRESULT	
		PRE	POST
1	S.1	66	70
2	S.2	66	63
3	S.3	70	73
4	S.4	66	50
5	S.5	73	70
6	S.6	70	56
7	S.7	63	63

8	S.8	76	63
9	S.9	70	50
10	S.10	50	63
11	S.11	63	70
12	S.12	50	70
13	S.13	80	63
14	S.14	60	70
15	S.15	63	73
16	S.16	73	53
17	S.17	63	63
18	S.18	66	60
19	S.19	63	66
20	S.20	70	63
21	S.21	63	70
22	S.22	73	60
23	S.23	53	56
24	S.24	63	56
25	S.25	73	56
26	S.26	70	66
27	S.27	56	80
28	S.28	53	66
29	S.29	66	56
30	S.30	63	70
31	S.31	53	66
32	S.32	63	76
33	S.33	50	76

34	S.34	66	70
35	S.35	63	76
36	S.36	56	80
Σ		2303	2352
		64.03	65.33

The table above showed the score of pre-test and post-test of control group. The highest score of pre-test is 80 and the lowest is 50. While the highest score of post-test is 80 and the lowest is 53.

Chart 2. The Students' Achievement of Pre-test and Post-test of Control Group
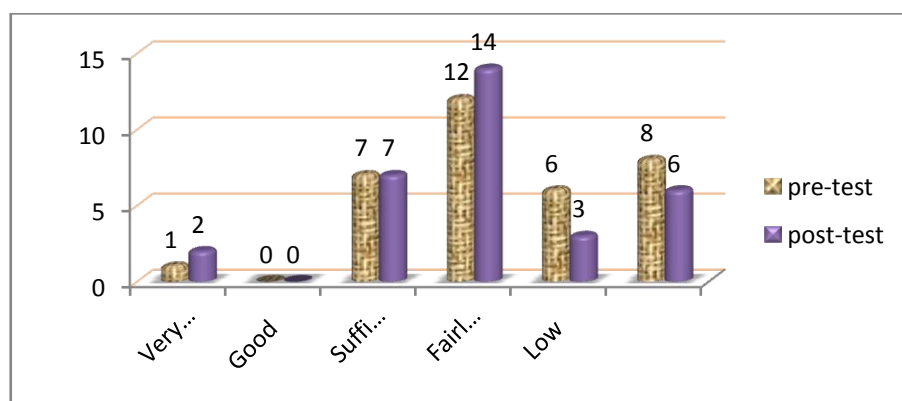
This chart shows the result both pre-test and post-test of conrol group. It shows the differences of students achievement between pre-test and post-test. The vertical line with numbers shows the number of students. The horizontal line shows the grade of achievement of the scores obtained by the students.

Then, the researcher also compares the mean score of the post-test result of experimental group and control group. The mean score of experimental group is higher than control group (76.06>65.33).

Table 3

Descriptive statistic result of the experimental group and control group

Group	H	L	R	Me	Mo	T	M	SD
Experiment	93	60	33	76	76	2738	76.06	7.993
Control	80	50	30	66	70	2352	65.33	7.961

If we compare the two means, it is clear that the mean of the experimental group is higher than the mean of the control group. Then, the researcher also calculated the variance and standard deviation of both experimental and control group. For the experimental group, the standard deviation is 7.993, and the variance is 63.88. For control group the standard deviation is 7.961, and the variance is 63.37

In testing hypothesis, the researcher used the level of significant 5% or 1% level. By using the level of significant 5% level, it means that the falseness of the conclusion was 5% and the level of truth was 95%. From the previous analysis, it shows that with the number of samples (N_1 = 36 and N_2 = 36) with degree of freedom 72 can be found with the formula n-2 and the level of significance is 5%, the result of the computation of t-value is 5.703. Based on the value in the t-table for N_1 = 36 and N_2 = 36 and the significance level is 5%, the value of t-table was 2.000. The computation shows that t-value is higher than t-table that is5.703>1.99.

CONCLUSION

Teaching university students to produce good writing need strategy. Guided composition technique is one of the ways to motivate and improve students' ability to write. Based on the hypothesis testing above, it means that (Ho) is rejected and (Ha) is accepted. For the conclusion the hypothesis in this research (Ha) says: the use of guided composition to improve students' ability in writing of English Education Program of Purworejo Muhammadiyah University is effective.

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