

**THE INFLUENCE OF USING SENTENCE COMBINING  
PRACTICE TOWARDS STUDENTS' WRITING ABILITY IN  
DESCRIPTIVE TEXT AT THE ELEVENTH GRADE OF SMA  
NEGERI 12 BANDAR LAMPUNG IN 2020/2021 ACADEMIC YEAR**



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LAMPUNG  
2021**

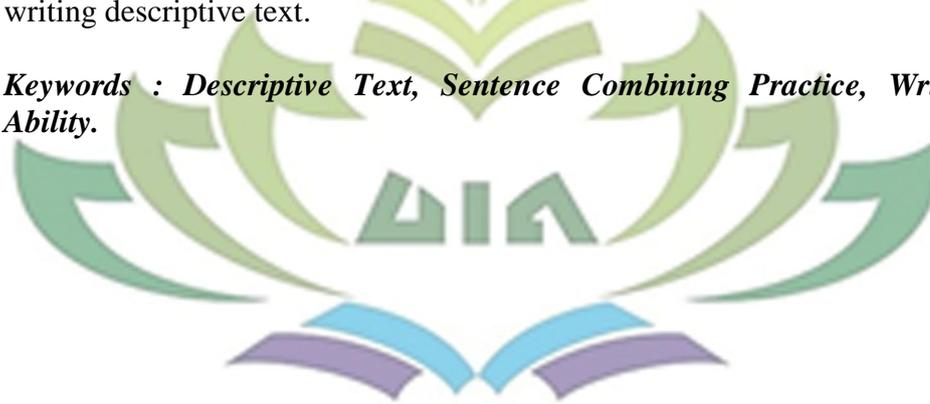
## ABSTRACT

The objectives of the research is toknow whether there is an influence of using sentence combining practice towards students' writing ability indescriptive text.

The methodology of this research is experimental research design. The treatment held in three meetings which is 6x40 minutes for each class, which conducted the experimental and control class. The population of the research was the eleventh grade students of SMAN 12 Bandar Lampung in 2020/2021 academic year, the students was 70 students consist of two classes. The experimental class (XI 4) was 35 students and control class (XI 5) was 35 students as sample. In collecting data, pre-test and post-test were used as instrument.

In additional, after analyzing the data by using independent t-test. It was found that result of  $Sig (P \text{ value}) = 0.041 < \alpha = 0.05$ . It means that  $H_a$  is accepted because  $Sig (P \text{ value}) < \alpha = 0.05$ . In conclusion, that there was influence of using sentence combining practice towards students' ability in writing descriptive text.

**Keywords :** *Descriptive Text, Sentence Combining Practice, Writing Ability.*



## DECLARATION

Hereby, I stated this thesis entitled “The Influence of Using Sentence Combining Practice Towards Students’ Writing Ability in Descriptive Text at the Eleventh Grade of SMAN 12 Bandar Lampung in 2020/2021 Academic Year” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.





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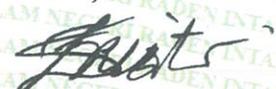
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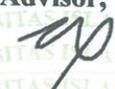
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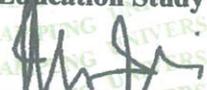
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## MOTTO

يُحِبُّ اللهُ الْعَامِلَ إِذَا عَمِلَ أَنْ يُحْسِنَ

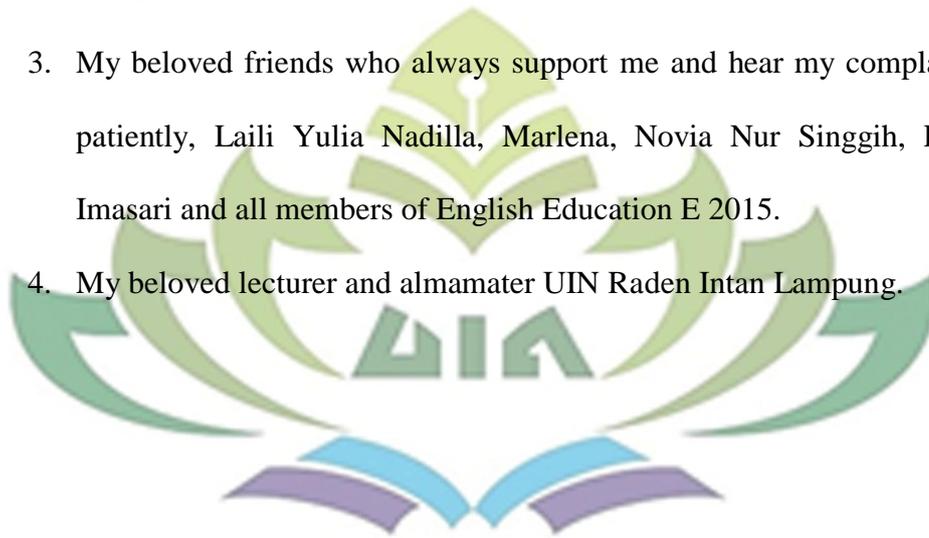
“Allah loves people who work when they work so he always improves work performance” (H.R Tabrani).



## DEDICATION

I would like to dedicate this thesis to :

1. My beloved mother, Ms. Nursidah Syarmada who always pray, fight for me and give me some motivation. The first person who always proud with whatever I do.
2. My beloved sister, Maria Faza, who always give me support for my success.
3. My beloved friends who always support me and hear my complaints patiently, Laili Yulia Nadilla, Marlana, Novia Nur Singgih, Putri Imasari and all members of English Education E 2015.
4. My beloved lecturer and almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

Nova Zelvia was born in Bandar Lampung on October 12<sup>th</sup>, 1997. She is the older child of two children of Mr. Ali Baster and Ms. Nursidah Syarmada. She has one sister, her name is Maria Faza.

She began her study at Kindergarden of TK Al-Azhar 4 Bandar Lampung and graduated in 2003. She continued her study to Elementary School of SD Negeri 2 Way Dadi Bandar Lampung and graduated in 2009. Then, she continued her study to Junior High School of SMP Negeri 29 Bandar Lampung and graduated in 2012. In same year, she continued her study at Senior High School of SMA Negeri 7 Bandar Lampung and she graduated in 2015. After finishing her study, she continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the students of English Study Program of Tarbiyah and Teacher Training Faculty.

## ACKNOWLEDGEMENT

First of all and foremost I do thank to Allah who has given me insight and strength to finish this research completely untitled : “The Influence of Using Sentence Combining Practice Towards Students’ Writing Ability in Descriptive Text at the Eleventh Grade of SMAN 12 Bandar Lampung in 2020/2021 Academic Year” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. The researcher realized that there are many people who helped her in arranging and writing this thesis directly or indirectly. Therefore, sincerely thank is givento :

1. Prof Dr. Hj. Nirva Diana, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden IntanLampung.
2. Meisuri, M.Pd, as the chairperson English Education Study Program of UIN Bandar Lampung.
3. Syofnidah Ifrianti, M.Pd, as the advisor, who has patiently guided and directed the researcher until the completion of this thesis as well.
4. Dr. Nur Syamsiah, M.Pd, as the co-advisor, who always patiently guided and helped aspecially in correcting and given countless time for the researcher to finish thus thesis as well.
5. Yulan Puspita Rini, S.S,M.A. as the primary examiner, who has given some advice, supervision, and crucial contribution in the improvement of this thesis.

6. All excellent lectures of English Education Study Program of UIN Raden Intan Lampung who have taught the researcher since the first of her study.
  7. Dra. Hj. Mis Alia, M.Pd as the headmaster of SMAN 12 Bandar Lampung for allowing her to conduct the research. And the English Teacher Tujuana Br. Nainggolan, S.Pd who guided and helped during research in the school.
  8. The deepest gratitude for my beloved ones, my mother Nursidah Syarmada and my sister Maria Faza who always support for my success.
  9. My dearest friends for all the colourful days, laugh, jokes, tears and togetherness that we passed. They are, Putri Imasari, Novia Khoirunnisa, Novia Nur Singgih, Masita Eka Prasetya Wati, Raden Ayu, Marlana, Lastri Handayani, and for all my amazing friends at the English Departement 2015.
  10. Last but not least, those any other person who cannot be mentioned one by one for any supported to the writer during finish this thesis.
- Finally, none is perfect and neither is this final project. The researcher realized that this thesis are still many weakness. Therefore, the writer will happily accept constructive criticisms in order to make it better.

Bandar Lampung,

2021

The Researcher,

Nova Zelvia  
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# CHAPTER I

## INTRODUCTION

### A. Background Of Problem

English is one of a compulsory subject in Indonesia.<sup>1</sup> One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. The writer is mainly focused on writing skill, because writing is considered the most difficult and complicated language skill to be learned.

Writing is media to interact and to communicate each other in written form personally. Writing is an activity which cannot be separated from process and product. Harmer states that writing is a form of communication to deliver thought or to express feeling through written form.<sup>2</sup> It means that writing is productive skill that express feeling through written communication.

Christopher stated writing is not an innate natural ability like speaking but has to be acquired through years of training or schooling.<sup>3</sup> Thus, it is not surprising when the teacher find the students found difficulties in elaborating their ideas in written forms. It means we can say that writing is very important for individuals to live in a society.

The one difficulties of writing is constructing well-design and grammatically correct sentences. One of process the students' or the

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<sup>1</sup> Depdiknas, *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum) Standar Isi Mata Pelajaran Bahasa Inggris SMP dan MTS*, (Jakarta: 2011)

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching (4th Ed)*, (Edinburgh Gate : Pearson, Education Limited, 2010), p. 1

<sup>3</sup> Christopher Tribble, *Language Teaching Writing*, (Oxford University, 2013), p.

language learners have to master grammar. Grammar is the study of the classes of words, their inflections and their functions and relations in the sentence of a language. So, not only composed of different sets of competencies, but also the grammatical rules. As Raimes states that writing also reinforces the grammatical structures, idioms, vocabulary.<sup>4</sup> It means that writing is the ability to express ideas that will use knowledge of structure and vocabulary to express ideas in written form.

According to the statement above, the writer can conclude that writing is a very important skill in English because in writing we must express all of our ideas from our thinking to make a good sentence. The writer decided to conduct a research to find the effect of sentences combining practice of students' achievement through writing descriptive text. It is really not easy to translate our thinking to be a written language. People have to be able to choose the appropriate words and combine each word to become a coherence sentence and paragraphs. People also have to pay attention to the grammar. Some students usually do not master the grammar well, so it is more difficult for them to make a composition although just a simple composition. Besides that, there is another factor that makes writing become a scary skill for some of the students.

Those difficulties also happened in students of SMA Negeri 12 Bandar Lampung. It was proven by preliminary research that was done in SMA Negeri 12 Bandar Lampung. In preliminary research the students were given a questionnaire, the students at eleventh grade still had a problem in

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<sup>4</sup>Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 2010), p.3

learning English, especially in using combining sentences. and they were lack of vocabulary and grammar. Another problem was found, they stated that they were less interesting to the teacher's way in correcting their writing. It is because the teacher just corrected they grammar without give them more explanation. So, they were confused to improve their writing.<sup>5</sup>

Based on preliminary research the writer gained some problem that faced from the English teacher at eleventh grade of SMA Negeri 12 Bandar Lampung, Mrs. Tujuana. She said, some problems in the teaching and learning writing was found that. The students mostly get difficulty in written language because is different in most ways from that used in speech. The students were confused on how to organize their ideas, and writing was considered as a boring activity and also the students were having a difficulty to develop their imagination, these make them do not know what they should write, especially in descriptive text, then the students' grammatical abilities were still low.<sup>6</sup>

According to the interview to the English teacher at SMAN 12 Bandar Lampung Mrs. Tujuana, the writer also found difficulties are faced by many students in learning writing descriptive text. Students said they often find difficulties in expressing and generating their idea in form of written. Some students also won't ask the question even when they don't understand the

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<sup>5</sup>*The result of Questionnaires from the students at eleventh grade of SMA Negeri 12 Bandar Lampung, (Unpublished)*

<sup>6</sup>Mrs. Tujuana, S.Pd, English Teacher teacher at eleventh grade of SMA Negeri 12 Bandar Lampung, Unpublished

materials.<sup>7</sup>Consequently, they feel unmotivated in learning English especially writing descriptivetext.

The teacher should give students by methods in order to make them enjoyable, easy, and memorable about the material especially in writing descriptive text. Ransdell and Laure Barbier state that a good writing technique can be trained, and it can improve writing performance.<sup>8</sup> In this case, the writer wants to introduce a technique in writing descriptive text by using sentences combining practice. Sentence combining encourage a writer to take two or more short, choppy sentences and combine them into one effective sentences. By learning this, the students enhance their writing style. Sentences combining is something that will develop over several short practice sessions and should be considered as one overall writing program.

There are differences between the previous research and present research. The first research was conducted by Sri AyurahmaNingsihIslamic University Of North Sumatra Medan, entitled “The Influence Of Applying Sentence Combining Technique On Students’ Achievement In Writing Descriptive Text In 2016/2017 Academic Year”.<sup>9</sup>The result of the research can be concludethe students’ achievement in writing descriptive text that was taught by using Sentence Combining Technique. The formula that was used to analyze the data was indepedent sample t-test. She only focused on

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<sup>7</sup> *Ibid, InterviewtotheStudents, January22<sup>nd</sup>, SMAN 12BandarLampung, 2019. (Unpublished).*

<sup>8</sup>Rashdell and Sarah and Marie Laure B, *New Direction for Research in L2 Writin; Studies in Writing*, (Dodrecht: Kluwer Academic Publisher, 2012), p.143

<sup>9</sup>Sri ayurahmaningsih, " *The Effect Of Applying Sentence Combining Technique On Students’ Achievement In Writing Descriptive Text In 2016/2017 Academic Year*", (Islamic University Of North Sumatra Medan, 2016), p. 11

how to find the effect without analyze the students writing achievement by using combining sentence.

In addition another previous research conducted by Judid Mikhail Bandar Lampung University 2016, entitled “The Effect Of Sentence Combining Practice On The Students’ Writing Comprehension”.<sup>10</sup> He said that the application of using sentence combining technique was more effective than traditional teaching in school to improve students’ ability in writing. His research also revealed by using sentence combining technique fulfilled for students’ be more active in the classroom.

Furthermore, previous research conducted by Allieni Harris, English Education Program, State University Of Padang entitled “An Analysis Of Students’ Difficulties In Writing Descriptive Text”.<sup>11</sup> The research result showed the writer focused on vocabulary by students choosing to make the right words. The writer hope by doing this, students can ensure readers understanding about what they write. So, by using appropriate words, writers can convince and attract readers’ interest to read. It is different from this research because not only focused on combining sentence practice. Because the writer not make sure how to know significant improvement for the students writing ability.

There are differences between previous study to this research. In previous study, it aimed their researcher to solve the students’ problem in writing and to know the students’ score in writing. Whereas, the present

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<sup>10</sup>Judid Mikhail, “*The Effect Of Sentence Combining Practice On The Students’ Writing Comprehension*”, (English Edu. Program, Bandar Lampung University, 2017), p.7

<sup>11</sup>Allieni Harris, “*An Analysis Of Students’ Difficulties In Writing Descriptive Text*”, (English Education Program, State University Of Padang, 2013), p.2

research was conducted to know the influence of using sentence combining technique on students' descriptive writing ability. It has differences to this research because in this research, the researcher aims to finding influence of independent variable. It means, the previous research does not to improve the students' writing ability and also not to solve their problems.

Considering all the previous research before, sentences combining sentences will repair students achievement in teaching writing. It can be concluded that sentence combining technique is one of alternative and effective way to be applied to increase the students' writing achievement. Based on those statements, the research conducted an experimental research entitled : "The Influence Of Using Sentence Combining Practice Toward Student's Writing Achievement In Descriptive Text At The Eleventh Grade Of SMA Negeri 12 Bandar Lampung In 2020/2021 Academic Year".

## **B. Identification Of The Problem**

Based on the background above, the writer identified the problems as follows :

1. The students lack in vocabulary.
2. The students have difficulties to combine sentences.
3. The students have some ideas to write, but they can not express their idea in their mind.
4. The students have been taught the language features of descriptive text, but they do not write based on the language features.

5. The teacher had used strategy but only asked the students to write the text, they didn't give an appropriate way in order to share their idea so that they can write a good text.

### **C. Limitation Of The Problem**

Based on the identification of the problem above, many kinds of teaching writing that can be used. The writer focused on the use of sentence combining practice on students' difficulty in writing descriptive text, especially in description of people and animals. It is conducted for eleventh grade students of SMA Negeri 12 Bandar Lampung.

### **D. Formulation Of The Problem**

Based on the identification and limitation of the problem, the researcher formulated the problem: Is there any significant of influence of using sentences combining practice towards students' writing ability in descriptive text at the eleventh grade of SMAN 12 Bandar Lampung?

### **E. Objective of Research**

Related to the formulation of the problem above, the objective of the research as follows : to know whether there is an influence of using sentence combining practice towards students' writing ability in descriptive text at the eleventh grade of SMAN 12 Bandar Lampung.

### **F. Significance of the Research**

This research aims at having the following uses :

- a. Theoretically

For the theoretical contribution, the result of this research are expected to support the previous theories about the influence students' writing ability through sentence combining practice in descriptive text.

b. Practically

For practical contribution, the result of this research can be used :

1. For the teacher

This research is also expected to give contribution to the English teacher interms of using sentences combining practice in writing descriptive text in order to overcome the problems of students' achievement in writing.

2. For the students

The students will know their strengths and also weaknesses in writing and will improve their writing ability correctly.

3. For the next research

The research can give information about students' ability in producing a good writing. It can give proportion in directions wisdom to make a contest about making an interesting writing.

## **G. Scope of the Research**

The scope of the research as follows :

1. Subject Of The Research

The subject of this research was the students of the eleventh grade of SMA Negeri 12 Bandar Lampung in academic year of 2020/2021

## 2. ObjectOfThe Research

The objectof this researchwas the students' writing ability in descriptive text.

## 3. Place Of The Research

This research was conducted at SMA Negeri 12 Bandar Lampung.

## 4. Time Of The Research

This research was conducted at the second semester of eleventh grade of SMAN 12 Bandar Lampung in the academic year of 2020/2021



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In chapter one, has been given the explanation about the background of the problem. Writing that consist of any terms of theories which where applied should be clarified and explained specifically in order to have same perspective of related literature.

#### **A. Frame of Theory**

Writing is a complex activity. It involves process of drafting, composing, and evaluating or proffreading. Regarding the process of composing writing, one important skill that should be mastered by students' is combining sentences. According to Chin, sentences combining is "the strategy of joining short sentences into longer, more complex sentences".<sup>12</sup> Thus, by engaging in sentence combining tasks, students may learn to vary sentences constructions in order to improve the meaning and style of the sentences.

#### **B. Concept of Writing**

Writing is one of four skills that should be mastered and also an important skill to be learnt by the students'. According to Hyland, writing is a way of sharing personal meanings and writing course emphasize the power of individual to construct his or her views on topic.<sup>13</sup> So we can said

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<sup>12</sup>Writing from Sources: A Guide for ESL Students, (California: Mayfield, 2011), p. 141.

<sup>13</sup> Ken Hyland, *Second Language Writing*, (Cambridge : Cambridge University Press, 2010), p.9

that writing is used to express and share people meanings in he/she is encouraged to organize their ideas into written text.

Writing is the expression of the language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers.<sup>14</sup> It means that writing is the sequences of the words that is arranged systematically in order to give information to the reader. In giving information through written from the students' should arrange the words systematically in accordance with the rules of English patterns.

Based on information above, the researcher concludes that writing is a process of produce idea and feeling through written and writing also measurement whether the students' can measure all English skill, because when students' are able to do writing it means that they are also able to do reading, speaking and listening because the all four skills in English can be separated because it is the Unity of English learning activity.

## **2. Concept of Process of Writing**

In doing writing activity, it needs some processes. Almagot stated, that the process of writing activity are particularly long and progressive.<sup>15</sup> It means that writing is take much time to learnt and can not instant. It must pass several steps to create written work. In actually the writing process is not highly organized linear process, but rather a continual movement

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<sup>14</sup> Utami Dewi, *How to Write*, (Medan : La-Tansa Press, 2013), p.2

<sup>15</sup> Dennis Almagot, *the Models of Writing*, (Amsterdam Springer Netherlands, 2010), p.185

between the different steps of the writing model. There are models of writing process.

There are five stages of writing process as following :

a. Prewriting

Includes exploring topics, choosing a topic, and beginning to gather and organize details before you write.

b. Drafting

Even if you have thoroughly explored your topic, you will almost certainly discover more about it while drafting. Sometimes these new insights will cause you to turn back and revisit your plan, research, approach, audience, or purpose. Drafting, then, is not just putting ideas down on paper. More often than not, it involves coming up with new ideas.

c. Revising

Revising involves reworking your draft on the basis of the review. It also means polishing to achieve memorable prose. It may mean writing new sentences, moving paragraphs, eliminating sections, doing additional research of information or images, or even choosing a new topic and starting over.

d. Editing and proofreading

Editing involves making what you have written ready to meet those traditional conventions of written form usually called “correctness”. Sentence structure, spelling, mechanics, punctuations-all should ordinarily meet conventional standards.

e. Publishing and presenting

Are the sharing of your work with others.<sup>16</sup>

And according to Harmer, there are four elements in the process of writing, they are :

#### 1. Planning

In the first stage, the writers make a plan what they are going to write. Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to write. Before starting to write or type, they try and decide what it is they are going to say, for some writers this may involve making detailed notes.

#### 2. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way to the final version.

#### 3. Editing (reflecting and revising)

In this stage writer has produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps the way something is written is ambiguous confusing. they may then move paragraphs around or write a new introduction. Reflecting and revising are done by other readers or editors who give comment and make suggestions.

#### 4. Final version

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<sup>16</sup> Andrea A. Lunsford, *The St. Martin's Handbook*, (USA, 2010), p.26

When the writers have edited their draft, they produce their final version. This may look considerably different from the original plan and the first draft, because the things that are not suitable have changed in the editing process. The writer is ready to send the written text to the intended audience now.<sup>17</sup>

Based on the explanation above, the researcher concludes that there are many in process of writing, so it is never enough in one step action to make a good written text.

### 3. Concept of Teaching Writing

Writing is one of language skill in communication. Teaching writing to students' is important as the other language skills. As Harmer said, "writing as the basic language skill that must be taught".<sup>18</sup> Hence, teaching writing is essential skill taught in the English education. Brown stated that in the process teaching of writing, the teacher must be balance between writing process and writing product. Writing process consider most of the following :

- a. Focus on the process of writing that leads to the final written product,
- b. Help students' to understand their own composing process,
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting,
- d. Give students time to write and rewrite,
- e. Place central importance on the process of revision,

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<sup>17</sup> Jeremy Harmer, *How to Teach Writing (6th Ed)*, (London : Longman, 2013), p.4

<sup>18</sup> Jeremy Harmer, *How to Teach Writing (2nd Ed)*, (Edinburgh : Pearson Education Limited, 2010), p.112

- f. Let students discover what they want to say as they write,
- g. Give students feedback throughout the composing process as they attempt to bring their expressions closer and closer to intention,
- h. Encourage feedback from both the instructor and peers,
- i. Include individual conference between teacher and students' during the process of composition.<sup>19</sup>

It can be concluded that in teaching writing, the students must follow the writing process to create their product in written work. In this case the teacher will lead them to organize their idea by several stages.

#### 4. Concept of Writing Ability

Writing is described as difficult skill because there are some aspects include in written work. In writing, the writer not only focuses in expressing idea but also the writer must understand about language aspects. Raimes said, that writing also reinforces the grammatical structures, idioms, and vocabulary.<sup>20</sup> Thus, writing is the ability to express idea that writer will use knowledge of grammatical structures and vocabulary to express the idea in written form.

Writing is needs some processes to create written work. Yi said that writing ability is to initiate and involve ideas then use certain revising and editing practices to develop them maturity in a given context.<sup>21</sup> Therefore,

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<sup>19</sup> H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy (4th Ed)*, (California : Pearson Education, 2013), p.336

<sup>20</sup> Ann Raimes, *Technique in Teaching Writing*, (Oxford : Oxford University Press, 2011), p.3

<sup>21</sup> Jyi-Yeon Yi, "Defining Writing Ability for Classroom Writing Assesment in High Schools", *Journal of Pan-Pacific Association of Applied Linguistics*, Vol.13, No. 1, 2010, p. 60

writing is a process in which the students are encouraged to have ability for initiating and involving their ideas then revise and edit their written work. From those theories it can be concluded that the students should pay attention on their writing ability if they want to produce a good written work. To know students writing ability, the teacher should make a decision what a kind of aspect that will be used to measure and evaluate students' writing ability. In this case, the Tribble scale assessment was used to measure and evaluate students' writing ability. There are five aspects to measure writing based on Tribble as follows:

a. Content is about the ideas that is used by the students to elaborate the topic. This aspect consider whether the ideas is relevant to the topic or not, whether the ideas detail or not, and whether the students use much varieties of ideas or not.

b. Organization

This aspect considers how the students organize their ideas. It is related to coherence and cohesion.

c. Vocabulary

This aspect is related to how the students choose the word/idiom and whether the students use many vocabularies or not.

d. Language

This aspect considers about grammar and structure such as agreement, tense, number, word order, article, pronouns, and preposition.

e. Mechanics

This aspect is related to use spelling, punctuation, capitalization, and layout.<sup>22</sup>

## 5. Concept of Text

### a. Definition of Text

In general there are two kinds of text. As Siahaan and Shinoda said that a text is a meaningful linguistic unit in a context, it is both a spoken text and a written text.<sup>23</sup> A text is a unit of some word. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence. While written text is any meaningful written text. It can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book. Thus, a text is a structure of words that are arranged to be a meaningful unit that can be delivered in spoken or written.

Hyland state that text have a structure, they are orderly arrangements of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meaning.<sup>24</sup> It means that a text is organized by words, clauses, and sentences which follow grammatical rules to be a full text that has meaning. Furthermore, according to Knapp and Watkins, text is organized as a cohesive units that is used as the language communication system.<sup>25</sup> So we can said, a text is used

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<sup>22</sup> Christopher Tribble, *Language Teaching Writing*, (New York : Oxford University Press, 2010), p. 130

<sup>23</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta : Graha Ilmu, 2012), p.1

<sup>24</sup> Ken Hyland, *Teaching and Researching Writing (2nd.Ed)*, (Edinburgh Gate : Pearson, 2013), p.8

<sup>25</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar : Technologies for Teaching and Assessing Writing*, (Sidney : University of New South Wales Press Ltd, 2010), p.29

as the language communication system that is organized by words, clauses, and sentences following grammatical rules.

In summary, it can be concluded that a text is a meaningful linguistic constituent in spoken or written form that is organized by following grammatical rules and structure, so the reader can understand the meaning of the text.

### **b. Types of Text**

Genre is defined as the next type which functioned as a frame of reference in spite to create and effective in diction.<sup>26</sup> In English, there are several types of text that should be mastered by the students. These are thirteen types of different genres of text :

#### 1) Narrative Text

Narrative text is used to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which is then resolved.

#### 2) Descriptive Text

Descriptive text is used to describe in details of particular person, place, thing, and subject.

#### 3) Procedure Text

Procedure text is used to describe how something is done or how something is accomplished through a sequence of actions or steps.

#### 4) Recount Text

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<sup>26</sup> Pardiyo, *Teaching Types-Based Writing*, (Yogyakarta : Andi Offset, 2013), p.2

Recount text is used to retell something or event happened in the past for the purpose of informing or entertaining.

#### 5) Report Text

Report text is used to describe the way things are, with reference to arrange of natural, handmade and social phenomena in our environment.

#### 6) Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

#### 7) Hortatory Exposition

Hortatory exposition is a text to persuade the readers or listeners that something should or should not be the case.

#### 8) Explanation Text

Explanation text is a text to explain the processes involved the information or working of natural or socio-cultural phenomena.

#### 9) Discussion Text

Discussion text is used to present information and opinion about issues in more one side of an issue.

#### 10) News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

#### 11) Anecdote

Anecdote is use to share with others an account of an unusual or amusing incident.

#### 12) Spoof

Spoof is a text to retell an event with a humorous twist.

### 13) Review

Review is a text to critique an art work or event for a public audience.<sup>27</sup>

Based on those explanation above, it can be conclude that there are many kinds of text. And that should be mastered by students' in writing for increasing students writing ability. In this study will focused on acrostic technique in students' writing descriptive text.

## 6. Concept of Descriptive Text

### a. Definition of Descriptive Text

Nowdays, we might often describe something around us. In general, we often use descriptive text to describe something. As Sanggam and Siahaan stated that descriptive is a written English textin which the writer describes an object. It can be a person, or an animal, or a tree, or a house, or a camping or an any topic.<sup>28</sup> A descriptive text may be used to describe more about the appearance of people, their character or personality and it reproduce the way something looks, smells, tastes, or sounds. It means that descriptive text is a text that describe about an object appearance.

Descriptive text is a text containing two components namely identification and description. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object.

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<sup>27</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney : Gerd Stabler, 2014), p. 196

<sup>28</sup> Sanggam Siahaan and Kisno Shinoda, *Op.Cit.*, p. 89

Descriptive text consist of five component namely describing process, event, object, person and place.

#### 1. Describing a person

In describing a person, the first thing that we do is recognizing his/her individual characteristic. We need to describe people occurs fairly areas of physical attributes (hair, eyes,), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception).

#### 2. Describing process

To describe a process in descriptive writing, it is important for the writer to know and to understand how something occurred and done. That is why the writer should consider the steps for completing the imperative form.

#### 3. Describing a place

The best way to describe a place is by presenting concrete. Something like a school, a field of a garden. Further, it is essential to describe the size and agreement of space involved.

#### 4. Describing thing (object)

The best way to describe an occurred object, such as the colours, shapes, and so on. There for, the writer will describe easily the entire picture and event.

#### 5. Describing an event

Describing an event explain all details related to the event clearly. Student should be able to memorize and remember the entire event and enable to describe a moment or an unforgettable situations.<sup>29</sup>

In short, descriptive text is a text that describe the characteristic of people, places, animals, or things on how its look, sound and taste with details, factual, and specific description.

### **b. Generic Structure of Descriptive Text**

Like another genre of text, in descriptive text the students learn about social function, generic structure, and language features. Every genre has its own generic structures. Paltridge stated that generic structure describes a structure of text based on pattern of rhetorical organization.<sup>30</sup> It can be said that generic structure is used to construct a text based on the purpose of the text.

Descriptive text consist of two generic structures they are identification and description. Identification is to identifies the phenomenon to be described, and description is describe parts, qualities, characteristics. Wardiman gives explanation about the two generic structures as follow :

#### 1) Identification

Identification identifies phenomenon to be described. It is the general statement that intriduces subject to describe. It is usual in the first paragraph or in the first sentences. It can also give the readers brief explanation about when, where, who or what of the subject.

<sup>29</sup> D Jooly, *Writing Task*, (New York : Cambridge Universiy, 2010), p.470

<sup>30</sup> Brian Paltridge, "Genre, Text Type, and The language Learning Classroom", *Journal of English Language Teaching*, Vol. 50 no.3, 2014, p. 241

## 2) Description

Description is the more explanation of the object. It describes parts, qualities, and characteristics.<sup>31</sup>

Based on the explanation, it can be concluded that there are two generic structures that must be followed in making good descriptive text, those are identification and description.

### 3. Examples of Descriptive Text

#### **My Angel**

##### **Identification :**

Every people certainly have an angel in this life, that we called mother. It is because were born from her. The existance of her among us is definitely important. That is why i love her so much. I owe great debt to what she has been doing to me until right now. So here's my mother.

##### **Description :**

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me tonot give up easily. She always give me some fine solutions when i have some problems. The importance of her is never denied. That is why i never reject her willing.

<https://www.quipper.com/id/blog/un/bahasa-inggris-un-sma/contoh-descriptive-text-lengkapdengan-struktur-dan-fungsi/>

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<sup>31</sup> Artono Wardiman, *et. al. English in Focus, for grade VII Junior high school (SMP/Mts)*, (Jakarta : Pusat Pembukuan, Departemen Pendidikan Nasional, 2011), p. 121

## **7. Procedure of Teaching Writing Ability in Descriptive Text by Using Sentence Combining Practice**

Every strategy has different procedures each other. The procedures has purpose to help the students to combine the short sentence into long sentence and simple sentence into complex sentence. There are several procedures of Sentence Combining strategy are :

- a. Write two or three simple sentences on the chalkboard, and ask students to combine the sentences to form one longer, more elaborate sentence.
- b. Discuss all suggestions and write all acceptable sentences produces by students on the board.
- c. Provide oral practice with the sentences before asking the students to combine them in writing.
- d. Take sentences directly from a student's written work. For example you may want to help students learn how to join sentences using a variety of conjunctions such as because, but, and or.

According to Matther et all, the implementation by combining these strategies such as bellow:

### **1. Pre-teaching Activities**

- The teacher greets the students

### **2. Whilst-teaching Activities**

#### **a. Exploration**

- 1) The teacher brainstorm the students

2) The teacher explain the material

b. Elaboration

1) The teacher guides the students to pick the topic, purpose and audience.

2) Next, List the idea about the topic.

3) Then, Evaluate the list in terms of completeness, organization, and sequencing of ideas that will be used to generate supporting sentences.

4) Activate. The teacher guides the students to activate the paragraph with topic sentences.

5) Next, The teacher guides the students to supply supporting sentences for topic.

6) The students write two or three simple sentences on the chalkboard, and combine the sentences to form one longer, more elaborate sentence.

7) Discuss all suggestions and write all acceptable sentences produces by students on the board.

8) Provide oral practice with the sentences before asking the students to combine them in writing.

9) End with a concluding sentences and evaluate work.

10) Take sentences directly from a student's written work.

For example, you may want to help students learn how to join sentence using a variety of conjunctions such as because, but, and or.

### c. Confirmation

- 1) The teacher guides the students to revise and edit the task.

### 3. Post-teaching Activities

- 1) The teacher and students discuss the material that have been studied.
- 2) The teacher give homework.<sup>32</sup>

Based on the explanation above, sentence combining strategies is suitable to used by teacher in teaching writing and for helps the students in writing process. Sentence combining strategy helps students to understand the relationships relevant to academic writing. Sentence combining asks students to experiment with different ways of putting words and ideas together. It can make the students understand in writing process, especially in write paragraph. In addition, these strategies are suitable for any kinds level of students at Senior High school.

## 8. Concept of Sentence Combining

### a. Definition of Sentence Combining

In this case, this research explains the phenomenon of how sentences combining practice can increase students' writing ability particularly in terms of organization, grammar and vocabulary. Saddler and Graham said that sentence combining was provide systematic instruction in sentence construction skills. Sentence combining provides direct, mindful practice in manipulating and rewriting basic or kernel sentences into more syntatically

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<sup>32</sup> Mather, Nancy, "Writing Assessment and Instruction for Students with Learning Disabilities", (San Francisco: Jussey-Bass, 2011), p. 145

mature or varied.<sup>33</sup> Conversely, students who may write short, choopy sentences can learn to change these sentences into more varied and syntactically complex sentences that better reflect what they want to say.

Sentence combining is a writing intervention that teaches students to combine words, phrases, and clauses from short sentences into longer and more complex sentences.<sup>34</sup> Thus, it can be said that feedback that involved correction produced in their writing. They will learn how complex sentence carries many ideas and makes sentences become more varied, interesting and sound better to read.

Blanc stated that the students' have mastered writing a clear, grammatically correct simple sentences (a sentence that contains a subject and a predicate and expresses a complete though), it can be to improve their writing by practicing combining sentences. Combining sentences not only lends variety to your writing but also helps the reader to follow the direction of your argument smoothly. Those are to know more effectively persuade your audience.

### **b. The Advantages of Sentence Combining**

According to Saddler in teaching writing, sentence combining practice may improve writing in four ways, there are some advantages of using sentence combining practice, these are :

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<sup>33</sup> Saddler, B., & Graham, S., "The Effects of peer-assisted Sentence Combining Instruction on the Writing of more and less skilled young writers", *Journal of Education Psychology*, Vol. 97 no 3, (New York : Psychological Corp, 2013), p. 43-54

<sup>34</sup> Saddler, B., Behforooz, B., & Asaro, K., "The effects of sentences-combining instruction on the writing of fourth grade students with difficulties", *The Journal of Special Education*, (New York : The Guilford Press, 2012), p. 42

- 1) Students start considering the readers perspective during the process of learning and manipulating syntatic options in their own writings.
- 2) Students may reduce the choppy or run-on sentence style. Specific pattern drill and mindful syntatic manipulation allow the writers to become aware of syntatic alternatives. This awareness may boost students' confidence in their ability to manipulate sentence syntax, and make them more vary, experiment and innovate in their writing.
- 3) Sentence combining exercise can illustrate how punctuation organize sentence elements and may help students' become confident about punctuation.
- 4) Sentence combining practice may foster revision skills by providing an knowledge of syntatic structures that writers to consider alternative in sentence structure.<sup>35</sup>

### **c. The Disadvantages of Sentence Combining**

It may takes a long time to prepare and it is difficult to organize. Although sentence combining exercise have proven affective in increasing syntactically fluency of students, they only represent one component in writing program. This exercises cannot replace other validated writing instruction practices, nor they are a quick fix, as change in writing behaviour take time and much practice. They cannot meet every challenge skilled or less skilled students will face during the composing process.

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<sup>35</sup> Saddler, *Improving Sentence Construction Skill through Sentence Combining Practice*, (New York : The Guilford Press, 2011), p.18

## **B. Frame of Thinking**

English is one of international language that must be mastered. And English also as a tool for interaction and communication. In Indonesia, English is taught in school because it is very important for them communicate with other people from other country. In learning English, the students are going to learn four skills, there are listening, speaking, reading and writing. Writing is the most difficult skill to be learnt by students'.

Writing is define as one of the most powerful communication tools which shares our thoughts and ideas for the rest of our life. The most writing is about the ability in creating ideas or thoughts based on the writers experience that was taken from some information. It is need by writer and they will use the ideas or thoughts will order to help the reader in remembering information.

Writing is one of the important skill in Senior HighSchool that should be mastered by the student. The teacher should be aware of the students' writing mastery. In reality, many students' that have difficulties in writing because they dont know how to begin their writing. They have some ideas on their mind, but they didn't know how to express them in good writing composition. The teacher should be able create a technique that can help students to get started their writing.

In this case, to study writing, the research does not pay attention to write word by word to establish meaning but also the students experiences and the prior knowledge to understand and create the result of creating writing. In this study, writing is focused on the form of writing description

text, the researcher can use sentence combining technique. Sentence combining technique is encourage a writer to take two or more short, choppy sentences and combine them into one effective sentence, it can give good effect for students, because they can follow the procedures of sentence combining technique to write text especially writing descriptive text by describing the object based on the real life situation and the innovative information and responsive when using some knowledge. Furthermore, in the next writing, the students' are hoped to minimize their mistakes and they can produce better writing than the previous one.

### **C. Hypothesis**

The hypothesis of this research are formulated as follows :

Ha : There is a significant improvement of the students' writing achievement in descriptive text throught sentences combining practice at second semester of the eleventh grade at SMAN 12 bandar lampung in 2020/2021 academic year.

Ho : There is no significant improvement of the students' writing achievement in descriptive text throught sentences combining practice at second semester of the eleventh grade at SMAN 12 bandar lampung in 2020/2021 academic year.

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