

THE EFFECT OF CONTROLLED WRITING TECHNIQUE ON THE SEVENTH YEAR STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT SMPN 1 PASIRIAN IN THE 2013/2014 ACADEMIC YEAR

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Abstract

This research was intended to describe how the use of controlled writing technique can effect the seventh year students' achievement in writing descriptive text at SMPN 1 Pasirian. This research applied quasi experimental design with non-equivalent control group post-test only design because the aim of this quasi experimental research was to know whether or not there was a significant effect of the students' achievement that was given certain treatment. The research subjects were 36 students of VII B as the experimental class and 36 students of VII D as the control class. The data collection methods that were applied in this research were writing test and observation. It was found that the statistical value of t-test was 7.17. Then t-table at significant level of 5% with Df (70) was 1.9944. Thus, the result of t-test was greater than the value of t-table ($t > t\text{-table}$). Based on the result of the research, it was concluded that teaching writing by using controlled writing technique had a significant effect on writing achievement on the seventh grade students' descriptive text writing achievement.

Key Words: *Controlled Writing Technique, Descriptive Text, Experimental Research, Students' Achievement and Writing Achievement.*

INTRODUCTION

English has been widely used in many fields as an international language. It is used not only for communication but also for keeping up with the development of technology and science. It can also be used to help the students to get much information and use it as source of their knowledge through interaction or communication to one another.

Talking about English, there are four language skills that students should master. They are listening, speaking, reading, and writing which should be taught integratively to achieve the meaningful learning outcomes. As one of the English skills, Writing is a purposeful process of expressing thought actively in which a system of written symbols is used for thinking and communicating. It needs time to plan, think, and revise the message. Writing plays important role in the context of English teaching as a foreign language in Indonesia. Raimes (1983:3) states "writing helps learners to reinforce grammatical structures, idioms, and vocabulary that teachers have worked with in

the class". It is a skill that anyone can learn with practice (Langan, 2008:10).

In addition, Wingersky et al. (1999:4) state that the writing process gives students a chance to compose, draft, rethink, and redraft to control the outcome of their writing. It means that the students should not worry about the result of their writing because they have opportunity to correct their writing and reduce errors. However, it is not an easy work because students should also consider about the writing aspects such as; grammar, vocabulary, mechanics, organization, and content.

Based on the preliminary study and interview with the English teacher of the seventh year students at SMPN 1 Pasirian-Lumajang which was held on December 17th 2012, it was found out that the teacher used conventional way to teach writing by giving the topic to the students. He used free writing to teach writing. Besides, he teaches functional text in the first semester. It means that the teacher has not taught descriptive yet in the first semester. From the teacher's explanation, the researcher wants to use

controlled writing technique especially questions and answer type to teach writing on descriptive text.

When the researcher observed, it was found out that sometimes the teacher just discusses about structure of sentences, about how to construct sentences correctly, or teaches how to compose their sentences into good organization. Moreover, the English teacher gave information that the students' were not motivated in English, because they thought that English was difficult. Some of the students thought that they could not remember some words with their meaning. Most of the seventh year students of SMPN 1 Pasirian who learn English as a foreign language still experienced difficulties in mastering writing skill. Sometimes, the difficulty in writing skill is an idea. Some of the students clarified that they had difficulties to find an idea to begin with. Consequently, students needed much time to think and wrote anything into English. The teacher just used BSE package book to teach English. This condition was necessary to be improved to make the students write fluently. It was also revealed that the students' major problems in writing were lack of vocabulary, lack of mastery of structure, and difficult to find idea of what to write.

The researcher considers that finding the idea of what to write is the main problem of every writer. The idea itself cannot instantly come to the students' mind. It is a duty for the teacher to help the students bringing the idea. Therefore, it is important to use a variety of techniques in teaching English to improve their writing skill, motivate the students, and help the students finding their idea. Besides, it is necessary to use a technique that might motivate the students to write meaningful and grammatically correct sentences. One of the techniques that can be applied is controlled writing technique especially questions and answer type. Dealing with those activities, Raimes (1983:95) suggests controlled writing to help foreign language learners in writing. This technique gives students a chance to apply English patterns that they have learnt.

Some previous researches have been conducted dealing with questions and answer type. The first was conducted by Komsatun (2006) entitled "The effect of using free writing technique on the tenth year students' writing fluency at SMAN 1 Pakusari, Jember, in the 2010-2011 academic year" concluded that the use of free writing technique in teaching writing could increase the students' writing achievement of the eighth year students of SMAN 1 Pakusari Jember in the 2010-2011 academic year. Another research was also conducted by Wandiyana (2006:29) entitled "The effect of applying WH and YES/NO Questions on the seventh grade students' descriptive paragraph writing achievement at SMPN 2 Kalisat in the 2010-2011 academic year" concluded that the students were more creative to develop their idea in writing a descriptive paragraph by applying WH and YES/NO questions. It can

be seen from the statistical computation value which showed that the t-test was higher than t-table ($2.14 > 2.00$).

The problem of the research in this study was "Is there any significant effect of controlled writing technique on the seventh year students' achievement in writing descriptive text at SMPN 1 Pasirian Lumajang in the 2013-2014 academic year?"

The objective of conducting this research is to know whether or not there is a significant effect of controlled writing technique on the seventh year students' achievement in writing descriptive text at SMPN 1 Pasirian Lumajang in the 2013-2014 academic year.

RESEARCH METHOD

The research design was an experimental research which applied quasi-experimental design with non-equivalent control group post-test only design because the aim of this quasi experimental research was to know whether or not there was a significant effect of the students' achievement that was given certain treatment. The area determination method was SMPN 1 Pasirian. The school was chosen purposively because of several reasons. First, the research about the use of controlled writing technique especially question and answer type to teach writing has never been conducted at this school. Second, the permission to conduct a research in this school is gotten. Then, the population was the seventh grade students of SMPN 1 Pasirian in the 2013/2014 academic year. There are six classes consisting of 36 students each class. Cluster random sampling was applied as the technique to take the samples after knowing the result of the mean score obtained from the homogeneity test. Therefore, two classes were taken as samples in this research. Then, the researcher analyzed homogeneity test by using ANOVA.

The data collections methods used were writing test and observation. Observation was used to get students' learning activity in the teaching and learning process. The writing test was conducted to get students' writing achievement after the treatment. This research was conducted collaboratively with the English teacher of grade VII at SMPN 1 Pasirian. The collaboration focused on observing and investigating English teaching and learning process. The researcher and the English teacher were the raters in measuring the students' writing test.

The independent sample t-test formula was used to analyze the data obtained. Setiyadi (2006:168) states that an independent sample t-test will be used because the researcher wants to compare the means of two independent classes. In this research, independent sample t-test was used to find out the mean difference of the experimental group and control group. The researcher used statistical method to compare the means of experimental and the control groups to know whether or not there is a significant effect between them after treatment. The Independent sample t-test formula adapted from Arikunto, 2002:280) is as follows:

$$t = \frac{\bar{M}_x - \bar{M}_y}{\sqrt{\left(\frac{\sum Xx^2 + \sum Xy^2}{n_x + n_y - 2}\right) \left(\frac{1}{n_x} + \frac{1}{n_y}\right)}}$$

Notes:

t = t-test

Mx = mean of the experimental group

My = mean of the control group

Xx = individual score deviation of Ma

Xy = individual score deviation of Mb

nx = number of experimental group

ny = number of control group

RESEARCH RESULT AND DISCUSSION

This research was conducted in two meetings for the treatment and one meeting for writing test as a post test. The research findings were based on the observation data and students' writing test. The observation aimed to get the secondary data of students learning activities in teaching learning process. Besides, the writing test was done to measure the students' writing achievement after they were taught by using controlled writing technique especially questions and answer type.

The results of data analysis showed that controlled writing technique gave contribution to the students' writing achievement at SMPN 1 Pasirian. This could be seen from the result of statistical computation value of t-test which was higher than the value of t-table with significant level of 5% ($7.17 > 1.9944$). It meant that the null hypothesis was rejected, while the alternative hypothesis was accepted. Therefore, it would be concluded that controlled writing technique in writing descriptive text had a significant effect of the seventh grade students at SMPN 1 Pasirian in the 2013/2014 academic year.

Furthermore, the result of data analysis showed that applying controlled writing technique especially questions and answers type in writing descriptive text gave significant effect to the seventh grade students of SMPN 1 Pasirian. The result showed that the statistical computation value of t-test was higher than the t-table ($7.17 > 1.9944$). It could be seen that the experimental group who was taught writing descriptive text by using controlled writing technique especially questions and answer type got better score compared to the control group who was taught writing descriptive text by using free writing.

The previous research conducted by Komsatun (2006) entitled "The effect of using free writing technique on the tenth year students' writing fluency at SMAN 1

Pakusari, Jember, in the 2010-2011 academic year" concluded that the use of free writing technique in teaching writing could increase the students' writing achievement of the eighth year students of SMAN 1 Pakusari Jember in the 2010-2011 academic year. Further, a research conducted by Wandiyana (2006:29) concluded that the use of WH and yes/no questions gave significant effect of the students' writing achievement of the seventh year students of SMPN 2 Kalisat-Jember. Applying controlled writing technique especially WH and YES/NO questions increased the students' writing product. The students were more creative to develop their idea in writing a descriptive paragraph by applying WH and yes/no questions. It could be seen from the statistical computation value which showed that the t-test was higher than t-table ($2.14 > 2.00$).

In this research, the use of controlled writing technique as technique helped the students in constructing their writing. This research proved the expert' opinions which stated that controlled writing technique was an effective technique in teaching English writing. Raimes (1983:95) states that controlled writing task give the students focused practice in getting words and in concentrating on one or two problems at a time. Also, controlled writing is easier to mark and much less time consuming.

In addition, the use of controlled writing technique especially questions and answer type helped the students in constructing their writing. In line with this, Raimes (1983:101) confirms that questions are useful to stimulate thinking and to shape their ideas. By using sets of questions based on the topic, the students will answer the questions and use the answers to develop their paragraph more easily. It was revealed that the students' writing in experimental group had less error of the grammar aspect than the students' writing in control group. The students in experimental group also showed great enthusiasm. It corroborates the result of the previous research about the students' participation. When the researcher provided controlled writing technique especially questions and answer type in teaching learning activities, the students enjoyed answering the set of questions before combining them into a text easily. It was different from control group which had not received those techniques in their writing class, because they just learned writing in conventional way in their writing class. Consequently, the students in the control group could not absorb the material as well as the ones in experimental class. It was hard for the students in control group to put their sentences into a text on the paper. Then, the strength of this treatment when teaching and learning process was that all of the students in experimental class and control class did the activities seriously and enthusiastically.

The evidence of those different treatments could be seen from the results of the test. The mean deviation score of the post-test of the experimental class was greater than the post-test mean deviation score of the control class

(73.7>56.9). It was concluded that there was a big deviation between them. Consequently, it gave effect to the result of the t test formula. The value of t-test formula was 7.17. It was far greater than the value of t table for Df 70 that is 1.9944.

In this research, the result of the research showed that the experimental group got better results in writing achievement. It was because the students in experimental group were taught by using controlled writing technique especially questions and answer type on writing class so that it was easy for them to develop their writing skills. Consequently they paid more attention. In conclusion, the use of controlled writing technique in teaching English especially teaching descriptive writing plays an important role to increase students' writing achievement. The evidence was that teaching writing by using controlled writing technique had a significant effect on writing achievement on the seventh grade students' descriptive text writing achievement at SMPN 1 Pasirian - Lumajang in the 2013/2014 academic year.

CONCLUSION AND SUGGESTION

Based on the data analysis and discussion, it could be concluded that there was a significant effect of applying controlled writing technique on the seventh grade students' descriptive text writing achievement at SMPN 1 Pasirian-Lumajang in the 2013/2014 academic year. In this research, experimental class (VII B) got better result than control class (VII D). Based on the statistical computation value the t-test was higher than t-table ($7.17 > 1.9944$).

Applying Controlled Writing Technique especially Questions and Answer type on writing descriptive text gave significant effect on descriptive text writing achievement. Based on the result of the research, some suggestions are proposed to the English teacher, the students, and the other researchers. The English teacher should learn how to create questions and answer type or other technique in order to create or look for the teaching technique because it was proved that the use of Controlled Writing Technique especially questions and answer type has significant effect on students' writing achievement. Moreover, it is suggested that the students of SMPN 1 Pasirian – Lumajang be more creative to develop their idea in writing a descriptive text through applying controlled writing technique especially questions and answer type. In addition, it is hoped that by using this technique the students will be easier to write a descriptive text.

Hopefully, it can be used as a consideration for other researchers to conduct further research dealing with controlled writing technique especially questions and answer type in different language skill, research area, and research design, for instance conducting a classroom action research or descriptive research.

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