

# USING PAIR COMPOSITION METHOD TO IMPROVE THE STUDENTS' DESCRIPTIVE WRITING SKILL

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## Abstract

This study is about investigating the application of the pair composition method in increasing the interest in learning of senior high school 12 of Palembang students in writing. The research question is to find out was there any significant difference between the students who taught writing using pair composition method to improve the students' descriptive writing skill at the tenth grade students of state Senior High School 12 of Palembang and those who were not?. This study can conclude that using the Pair Composition Method can increase students' grades and interest in learning rather than using the Class Control method which is usually used by teachers. Based on the test results, students who were taught by used the Pair composition method in writing descriptive text got a more significant score.

## 1. INTRODUCTION

Writing was being a good medium in delivering, because before writing we could thought about what we want to saying, and correct if there are mistakes or shortcomings. Based to Wardani et al (2014:1), Writing that about process to involves several components likes content, syntax, function, vocabulary , also mechanics such as spelling, punctuation, and organizing to produce a finished output. Therefore learn writing English text is very important for student. Other issues include students' lack of desire and enthusiasm in writing in English.

Students are frequently expected to create sentences and paragraphs with little or no guidance. They find it challenging to put their thoughts down on paper. Because grammar, form, content style, and mechanics are some of the characteristics or components of writing. These elements work together to achieve good writing results. Writing is one of productive skills is a set of thinking, expressing the feeling, proposing idea and knowledge, creativity in words processing are included of writing development learning process. In the process of writing some text at school, students may be get a little problem, it

can be from theirselves or from the other factors out of them. The ability to write depends on the ability to think creatively and put it into written text.

Students sometime get difficulties when starting to write, they got stuck to develop their ideas in writing how to describe person, thing or place detailed, or writing something in particular structures such as orientation and description. Pair composition as a method to solve the difficulties writing the text. Pair Composition important because this method is interesting studying to improve writing skills. for this method writing use two pairs groups, discuss about kinds of text, The writer chosen text descriptive to increasing skill writing students use Pair Composition Method the students when use this method can be works together, the students do not bored when learning writing in write likes essay.

The pair composition method is a learning model with cooperative learning principles that rely on student activeness. Learning is a continuous process, when children are driven to achieve anything, they may try something different and explore with fresh ideas, as well as debate their opinions with elders and educators. Active learning is a type of

teaching that involves students in the process of learning. (Tharayil et al, 2018:9) In summary, active learning demands students to engage in meaningful learning activities while also reflecting on what they are doing. Cooperative learning is an active learning strategy. Cooperative learning emphasizes in group study, but the goal for students to understand and apply the task independently.

Pair composition is one of the cooperative learning approaches that encourages students to be more engaged in creating compositions in pairs. Pair composition is when students work in pairs to complete individual writing tasks such as an article summary, research project, policy statement, or reflections paper, said Nurmayanti (2014:158).

## **2. LITERATURE REVIEW**

### **a. Concept of Pair Composition Method**

Pair composition method, according to Nurmayanti (2014:20), is a writing approach in which a pair of students collaborate to write and communicate ideas in a text, particularly descriptive prose. Domain writing that generates images through the use of specific sensory words and phrases, as well as tactics such as metaphor and the sounds of words.

This method of learning using pair composition is important to investigate in order to learn about the roles of the method in students' behaviour during learning processes, as well as to discover positive outcomes from the learning process in writing skill, particularly in descriptive writing assessment, and to learn about students' attitudes toward pair composition learning processes.

According to Nurmayanti's research (2014:4), the data evaluated in the pair composition approach played a role in boosting students' behaviour in learning processes, such as their seriousness, passion for accomplishing tasks, and engagement in the classroom during learning processes. Almost all pupils paid attention to the

teacher's explanations and instructions, as well as the material, carefully scrutinizing everything, with only about five students refusing to pay attention.

### **b. Concept of Writing**

Writing is one of the four language skills required to acquire English. Writing encompasses all parts of language, including, vocabulary, grammar, spelling, word order, and logical concept organization. As stated by Heaton (2019:28), writing skills are complicated and often difficult to teach because they require mastery of not only grammatical and theoretic strategies, but also conceptual and judgment mental aspects.

According to Heaton (2019:32), writing is a task that requires students to construct grammatically acceptable sentences by manipulating words in the form of a continuous piece of writing that effectively expresses the writers' opinions on a given topic. The statement demonstrates that the primary goal of writing was to communicate ideas, thoughts, and writing in a written language. According to the definition above, writing allows us to convey our thoughts, feelings, or anything else that exists in our minds. Writing is one method of conveying meaning.

### **c. Definition of Descriptive Text**

Descriptive writing is a type of writing that uses words to paint a picture of a person, place, or thing. It can be used to supplement other types of writing or as the primary tool for constructing an image of "what it looks like." A successful description requires more than just visual effects. It tries to elicit all of the characteristics in a logical order. When describing something, a writer must capture both detail and completeness. According to Johnson (2013:34), a writer must choose distinct, vivid details to help his or her readers see what he or she is writing about.

## **3. METHODS**

This study used quantitative of experiment method, the writer used quasi or true experimental design. With pre-test and post-test control group design. Sugiyono (2014:79) also stated that only in this design

the experimental group and class control group was chosen not randomly. In this study the procedure for testing the hypothesis was done by setting situation which consists of pre and post treatment test. According to Wulandari cited Cohen et al., (2012:87) the design of quasi or true experimental could be seen below:

Where:

- O<sub>1</sub> : Pre-test in the experimental group
- X : Treatment to experimental group
- O<sub>2</sub> : Post-test in the experimental group
- : Dash line indicates conventional strategy
- O<sub>3</sub> : Pre-test in the control group
- O<sub>4</sub> : Post-test in the control group

There are two classes in this research. These classes were taken from the students of the tenth classes of senior high school 12 in Palembang. Those classes were experimental class where the writer would apply to teaching writing by pair composition method. The other class was control class the writer didn't use pair composition method.

This study used written test as the method for collecting the data. Then, There are three techniques to analysing the data in this study: (1) Scoring criteria for students' writing abilities, (2) Conversion of percentage range, and (3) Independent sample t-test.

- Validity

According to Fraenkel et al. (2012:147) refers to refers to the appropriateness, meaningfulness, correctness and usefulness of the inferences researcher makes. In this study, the writer must decide whether the test is a repetitive sample of the content of whatever the test was designed to measure. In this study, the researcher would take the validity base on content validity, the writer would divide the test accordance with the purpose of the test. The writing test will be used in this study will be designed based on teaching materials that are adjusted to the curriculum and syllabus used for the tenth graders as the sample of the study.

- Reliability

According to Fraenkel et al. (2012:154), reliability refers to how consistent a score is from one instrument administration to the next and from one set of items to the next for each person. Internal instrument reliability could be determined by examining the instrument's performance for accuracy using

<b>Experimental Group Class</b>	<b>O1 X O2</b>
<b>Control Group Class</b>	<b>O3 - O4</b>

internal quality analysis. It implies that the instrument was attempting to gather information from the pupils.

The reliability of the students' writing scores from two tests was examined in this study. The Reliability of the writing was determined by two raters. They were the English teacher of the tenth grade students at State Senior High School 12 of Palembang as the first rater and the writer herself was the second rater.

- Technique for Collecting Data

The writer collects data in this analysis using a written test as the method. According to Fraenkel et al (2012:111), data collection is an essential aspect of all research efforts because it allows researchers to draw conclusions about an analysis based on what the data show. The written exam in this case consists of a pre-test and a post-test. The pre-test was used to determine how well students write during the class.

- Techniques for Analyzing the Data

There are three techniques to analyze the data this study: (1) Scoring criteria for students' writing abilities, (2) Conversion of percentage range, and (3) Independent sample t-test.

#### 4. RESULTH AND DISCUSSION

- The Analysis of Students' Writing Descriptive Text ( Independent Sample T-test)

To find out whether or not there was significant difference on students' writing descriptive text between two classes,

experimental class and control class. The result of students' writing descriptive text post-test in both classes were compared by the writer by using independent sample t-test. The distributed data was described at table below:

**Table I**  
**Independent Samples T-Test on Students' Result of The Pre-Test Score in Experimental And Control Class**  
**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Diff.	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Nilai	.313	.578	3.389	68	.001	6.7143	1.9812	2.7609	10.6677	
			3.389	50.843	.001	6.7143	1.9812	2.7366	10.6920	

According to the results above, the mean difference between the pre-test and the post-test in each group was 6.7143, with a significant level of 0.578. Because 0.578 is greater than 0.05, there was no significant difference in writing scores between the two groups. This showed that the experimental group's students achieved the same results as the control group's students.

**TABLE II**  
**Independent Samples T-Test on Students' Result of The Post-Test Score in Experimental and Control Class**  
**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference		
								Lower	Upper	
Nilai	20.438	.000	3.251	68	.002	3.4714	1.0680	1.3403	5.6025	
			3.251	48.143	.002	3.4714	1.0680	1.3243	5.6186	

The mean difference between the post-test in each group was 3.4714, with a significance level of 0.000, according to the results above. Because 0.000 is less than 0.05, there was a significant difference in writing scores between the two groups. This shows that the students in the experimental group outperformed those in the control group in terms of academic attainment.

## 5. CONCLUSION

Based on the results of the research and discussions that had been described in the previous chapter, it can be concluded that;

1. The Researcher found that there was a significant effect on learning achievement in writing descriptive text at Senior High School 12 of Palembang which was taught through the pair composition method, obtaining better results than those who did not.
2. The average post-test score of the experimental group is greater than the average post-test score of the control group, as evidenced by the fact that the post-test mean score of the experimental group is higher than the average post-test score of the control group. This shows that the teaching students to write descriptive text through pair composition improves their writing ability because they can help each other and exchange idea between groups.

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