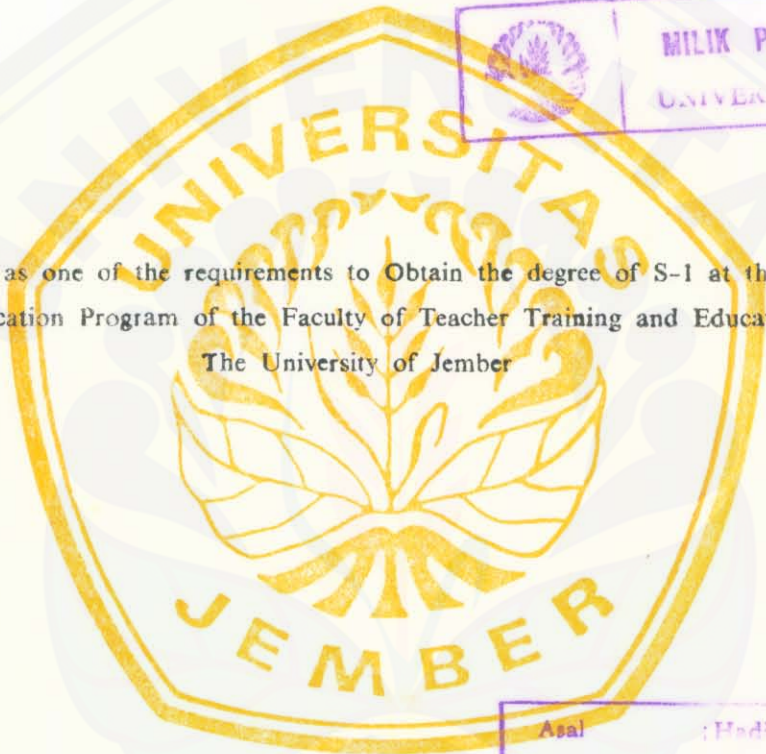


**THE INFLUENCE OF APPLYING CONTROLLED COMPOSITION
ON IMPROVING THE WRITING ACHIEVEMENT OF THE
SECOND YEAR STUDENTS OF SMUN 2 SIDOARJO
IN THE 1999/2000 ACADEMIC YEAR**

THESIS



Presented as one of the requirements to Obtain the degree of S-1 at the English Education Program of the Faculty of Teacher Training and Education The University of Jember



by

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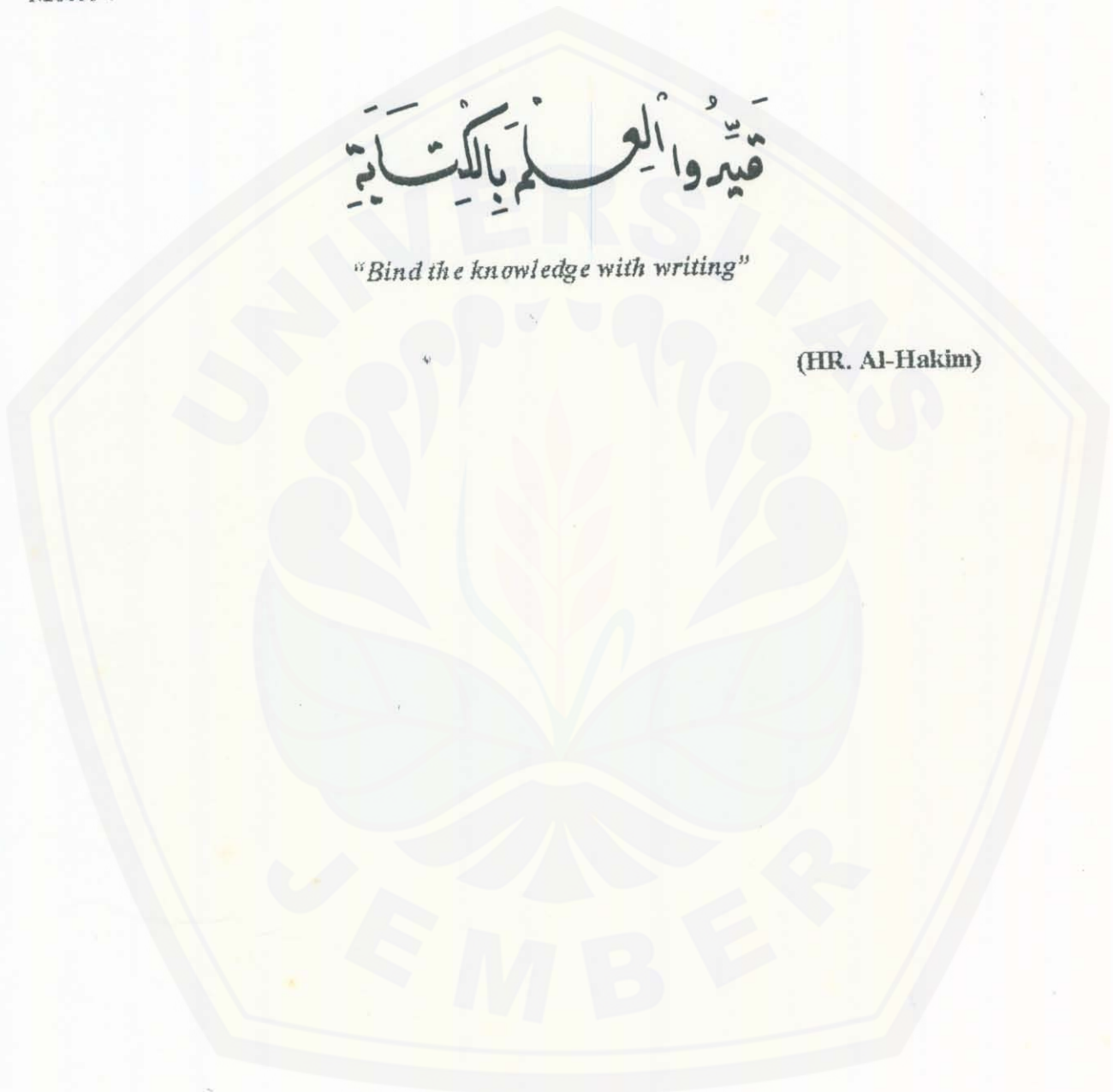
**FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER
2000**

Motto :

قَبِّدُوا الْعِلْمَ بِالْكِتَابَةِ

"Bind the knowledge with writing"

(HR. Al-Hakim)



Dedication

I dedicate this thesis to honorable

♥ *My dearly beloved parents 'Bapak/Tbu Suhadi'.*

There are no suitable words to express how I thank for your true love, your pray for me that brings me to this wonderful life, but I love you so much and I am proud to be your sweetheart.

♥ *Condro, Handik, Hepy, Heny and mas Dayan who are dear to my heart.*

Your love, care and support are spirits that bring me to this success.

♥ *My friends in English Education Program 95 level.*

Thanks for the lovely friendship

♥ *Assa'addah family*

♥ *My Almamater.*

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IN THE 1999/20000
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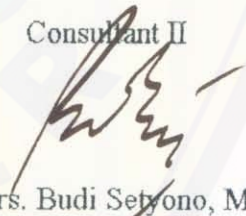
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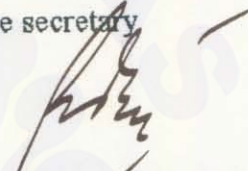
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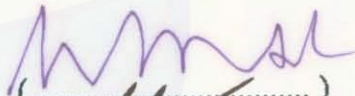


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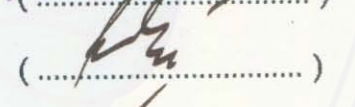
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2. The Chairwoman of Language and Arts Department.
3. The Chairman of the English Education Program.
4. My first and second consultants who have given me guidance and valuable suggestions.
5. The principal, the English teacher and administration staffs of SMUN 2 Sidoarjo.
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I am aware that this thesis is still not perfect; however, I expect it would be useful not only for myself but also the readers.

Jember, March 2000

Yuli Katriana

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ABSTRACT

Yuli Katriana, March 2000, The influence of applying controlled composition on improving the writing achievement of the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year.

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Improving the student's writing ability was very important for writing was considered as one of the most difficult skills. One of the ways that could be done was applying controlled composition as suitable writing teaching method. The research problem to be investigated 'did the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year who were taught by applying controlled composition have better writing achievement than who were not?'. While the objective of the research was to prove whether or not the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year who were taught by applying controlled composition had better writing achievement than who were not. There were four data collecting methods used : test, interview, observation and documentation. The collected secondary data were analyzed qualitatively by describing the results of interview, observation and documentation, and the primary data were analyzed statistically by using t-test with significant level of 5%. Based on the results of data analysis, it was found that statistical value of t-test was 3.20, while critical value of t-table with the degree of freedom 92 was 1.671. So, it could be concluded that the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year who were taught by applying controlled composition had better writing achievement than who were not. While the degree of relative effectiveness was 6.88%. Therefore, it is suggested that the English teacher apply controlled composition method to reduce the number of errors that the students make in their composition.

Key Words : controlled composition, writing achievement

I. INTRODUCTION

1.1 Background of the Research

There are four language skills that must be achieved by the students who are learning English; namely, listening, speaking, reading and writing. These language skills are also taught integratively in Indonesian senior high schools. As stated in basic course outline (Depdikbud, 1994:1), the English subject for senior high school students involves reading, listening, speaking and writing skills that should be taught integratively, while the emphasis is on reading.

Though reading is emphasized in English teaching, but it does not mean that other skills are much easier. On the contrary, as one of the four language skills writing is considered to be very difficult. The students might be good at speaking but they are not in writing. Fadloeli (1986:1.1) states that writing is the most difficult skill, for not all people are able to write well in their own language; although, they are able to speak well in their own language. When they are writing, it seems that they are communicating into space. Therefore, we need to think some points in writing in order to produce a piece of writing which is not only clear but also understandable for the readers. The first point is that we should examine how to structure the sentences. The second one is that we have to think about paragraph development

For writing is considered as complicated work, a method used by the English teacher in teaching writing must be suitable with the students' level of language proficiency. Consequently, both the lower achievers and the higher achievers are able to achieve the teacher's objectives and improve their writing achievement. Paulston and Bruder (1976:x) convey that method is implemented by techniques which the teacher selects to achieve his objectives. The method that might be suitable for the early stage is controlled composition; whereas, the technique must be consistent with the method. Teaching writing through giving exercises in the form of completion,

rearrangement, and conversion could be utilized as a technique to enable the students in writing a good paragraph.

Controlled composition as one of teaching methods of correct language forms is appropriate to be implemented in writing teaching process for the senior high school students. This is due to the fact that teaching writing in the early stage is intended to maximize the students' knowledge of sentence structure, and to learn rudimentary about paragraph development. On the other hand, many students of SMU are not good at writing, this might be caused by inappropriate teaching method. Therefore, the teacher needs to select the method in order to improve the students' writing achievement. As said by Cahyo (1996:57) that teaching writing through controlled composition exercises is able to contribute good result in teaching writing for it tends to improve the students' writing score.

Based on the strengths of controlled composition techniques. The writer would like to write this thesis entitled "The influence of applying controlled composition on improving the writing achievement of the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year".

1.2 Problem of the Research

The problem to be investigated in this thesis is : "Do the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year who are taught by applying controlled composition have better writing achievement than who are not ?".

1.3 Operational Definitions of Variables

Two variables that will be defined are controlled composition and writing achievement. Controlled composition is a method of teaching writing which is implemented by giving certain written paragraph models in the form of completion, rearrangement, and conversion. It tends to maximize the students' writing achievement

as indicated by grammatically correct sentence, correct punctuation use and unity of paragraph. While writing achievement means the capability of learners in expressing their thoughts in the form of paragraph with grammatically correct sentence, correct punctuation use and unity of paragraph. The student's writing achievement is indicated through their writing score.

1.4 Objective of the Research

The objective of the research is to prove whether or not the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year who are taught by applying controlled composition have better writing achievement than who are not.

1.5 Significance of the Research

The result of the research will be useful for the English teacher, students, and other researchers. For the teachers, the result can be employed to enable the students in writing a good paragraph. Meanwhile, for the students, the result is able to motivate them in improving their writing achievement through exercising some kinds of controlled composition more often. Finally, for other researchers, the result can be used as an input to conduct a research on the effectiveness of controlled composition on low English achievers.

II. LITERATURE REVIEW AND HYPOTHESIS

2.1 The Meaning of Controlled Composition

Some experts define controlled composition in various ways, yet most of them are in the same idea or purpose. According to Paulston and Bruder (1976:205) controlled composition is a method of teaching correct language form in writing, where by certain controls in pattern drills, the student is helped to produce correct composition. Moreover, Heaton (1985:149) defines, controlled composition as a method of teaching writing by controlling the student's freedom of expression in his written work. Another definition is given by Fadloeli (1986:3.1) who states that controlled composition or guided writing is writing exercise with some of the provided key words and structure models so that the students can produce new sentences and composition.

In addition, Abbott *et al.* (1985:146) state that exercises where the student is provided with all or some of the language he needs, but he has to select, rearrange, alter or add to it in various ways to produce his written text. Such techniques are often referred to as controlled composition. Further, Wishon and Burks (1980:v) explain, the guided practice of writing is necessary to develop a working acquaintance with the sentence patterns of written English in their simple and expanded forms and in the major transformations of those forms.

Based on above statements, it can be concluded that controlled composition is a method of teaching writing that is implemented by giving controlled pattern exercises, such as selection/completion, rearrangement, alteration or addition to a paragraph to produce good written text.

2.2 Controlled Composition

2.2.1 Types of Controlled Composition.

According to Fadloeli (1986:3.2), the types of controlled composition are completion, rearrangement and conversion.

a. Completion

Completion is completing every slots in a sentence or paragraph with available answers; however, they must be changed to the correct forms (Fadloeli, 1986:2). In addition, Paulston and Bruder (1976:206) explain that completion is the exercises where all fillers for each slot are interchangeable, and all the students need to do is copying correctly. Further, Abbott *et al.* (198:150) give an example of completion through completing or filling in the missing half sentences with the provided answers presented in the reading text.

b. Rearrangement

Rearrangement is reconstructing the scrambled words or sentences in the proper construction (Fadloeli, 1986:3.11). Moreover, Wishon and Burks (1980:vi) say that rearrangement is rearranging scrambled sentences and to rewrite them in structurally correct form. Abbott *et al.*(1981:148) name reordering instead of rearrangement. They define that it is an exercise that puts the sentences in an order which make good sense. It means that the student needs to select which sentence should come first in order to be chronological paragraph.

c. Conversions

According to Paulston and Bruder (1976:214-221), conversion is divided into three types : substitution conversion, transformation conversion, and modification conversion.

In substitution conversion the structure pattern of sentences remain are the same as the model, while the slots must be filled by the specific grammatical categories of filler. It leads itself primarily to exercises in the grammatical categories of gender, number, tense, and replacing synonyms and transition words.



On the other hand, The usual transformation conversions lead the students to be able to convert the imperative to various tense, active to passive form and passive to active, negative to positive or positive to negative, direct to indirect and indirect to direct.

Furthermore, modification conversion primarily composition to which the students have to add or complete some patterns of the model. They lend themselves primarily to the adding of adjectives and adverbs, articles and noun modifiers, phrases and clauses, and transition words.

2.2.2 The Advantages of Applying Controlled Composition

Controlled composition, according to Paulston and Bruder (1976:206) has several advantages. First, a teacher is possible to teach language patterns. Second, it is able to make sequence of sentence pattern forms from the simplest to the complex one. Thus, the students can practice maximally in structuring correct language form. The last is easily corrected.

Furthermore, Wishon and Burks (1984:ix) convey that students will develop a sensitivity to correct structure and word order through the controlled material given. Then, Alexander (1984:ix) explains that controlled composition will enable the students to master the difficulties of constructing sentence forms and bring him to a point where he/she will be capable of writing a composition with minimum of errors. Heaton (1985:149) says that numerous ways of controlling the student's freedom of expressing in his written work can reduce the number of errors.

To summarize, applying controlled composition gives several advantages. First, it might be able to reduce the students' sentence structure errors at least if they want to practice it frequently. For a long time, it is going to be very helpful when they come to free composition. The second one, it is easy for the teacher to correct the result of the students' writing.

2.2.3 Sequence of Applying Controlled Composition

In order that controlled composition can be applied successfully, a teacher needs to examine the sequences. Abbott *et al.* (198:146) say that between these extremes; total controlled composition exercises (copying and dictation) and free creative writing. There are exercises where the student is provided with all or some of the language he needs, but has to select, rearrange, alter or add to it in various ways to produce his written text. Such techniques are often referred to as controlled/guided composition. Further, he explains that the controlled composition exercises are placed in approximate order of the degree of freedom or control they provide. It means that the types of controlled composition technique is given to the students based on the degree of difficulty of the controlled composition exercises. The exercises can be started from selection, rearrangement and alteration or addition.

In addition to those explanation, Fadloeli (1986:3.1) states, to produce a piece of writing with structurally correct sentences, we might begin with easier exercises of writing such as completing sentences or completion, then followed by rearrangement, conversion etc.

Based on the explanation above, we can summarize that the sequence of applying controlled composition can be begun with completion where the students select the appropriate answers to complete the slots, rearrangement, and conversions where the students should alter or add some patterns to produce a composition.

2.3 Stages in Teaching Writing

Since writing is considered as a difficult skill, the teaching learning process should be orderly arranged. It must be gradually taught from the very simplest exercise to the most difficult one which leads the students to be able to express their views in the written form without errors. Alexander (1984:ix) conveys that to do sequence teaching is necessary when we attempt to teach the students to write. The teacher must begin with the simplest form of statement. While Wishon and Burks (1980:v) explain

that it is predicated on the observation and experience of the author that most of English students may speak the language well, but are not able to write it well without systematic training. The writing skill will not come automatically without practicing it frequently and continuously (Tarigan, 1986:4).

For another thing, Paulston and Bruder (1976:205) divide the level of teaching composition into beginning level where one of its focuses is to compose a piece of writing with structurally correct sentences. Another one is intermediate and advanced level in which the material given is similar to native speakers, such as writing a report, paper, thesis etc. Hughey *et al.*, (1983:40) say that frequent free composition activity is more desirable at the middle to upper levels of writing.

From those explanation, it can be concluded that the teaching of writing should be gradual or systematic. It is better to start with how to structure the correct form of the language in the sentence level, then the students need to know more detail about techniques of writing organization. In short, the stages in teaching writing is guided or controlled composition at the first place, then giving the students freedom of expressing their thoughts (free composition).

2.4 Writing Achievement

In some extent writing is similar to speaking. It is a form of communication. In any form of writing, the writer normally has someone other to whom she intends to communicate (Fairbairn and Winch, 1996:31). Further, Bram (1995:25) says when we writes, we intend to interact with our readers using written language. Hence, our principal purpose is to make our readers understand. Those statements explain that writing is such a communication act that the writer ought to avoid ambiguity or unclear sentences in order to make the reader understands the writer's intentions.

Furthermore, Edelstein and Pival (1976:xxi) explain that good writing should reflect the writer's ability to be adaptable: capable of shaping language usage, writing

form; organizing the material into a coherent writing; utilizing correct sentence structure; writing convincingly; also punctuating and spelling accurately.

From above explanation, it can be concluded that the students need to learn sentence structure in order to write grammatically correct sentences. They also have to master the function of punctuation devices. Besides, they need to learn about paragraph development.

On the other hand, the writing achievement must be able to be measured to indicate whether the students' writing achievement is going to be better or worse. Relating with this case, the students' writing score can be used as an indicator to measure their achievement. For the writing achievement involves some aspects; grammatical correct sentence, punctuation and unity so that the analytic method of scoring is appropriately applied. As suggested by Hughes (1994:91) that method of scoring which requires a separate score for each number of aspects of a writing task is analytic. Further, Heaton (1985:137) conveys that if the analytic method of scoring is employed, it is essential that flexibility is maintained. At the elementary level, the tester may be only interested in grammar and vocabulary than in fluency.

Based on above statements, in this research, there will be only three aspects of writing that will be scored to indicate the students' achievement. The first aspect is grammar which is related to sentence structure. The second one is mechanics. In fact, mechanics consists of punctuation and spelling but spelling is remained. And the last one is form which is related to the unity of paragraph.

2.4.1 Grammatically Correct Sentence

Grammar is a set of rules to help the writer to construct sentences that are reasonable and in acceptable English (Fairbairn and Winch, 1996:108). Hence, a sentence which is considered grammatically correct is the sentence that is correctly structured, and it is at least in acceptable English.

In fact, writing grammatically correct sentence is not easy. It might be due to most beginning writers whose mother tongues are not English, expressing what they intend is sometimes difficult. One of the common problems might be a lack of ability to construct grammatically correct sentence (Bram, 1995:25). Then, Fairbairn and Winch (1996: 108-109) add that there are a number of very common grammatical errors that are made by the students; therefore, they ought to examine a very few basic points about the way in which they can construct sentence better. Those points are : (1) make sure that all o f your sentences contain a main verb. (2) make sure that verbs and nouns, or pronouns, agree; that is, the plural nouns a plural verb and singular nouns, singular verbs. (3) ensure that tenses of verbs are consistent. (4) make sure that no crucial or grammatically significant words are missing.

Consequently, grammatically correct sentence in this research will be concerned with the students' ability to write correct sentence having consistent of tenses of verbs which means that the verb forms and the time at which the actions take place are consistent, correct agreement, main verbs, and grammatically significance words.

2.4.2 Punctuation

When spoken sentences become written ones, they lose voice, pitch, speed changes and gesture signals. So writers turn to punctuation devices to help interpret the structure of their sentences. Each punctuation device has a clear purpose (Farbman, 1985:27). While Paulston and Bruder (1976:234) explain that punctuation is necessary. The principles of punctuation differ from language to language, and our students do not know how to punctuate in English. Accordingly, the students need to know how to punctuate their sentences in order that the students and the reader will be in the same interpretation.

There are many punctuation devices that should be learned by the students. Yet, there are only some of punctuation devices which are commonly used in a paragraph

that will be emphasized in this research. They are full stop, capital letters, question mark, exclamation mark, comma, and inverted commas. These seem base a bit on the view of Fairbairn and Winch (1996:81) who state that we indicate the main punctuation devices that you should be sure able to make the correct full stop, capital letters, question mark, exclamation mark, comma, semi-colon, colon, apostrophe, inverted commas, hyphen and brackets.

(1) Full stop (.)

The full stop or period has two functions. First, it indicates the sentence that has finished, then followed by capital letter. The second one, it is also used to show that a word has been abbreviated (Fairbairn and Winch, 1996: 81-83).

(2) Capital Letter

Capital letters are used to signal the beginning of the sentence. Capitals are also used for the names of people, organization, the days of the week, months of the years, title, names of places also it is used for the adjective which derived from the names of countries, such as American, German, Indonesian. Further, abbreviations, but not all, are written in capital letters, such as UNICEF and MP. The writer, nevertheless, should avoid using capitals unnecessary. For example, queen and bishop are not written using capital letters when they are not followed or a part of a person's title; however, God and I are always written in capital letters. (Fairbairn and Winch, 1996: 84-85)

(3) The Question Mark (?)

The question mark is used after a direct question (Wishon and Burks, 1980:A-29)

(4) The Exclamation Mark (!)

The exclamation mark is used as a mark of emphasis and to indicate that an order is being given (Wishon and Burks, 1980:A-29).

(5) The Comma (,)

According to Wishon and Burks (1980:A-30), the comma has several functions:

- a) Words, phrases, and clauses in series are separated by commas.
- b) Nouns of direct address are set off from the rest of the sentence by commas.
- c) Non restrictive adjective clauses and phrases are set off by comma.
- d) Expressions that indicate some limitation to the thought expressed are set off by comma.
- e) Statements or clauses connected by a coordinate conjunction (and, but, for, or, etc.) are separated by comma.
- f) The comma is used to indicate an omitted repetition of a word or phrase.
- g) The comma is used with expressions such as e.g., i.e., namely, that is to introduce an example.
- h) In direct discourse the comma separates the introductory statement from the quotation.
- i) Miscellaneous uses :
 - Jacob Stein, Ph.D., Dean
 - Timothy A. Lewis, Jr.
 - 10,000
 - in 1999, 100 students were in attendance.
 - January 1, 1998

(6) Inverted Marks ("....") ('...')

Inverted marks have three functions. First, it is to show direct quotation. Second, it is to indicate direct speech, and the last is to indicate unusual words or phrases which have special meaning (Wishon and Burks, 1980:A-32)

2.4.3 Unity

According to Karim and Rachmadi (1996:22), a paragraph is said to have unity if all sentences in the paragraph discuss only one main idea. And every supporting sentence must directly explains the main idea. Further, Bram (1995:20) states, unity means all sentences in a paragraph should focus on the one thing expressed in the topic sentence, and all of the sentences stick together. In addition, Saraka (1988:61) explains, basically, an effective paragraph usually possesses unity which means that every sentence in paragraph contributes to develop one central idea.

From those explanations, it can be concluded that unity is the ability to write a paragraph which possesses topic sentence and supporting sentences that is relevant to the topic sentence. In this research, unity is related to the students' ability to write a paragraph which all supporting sentences talk one main idea.

2.5 The Teaching of Writing at SMU

The teaching of writing at SMU is based on the curriculum of English 1994. Especially for the second year students, a set of teaching writing activities have been listed in the curriculum. Those activities are stated below :

1. Writing a descriptive paragraph
2. Writing a narrative paragraph
3. Writing a summary
4. Completing the end of a story
5. Completing a dialogue
6. Writing narration based on dialogue
7. Writing comprehension on questions of text with their own words.

From those listed activities, we can analyze that the teaching of writing to the second year students tends to lead the students express their own ideas in the form of dialogue, answering questions and composition.

2.6 The Influence of Applying Controlled Composition on Writing Achievement

As writing is a form of communication, a writer must be able to compose a piece of writing that is understandable to the readers so that the reader will understand what the writer intends. Fairbairn and Winch (1995:55) explain that since your reader cannot ask for clarification of your text, you need to ensure that what you write is clear. It is important to avoid ambiguity. In addition, Morsey (in Tarigan, 1986:20) says that the aim of composing writing can be obtained if the writer delivers her thoughts clearly. The clear itself depends on the ideas, organization, diction and sentence

structure. Bram (1995:25) states that most beginning writers whose mother tongues are not English, are sometimes difficult to express what they intend. One of the common problems might be a lack of ability to construct grammatically correct sentences.

On the other hand, Alexander (1984:ix) informs that writing can be best developed through carefully controlled and graded precise writing. It can be used effectively to developed a student's writing ability. Moreover, Milic (in Hughey *et al.*, 1983:51) states, beginning writers need to gain control of the sentence. That is, they need to formulate clear sentences because sentences cohesively tied together are fundamental to develop essays.

From the above statements, it can be concluded that applying controlled composition in which the intention is to lead the students are capable of constructing the structure of the sentence might be able to maximize their writing ability.

2.7 Hypothesis

Based on the literature review explained above, the hypothesis formulated in this research is “ The second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year who are taught by applying controlled composition have better writing achievement than who are not.

III. RESEARCH METHODS

3.1 Research Design

This research applied nonequivalent-group pretest-posttest design. According to McMillan (1992:176) this design often referred to as a quasi-experimental design because it closely approximates to the true experimental research and it is commonly used in educational research. In addition, Faisal (1982:104) explains that this design is commonly used in experimental research which employs available classes to be experimental group or control group, and those chosen classes must be homogeneous.

Relating with the homogeneity of respondents, the pretest in this research was given to existing classes to know the homogeneity of population. The homogeneity was known by analyzing the test result using analysis of variance (anova) with f-test to evaluate whether there was insignificance of mean difference or not.

Furthermore, the procedures of this research were as follows :

1. The researcher calculated the number of the population to determine the sample.
2. Gave pre-test to existing classes, then the result was analyzed by using anova with f-test to know the homogeneity of the population.
3. Chose two classes which were homogeneous by lottery and determined them as experimental and control group.
4. Gave a treatment to experimental group and no treatment to control group. The treatment was teaching of writing by applying controlled composition, while the control group was taught by non controlled composition.
5. Gave post-test to both groups, and counted each mean.
6. Analyzed the result of post-test by using t-test to know the significance of those groups.

3.2 Area Determination Method

The method used in determining the research area was purposive sampling area. Purposive sampling area is used when the researcher directly decides the research area in a certain place (FKIP UNEJ, 1994:15). In addition, Hadi (1990:82) says that purposive method must be based on the previous knowledge about the population and the researcher should not be doubtful about the information.

Based on above statements, the researcher decided SMUN 2 Sidoarjo to be the research area. This was under considerations that the researcher was one of the students of SMUN 2 Sidoarjo so that she knew the situation of the school, and it was possible to have permission to conduct the research there.

3.3 Respondent Determination Method

There were five classes of the second year students of SMUN 2 Sidoarjo. Moreover, each class approximately consisted of forty six up to forty seven students, so the total number was 233 students. Since the number of the second year students of SMUN 2 Sidoarjo was more than 100 persons, the sample research was employed. As Arikunto (1993:120) says that If the subjects are more than 100 persons, we can take 10% up to 15%, or 20% up to 25% or more as the sample. Meanwhile, the sampling technique used was cluster random sampling by lottery.

Based on the above explanation, the researcher took 40% of the population or two classes of five classes available by lottery as the sample of the research. It meant that 50% of the sample or one class with all of the members of the class as the respondents of experimental group, and 50% left or one class with all of the members of the class as the respondents of control group. Consequently, there were 94 students as the respondents. Furthermore, those classes must be homogeneous, so pre-test was treated to existing classes. The result was analyzed by using anova with-test to know the insignificance of mean difference of those classes.

3.4 Data Collection Method

There were two kinds of data being collected in this research: primary data and secondary data. The primary data were taken from test, whereas the secondary data were taken from interview, observation and documentation method.

3.4.1 Test

The test in this research was used to get the data of the student's writing score after the treatment. As the test was intended to measure the student's achievement after the treatment, automatically, achievement test became the most suitable one. Achievement test was designed to establish how successful individual student, groups of students or the courses themselves have been in achieving objectives (Hughes, 1994:10).

Further, the writer used teacher made test which was matched with the English curriculum 1994. The writing test given to the students was in the form of objective and subjective test that was used to measure the student's capability in constructing grammatically correct sentences, using correct punctuation devices and developing paragraph/unity.

Hughes (1994:19) defines, objective test as a test where no judgement is required on the part of the scorer. If the judgement is required then the test is said to be subjective. The objective test consisted of completion (10 items), rearrangement of words and sentences (5 items), transformation conversion (4 items), substitution conversion (10 items) and modification conversion (4 items). All tests were presented in the form of paragraph. The objective test measured the student's capability in constructing grammatically correct sentence and using punctuation. While subjective test measured the student's capability in constructing grammatically correct sentences, using punctuation devices, and developing paragraph (unity). The writing score was obtained by summing up the objective test score and subjective test score.

Validity of test chosen was content validity. This was due to the test given was achievement test which was matched with English curriculum 1994. Moreover, a test is said to have content validity if its content constitutes a representative sample of language, structure etc., which it is meant to be concerned (Hughes, 1994:22).

In addition to test, Saukah (1997) says that reliability refers to the consistency of the scores while Hughes (1994:42) explains, if the test is valid, it must be reliable. Based upon those opinions, the reliability of test in this research was not established because if the test is valid then it must be reliable.

3.4.2 Interview

Interview was conducted with the English teacher to obtain the secondary data about English curriculum which dealt with the approach and the books used by the teacher. Relating with the method of collecting data through interview, the semi structured interview was suitable method to gain the data. The researcher just provided a guideline of questions. Arikunto (1993:197) says, in semi structured interview, the researcher asks the structured questions first, then she can ask those questions more detail.

3.4.3 Observation

Observation was done to get the secondary data about the teacher's way of teaching which included the teacher's explanation, the way exercises given by the teacher and the class management. Accordingly, the appropriate method of collecting data through observation was systematic, for the observer provided a guideline that can be in the form of list of the points that will be observed as observation instrument. As Nazir (1988:219) says that in systematic observation, the observer has known the aspects that will be observed.

3.4.4 Documentation

Documentation was used to gain the secondary data about the total number of the second year students at SMUN 2 Sidoarjo and the names of respondents which were provided in the main book. The other data were about the English teacher which was based on their background of education that could be gained from the structure of teaching staff written on the board.

3.5 Data Analysis Method

There were two kinds of data being collected in this research: primary and secondary data. The primary data collected from writing test were in the form of scores or quantitative data, while the secondary data collected were in the form of description or qualitative data.

The primary data were analyzed statistically using t-test. The test formula used was as follows :

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

M_X = Mean of experimental group

M_Y = Mean of control group

x = Individual score deviation of experimental group

y = Individual score deviation of control group

N_X = The number of subjects in experimental group

N_Y = The number of subjects in control group

(Arikunto, 1993:269)

The degree of freedom of this formula was $N_X + N_Y - 2$, and the result were tested with t-table of 5% of significance level. The test result of analysis proved whether the hypothesis was rejected or accepted. In addition, the degree of relative

effectiveness of experimental group compared to control group was counted using DRE formula. The formula was as follows :

$$DRE = \frac{Ma - Mb}{Mb} \times 100\%$$

DRE : Degree of relative effectiveness

Ma : Mean of experimental group

Mb : Mean of control group

(Sulthon, 1996:17)

The secondary data were analyzed qualitatively by describing the results of interview, observation and documentation.

IV. RESEARCH RESULTS AND DATA ANALYSIS

4.1 The Results of Primary Data

4.1.1 The Results of Pre-test

Pre-test was given to the existing classes of the second year students. The data were analyzed by using F-test to know the homogeneity of the population. The results of the data analysis were found as follows :

Table 1. The Tabulation of Pre-Test Scores of IIA up to IIE

No.	IIA		IIB		IIC		IID		IIE	
	Pre-Test	(x1) ²	Pre-Test	(x2) ²	Pre-Test	(x3) ²	Pre-Test	(x4) ²	Pre-Test	(x5) ²
1	2	3	4	5	6	7	8	9	10	11
1	58.75	3451.56	55.25	3052.56	61.25	3751.56	41.75	1743.06	58.25	3393.06
2	48.50	2352.25	70.50	4970.25	54.50	2970.25	66.25	4389.06	65.50	4290.25
3	70.50	4970.25	49.75	2475.06	62.00	3844.00	55.75	3108.06	57.00	3249.00
4	60.75	3690.56	66.50	4422.25	54.25	2943.06	50.25	2525.06	47.75	2280.06
5	56.25	3164.06	68.75	4726.56	44.75	2002.56	52.75	2782.56	58.25	3393.06
6	44.75	2002.56	65.25	4257.56	62.75	3937.56	59.50	3540.25	57.50	3306.25
7	50.00	2500.00	60.75	3690.56	49.75	2475.06	43.75	1914.06	66.25	4389.06
8	67.75	4590.06	50.75	2575.56	62.25	3875.06	66.00	4356.00	70.75	5005.56
9	51.50	2652.25	63.50	4032.25	48.25	2328.06	68.25	4658.06	50.75	2575.56
10	66.75	4455.56	64.75	4192.56	45.75	2093.06	68.75	4726.56	70.50	4970.25
11	63.25	4000.56	51.50	2652.25	70.50	4970.25	61.75	3813.06	48.50	2352.25
12	53.75	2889.06	53.25	2835.56	50.75	2575.56	67.50	4556.25	60.25	3630.06
13	52.25	2730.06	61.75	3813.06	54.25	2943.06	69.25	4795.56	54.25	2943.06
14	47.75	2280.06	57.25	3277.56	42.25	1785.06	71.50	5112.25	63.00	3969.00
15	55.00	3025.00	58.00	3364.00	49.25	2425.56	50.75	2575.56	51.50	2652.25
16	65.75	4323.06	49.75	2475.06	65.50	4290.25	61.25	3751.56	47.50	2256.25

to be continued

continuation

17	48.75	2376.56	45.25	2047.56	60.75	3690.56	46.75	2185.56	69.75	4865.06
18	67.25	4522.56	51.50	2652.25	69.50	4830.25	51.75	2678.06	52.25	2730.06
19	68.50	4692.25	65.75	4323.06	71.00	5041.00	54.75	2997.56	70.50	4970.25
20	65.75	4323.06	46.50	2162.25	61.25	3751.56	57.75	3335.06	45.50	2070.25
21	61.75	3813.06	53.25	2835.56	42.75	1827.56	70.25	4935.06	62.50	3906.25
22	59.25	3510.56	52.00	2704.00	55.75	3108.06	42.50	1806.25	54.00	2916.00
23	57.00	3249.00	70.25	4935.06	48.25	2328.06	50.50	2550.25	57.75	3335.06
24	71.25	5076.56	55.00	3025.00	46.75	2185.56	56.75	3220.56	60.25	3630.06
25	64.25	4128.06	63.25	4000.56	60.50	3660.25	54.00	2916.00	50.00	2500.00
26	63.25	4000.56	56.75	3220.56	50.75	2575.56	45.75	2093.06	60.75	3690.56
27	58.75	3451.56	71.25	5076.56	52.25	2730.06	55.75	3108.06	68.75	4726.56
28	63.50	4032.25	47.75	2280.06	54.25	2943.06	55.25	3052.56	49.75	2475.06
29	57.75	3335.06	44.75	2002.56	54.75	2997.56	60.00	3600.00	60.00	3600.00
30	68.25	4658.06	55.75	3108.06	55.25	3052.56	55.25	3052.56	45.50	2070.25
31	60.75	3690.56	50.75	2575.56	69.25	4795.56	44.75	2002.56	44.75	2002.56
32	55.25	3052.56	49.50	2450.25	60.50	3660.25	54.75	2997.56	64.25	4128.06
33	70.25	4935.06	45.75	2093.06	48.50	2352.25	70.50	4970.25	67.00	4489.00
34	49.25	2425.56	57.25	3277.56	51.25	2626.56	54.50	2970.25	54.25	2943.06
35	62.50	3906.25	48.00	2304.00	49.75	2475.06	51.25	2626.56	45.75	2093.06
36	51.75	2678.06	54.25	2943.06	46.25	2139.06	56.75	3220.56	58.75	3451.56
37	47.75	2280.06	51.25	2626.56	68.50	4692.25	43.75	1914.06	53.50	2862.25
38	53.50	2862.25	68.50	4692.25	63.00	3969.00	49.25	2425.56	61.50	3782.25
39	50.75	2575.56	52.00	2704.00	51.50	2652.25	57.00	3249.00	67.75	4590.06
40	66.75	4455.56	42.75	1827.56	56.25	3164.06	49.75	2475.06	57.50	3306.25
41	56.50	3192.25	56.25	3164.06	47.25	2232.56	58.25	3393.06	69.75	4865.06
42	69.50	4830.25	52.25	2730.06	42.75	1827.56	53.00	2809.00	50.50	2550.25
43	49.50	2450.25	66.75	4455.56	70.75	5005.56	72.75	5292.56	68.25	4658.06
44	50.75	2575.56	52.25	2730.06	44.75	2002.56	42.25	1785.06	0.00	0.00
45	0.00	0.00	49.75	2475.06	0.00	0.00	0.00	0.00	0.00	0.00

Table 2. The Analysis Variant Computation

	IIA	IIB	IIC	IID	IIE	Total (T)
n	44	45	44	44	43	220
$\sum Xg$	2583.25	2523.50	2432.00	2470.50	2498.25	12507.50
$\sum X^2 g$	154155.94	144234.50	137526.25	142008.75	147861.94	725787.38
M	58.71	56.08	55.27	56.15	58.10988	-

notes:

n = number of respondents

X = the pre-test score

M = Mean of group

The F-test score was calculated by using above data, while the procedure of calculating the F-test is as follows :

$$\begin{aligned}
 1. SST &= \sum X_T^2 - \frac{(\sum X_T)^2}{N} \\
 &= 725787.38 - \frac{(12507.50)^2}{220} \\
 &= 725787.38 - 711079.8 \\
 &= 14707.58
 \end{aligned}$$

$$\begin{aligned}
 2. SSB &= \sum \frac{(\sum Xg)^2}{ng} - \frac{(\sum X_T)^2}{N} \\
 &= \frac{(2583.25)^2}{44} + \frac{(2523.50)^2}{45} + \frac{(2432.00)^2}{44} + \frac{(2470.5)^2}{44} + \frac{(2498.25)^2}{43} - \frac{(12507.50)^2}{220} \\
 &= 151663.19 + 141512.27 + 134423.27 + 138712.96 + 145145.42 - \\
 &711079.80 \\
 &= 711457.11 - 711079.80 \\
 &= 377.31
 \end{aligned}$$

$$\begin{aligned}
 3. SS_W &= SS_T - SS_B \\
 &= 14707.58 - 377.31 \\
 &= 14330.27
 \end{aligned}$$

$$\begin{aligned}
 4. df_T &= N - 1 \\
 &= 220 - 1 \\
 &= 219
 \end{aligned}$$

$$\begin{aligned}
 5. df_B &= g - 1 \\
 &= 5 - 1 \\
 &= 4
 \end{aligned}$$

$$\begin{aligned}
 6. df_W &= N - g \\
 &= 220 - 5 \\
 &= 215
 \end{aligned}$$

$$\begin{aligned}
 7. MS_B &= SS_B : df_B \\
 &= 377.31 : 4 \\
 &= 94.33
 \end{aligned}$$

$$\begin{aligned}
 8. MS_W &= SS_W : df_W \\
 &= 14330.27 : 215 \\
 &= 66.65
 \end{aligned}$$

$$\begin{aligned}
 F_O &= \frac{MS_B}{MS_W} \\
 &= \frac{94.33}{66.65} \\
 &= 1.42
 \end{aligned}$$

Notes :

SS_T = total sum of squares

SS_B = sum of squares between groups

SS_W = Sum of squares within groups

df_T = total degree of freedom

df_W = degree of freedom within groups

df_B = degree of freedom between groups

MS_B = mean square between groups

MS_W = mean square within groups

F_O = F observation

In order to know whether the computation result is significant or not, it consulted with the F-table with 5% significant level. Meanwhile, the score of F-table is found by calculating the df_B and df_W .

Based on the calculation process above, it can be known that the results of F-test is 1.42, $df_B = 4$ and $df_W = 215$, so the score of F-table with 5% significant level is 2.41. Consequently, it can be known that F-table is higher than F-test. It means that the writing ability of class IIA up to IIE was not significantly different. In other words, the students' writing ability were homogeneous. As their writing ability was homogeneous, then the writer took two classes as the control group and the experimental group by lottery.

4.1.2 The Results of Post-test.

Post-test was given to class IIB which was determined as control group, and another was IID as experimental group. The data that were obtained from post-test were analyzed by using t-test and consulted with T-table to prove the hypothesis, whether or not the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year who are taught by applying controlled composition have better writing achievement than who are not. The following table presents the tabulation of the post-test score of control group and experimental group.

Table 3. The Tabulation of Post-Test Scores of The Control and Experimental Group

NX	Experimental Group			NY	Control Group		
	X	x	x^2		Y	y	y^2
1	2	3	4	5	6	7	8
1	60.25	-7.56	57.13	1	57.50	-5.94	35.30
2	74.25	6.44	41.49	2	74.50	11.06	122.29
3	67.00	-0.81	0.65	3	64.50	1.06	1.12

to be continued

continuation

4	64.75	-3.06	9.35	4	58.75	-4.69	22.01
5	69.75	1.94	3.77	5	74.25	10.81	116.82
6	67.25	-0.56	0.31	6	75.25	11.81	139.44
7	58.50	-9.31	86.65	7	69.50	6.06	36.71
8	71.25	3.44	11.84	8	72.50	9.06	82.06
9	71.00	3.19	10.19	9	59.50	-3.94	15.54
10	73.25	5.44	29.61	10	69.75	6.31	39.80
11	72.25	4.44	19.73	11	71.50	8.06	64.94
12	77.25	9.44	89.14	12	59.25	-4.19	17.57
13	76.25	8.44	71.26	13	65.00	1.56	2.43
14	74.75	6.94	48.18	14	72.50	9.06	82.06
15	61.25	-6.56	43.01	15	63.75	0.31	0.10
16	79.75	11.94	142.60	16	66.75	3.31	10.95
17	61.00	-6.81	46.36	17	63.00	-0.44	0.19
18	61.75	-6.06	36.71	18	55.25	-8.19	67.10
19	63.25	-4.56	20.78	19	56.25	-7.19	51.72
20	67.25	-0.56	0.31	20	70.75	7.31	53.41
21	69.25	1.44	2.08	21	61.25	-2.19	4.80
22	81.75	13.94	194.37	22	51.25	-12.19	148.63
23	66.25	-1.56	2.43	23	54.50	-8.94	79.95
24	67.75	-0.06	0.00	24	58.50	-4.94	24.42
25	70.25	2.44	5.96	25	76.25	12.81	164.06
26	67.50	-0.31	0.10	26	69.75	6.31	39.80
27	59.75	-8.06	64.94	27	67.75	4.31	18.56
28	65.75	-2.06	4.24	28	60.25	-3.19	10.19
29	67.25	-0.56	0.31	29	68.75	5.31	28.18

to be continued

continuation

30	68.00	0.19	0.04	30	53.25	-10.19	103.87
31	62.25	-5.56	30.90	31	54.75	-8.69	75.54
32	56.75	-11.06	122.29	32	60.75	-2.69	7.24
33	72.75	4.94	24.42	33	63.50	0.06	0.00
34	76.25	8.44	71.26	34	56.50	-6.94	48.18
35	71.75	3.94	15.54	35	54.25	-9.19	84.48
36	62.50	-5.31	28.18	36	65.75	2.31	5.33
37	66.75	-1.06	1.12	37	57.75	-5.69	32.39
38	64.75	-3.06	9.35	38	55.75	-7.69	59.16
39	55.75	-12.06	145.41	39	61.75	-1.69	2.86
40	68.25	0.44	0.19	40	75.75	12.31	151.50
41	66.50	-1.31	1.71	41	66.25	2.81	7.89
42	61.75	-6.06	36.71	42	50.75	-12.69	161.07
43	62.75	-5.06	25.59	43	65.00	1.56	2.43
44	73.25	5.44	29.61	44	67.50	4.06	16.47
45	66.25	-1.56	2.43	45	71.25	7.81	60.97
46	83.50	15.69	246.22	46	59.75	-3.69	13.63
47	59.75	-8.06	64.94	47	53.25	-10.19	103.87
Σ	3187.00	0.00	1899.40	Σ	2981.75	0.00	2417.03
M	67.81			M	63.44		

4.2 Data Analysis

The data which were obtained from the post-test results of control group and experimental group were analyzed by using t-test to know the significance of mean difference of two groups. This analysis determines whether the hypothesis of this research will be accepted or rejected.

The statistical computation used for testing null hypothesis was t-test. The procedure of finding t-test value is presented below :

$$\begin{aligned}
 t &= \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_X + N_Y - 2}\right)\left(\frac{1}{N_X} - \frac{1}{N_Y}\right)}} \\
 &= \frac{67.81 - 63.44}{\sqrt{\left(\frac{1899.4 + 2417.03}{47 + 47 - 2}\right)\left(\frac{1}{47} + \frac{1}{47}\right)}} \\
 &= \frac{4.37}{\sqrt{(46.92)(0.04)}} \\
 &= \frac{4.37}{\sqrt{1.88}} \\
 &= \frac{4.37}{1.37} \\
 &= 3.20
 \end{aligned}$$

Calculating the degree of freedom is presented below :

$$\begin{aligned}
 df &= N_X + N_Y - 2 \\
 &= 47 + 47 - 2 \\
 &= 92
 \end{aligned}$$

The computation above shows that the statistical value of t-test is 3.20. This value must be consulted with the t-table with degree of freedom 92 and 5% significant level. The critical value of t-table is 1.671.

4.3 Hypothesis Verification

Based on the data analysis, the statistical value of t-test 3.20 is higher than the critical value of the t-table 1.671. It means that the null hypothesis which states that the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year who are taught by applying controlled composition have no better writing achievement than who are not is rejected. Otherwise, the alternative hypothesis which states that the second year students of SMUN 2 Sidoarjo in the 1999/2000

academic year who are taught by applying controlled composition have better writing achievement than who are not is accepted.

4.4 The Results of Secondary Data

The secondary data were gained through interview, observation and documentation which were held at SMUN 2 Sidoarjo on February 1st up to February 24th. The results are presented below :

4.4.1 The Results of Interview

Interview was conducted to obtain the data about curriculum dealing with approach and the book that was used in teaching and learning process.

According to the English teacher, the English teaching learning process was based on the curriculum 1994; consequently, the teacher applies communicative approach. While, the compulsory book used in English teaching for the second year students was English for SMU published by Kharisma Solo. This was due to the fact that book had more various exercises and the materials were matched with the curriculum of English 1994. The teacher also used the work book as the supplementary book which was published by MGMP Sidoarjo. According to the teacher, the work book was used to enable the students in mastering the materials given.

4.4.2 The Results of Observation

Observation was conducted to observe the English teaching and learning process, especially on writing.

As the teacher applied communicative approach, much of her explanation was given in English. The teacher gave explanation in the Indonesian language when the students did not understand the teacher's explanation or the instructions of the exercises given. Furthermore, the writing skill was taught as the exercises in the

book and those exercises were usually done by the students in groups. Then, the teacher asked one group to write their writing on the blackboard and corrected it together, then the teacher asked the students to write the writing that had been corrected in their own book.

4.4.3 The Results of Document

The documentation were conducted to get data about the total number of the second year students, the names of respondents and the English teacher.

a. The Total Number of The Second Year Students.

There were 5 classes of the second year students. Each class consisted of 46 up to 47 students. So, the total number of the second year students was 233 students. The number of the second year students was presented below :

Table 4. The Number of the Second Year Students

CLASS	GENDER		
	Male	Female	
IIA	20	26	46
IIB	23	24	47
IIC	18	29	47
IID	20	27	47
IIE	19	27	46
TOTAL			233

b. The Names of Respondents

The respondents of this research were IIB and IID in the second 'cawu' of the 1999/2000 academic year. The names of respondents can be seen on appendix 4.

c. The English Teacher of SMUN 2 Sidoarjo

Based on the document of SMUN 2 Sidoarjo, there were three English teachers teaching at this school. They had S-1 degree in English education.

According to the record, those teachers taught English at SMUN 2 Sidoarjo more than 5 years.

4.5 Discussion

The findings of data analysis showed that the statistical value of t-test was higher than critical value of t-table. So, it can be concluded that the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year who are taught by applying controlled composition have better writing achievement than who are not. Similarly, teaching writing by giving controlled composition exercises in the form of completion, rearrangement and conversion is able to contribute to good result in writing teaching and learning process. It can be seen from the mean of post-test score of experimental group. After being taught by controlled composition exercises intensively, then the respondents of experimental group were tested, the result were better than the respondents of control group which were taught by applying non controlled composition. In short, teaching writing by applying controlled composition for the second year students of SMU is more effective than non controlled composition.

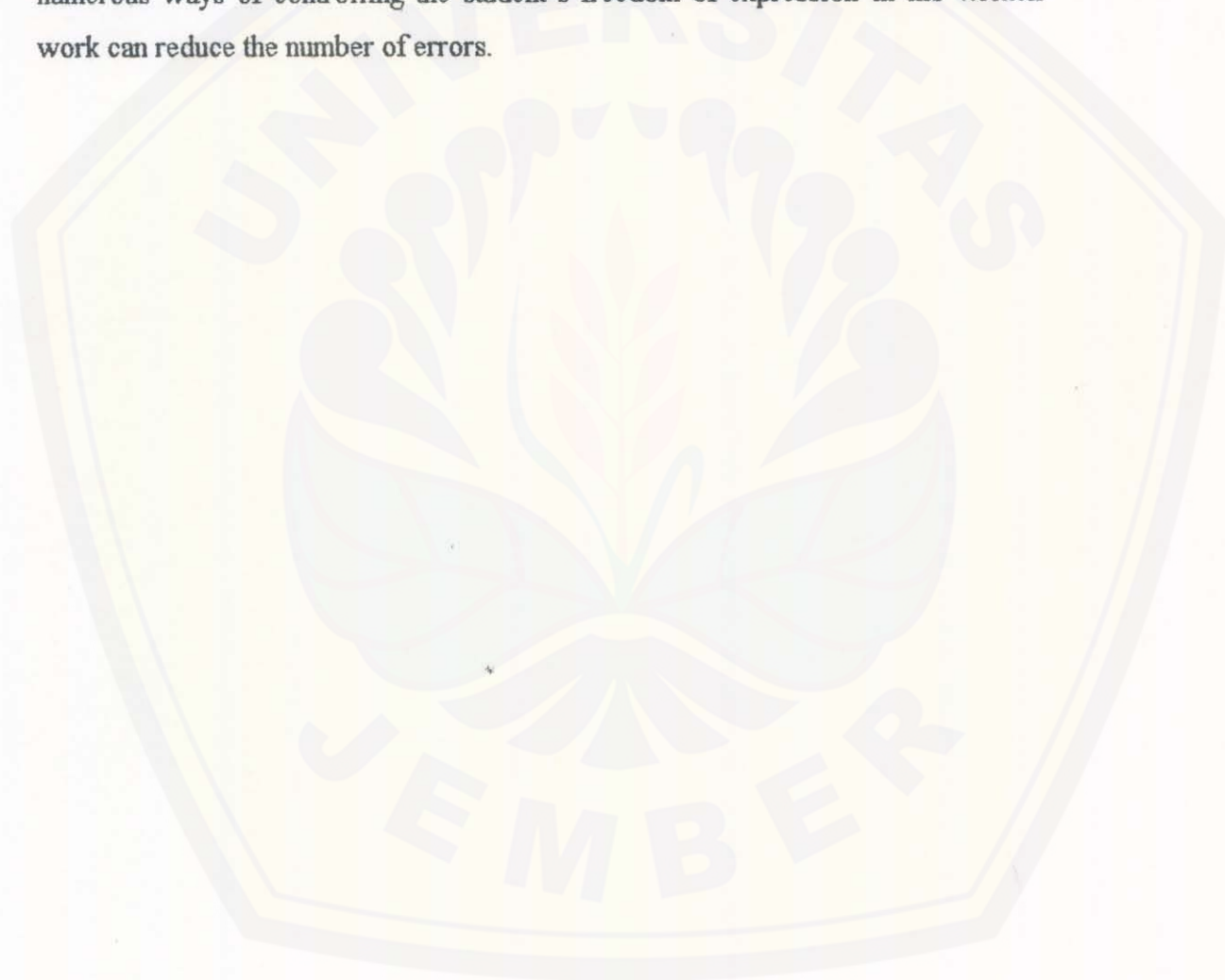
Furthermore, the degree of relative effectiveness of teaching writing by applying controlled composition compared to teaching writing without applying controlled composition is founded as follows :

$$\begin{aligned}
 DRE &= \frac{Ma - Mb}{Mb} \times 100\% \\
 &= \frac{67.81 - 63.44}{63.44} \times 100\% \\
 &= 0.0688 \times 100\% \\
 &= 6.88\%
 \end{aligned}$$

So, the degree of relative effectiveness of teaching writing by applying controlled composition compared to teaching writing without applying controlled composition is 6.88%.



This result also supports the previous theories of the effectiveness of controlled composition. For example, it supports the theory of Paulston and Bruder (1976:205) which say that controlled composition method will help the students to produce a correct composition. Also, it supports Alexander's theory stating that (1984:ix), controlled composition will enable the students to master the difficulties of constructing sentence forms and bring him to a point where she/he will be capable of writing a composition with minimum of errors. Besides, the result of data analysis also supports the Heaton's theory (1985:149) which says that numerous ways of controlling the student's freedom of expression in his written work can reduce the number of errors.



V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the research results and data analysis, it is found that the statistical value of t-test is 3.20 and the critical value of t-table is 1.671, so t-test is higher than t-table. As a result, it can be concluded that the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year who are taught by applying controlled composition have better writing achievement than who are not with the degree of relative effectiveness is 6.88%.

5.2 Suggestions

As the research results show that there is a significant influence of applying controlled composition on improving the writing achievement of the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year. Suggestions are addressed to the English teacher, students and the other researcher. For the English teacher, she is suggested to apply controlled composition method by giving many exercises in the form of completions, rearrangements and conversions. For the students, they are expected to realize the effectiveness of controlled composition method by doing controlled composition exercises. Finally, for the other researcher, this research result can be used as an input to conduct a research on the effectiveness of controlled composition on low English achievers.

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RESEARCH MATRIX

Title	Problem	Variable	Indicator	Data Resource	Research Method	Hypothesis
The influence of applying controlled composition on improving the writing achievement of the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year	Do the second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year who are taught by applying controlled composition have better writing achievement than who are not	1. Controlled composition 2. Writing achievement	- Completion - Rearrangement - Conversions Writing score: - Grammatically correct sentence - punctuation - Unity	1. Respondents of the second year students of SMU N 2 Sidoarjo in the 1999/2000 academic year 2. Informants: - English teacher 3. Document	1. Area Determination Method: Purposive Sampling Area 2. Respondent Determination Method: Cluster Random Sampling 3. Data Collection Method: - Test - Interview - Observation - Documentation 4. Data Analysis Method: $t = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$ MX : Mean of experimental group MY : Mean of control group x : Individual score deviation of MX y : Individual score deviation of MY Nx : The number of the subject in experiment group Ny : The number of the subject in control group The degree of freedom is $N_x + N_y - 2$ and the result will be tested with t-test of 5% of significance level.	The second year students of SMUN 2 Sidoarjo in the 1999/2000 academic year who are taught by applying controlled composition have better writing achievement than who are not

SCORE GUIDE

I Objective tests

Score of grammatically correct sentence

No.	Indicators	Number of items	Score per items	Score per indicator
1.	Completion	10	0.5	5
2.	Rearrangement	5	1.0	5
3.	Transformation conversion	4	1.5	6
4.	Substitution conversion	10	0.5	5
5.	Modification conversion	4	1.0	4
Total		23	-	25

Punctuation

No.	Indicators	Number of items	Score per items	Score per indicator
1.	Completion	30	0.25	7.5
2.	Rearrangement	16	0.25	04.0
3.	Transformation conversion	23	0.25	5.75
4.	Substitution conversion	11	0.25	2.75
5.	Modification conversion	20	0.25	05.0
Total		100	-	25

II. Subjective test

Score : grammar : _____ + punctuation : _____ + unity : _____ = _____

Writing Score = objective test score + subjective test score = 50 + 50 = 100
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INSTRUMENTS GUIDE

Interview Guide

No.	Questions	Data Resource
1	What approach do you use in teaching English to the second year students ?	English teacher
2	What English books do you use in the English teaching ?	English teacher
3	Why do you use those books ?	English teacher

Observation Guide

No.	Data Taken	Data Resource
1	Teacher's explanation	English teacher
2	The way exercises given by the teacher	English teacher
3	Class management done by the teacher	English teacher

Documentation Guide

No.	Data Taken	Data Resource
1	The total number of the second year students	Main book
2	The names of respondents	Main book
3	English Teachers of SMUN 2 Sidoarjo	The structure of teaching staff written on board

THE NAMES OF RESPONDENTS (IID)

NO.	NAMES	NO.	NAMES
1.	Agung Wicaksono	25.	Puput Dwi
2.	Agus Damar	26.	Purwanto
3.	Akhmad Yanis	27.	Rahmad Hendra W
4.	Andri Hari Setiawan	28.	Renny Ayulia S.
5.	Aris Kanya E.	29.	Resti Umani S.
6.	Arina Atus Solichah	30.	Rintani Dyah P.
7.	Denny Fehriawan	31.	Rizky Syafitri
8.	Dewi Ratnawati	32.	Sitti Muarofah
9.	Diana Sepati R.	33.	Sulis Indawati
10.	Eko Syamsudin	34.	Sulthon Noran A.
11.	Elly Sundari	35.	Syamsul Haris
12.	Emy Sulistiana	36.	Trio Agung Nugroho
13.	Erik Widagdo	37.	Vidya Hussain
14.	Erwin Firmansyah	38.	Whindy Megawati
15.	Eva Sara	39.	Juni Asih
16.	Ika Winarsih Suyekti	40.	Yunita Trianingsih
17.	Jamal Chanzah	41.	Yussi Tristanto
18.	M. Syaifuddin	42.	Acep Wahyuddianto
19.	M. Danny Irawan	43.	Yuni Kartika
20.	Nina Karlina	44.	K a m e l i a
21.	Novina Febriyanti	45.	Maulina Diani
22.	Nur Elyzah	46.	Fitasari Oktaviani
23.	Okta Vivi Rusdiana	47.	Rahma Yuliana
24.	Pupus Marti Nia		

THE NAMES OF RESPONDENTS (HB)

NO.	NAMES	NO.	NAMES
1.	Adi Tirtama P.	25.	Ika Kurnia W.
2.	Adityo N.	26.	Inna Kurniawati
3.	Agoes Nur B.	27.	Lely Rohma A.
4.	Andi Rusaldi	28.	Lina Sagita
5.	Andik Bagus S.	29.	M. Eko Syarifudin
6.	Andini Wulandari	30.	M. Fahrial A.
7.	Andriyanto	31.	Marina Tri H.
8.	Ardi Anindita	32.	Muhammad Farid
9.	Ariani Nurchasanah	33.	Nur Hamidah
10.	Arief Efendi	34.	Roy Ednan
11.	Arina Siswayuni	35.	Sony Feminiko
12.	Ari Eko H.	36.	Subiyakto
13.	Citra Riana	37.	Susanto
14.	Devi Sari Jayanti	38.	Suyanto
15.	Dian Chandrasari	39.	Tony Hendrayani
16.	Diky Indra Gunawan	40.	Vivied Adi Fitriyani
17.	Elisabeth Paredatu	41.	Wenny Afrilda
18.	Emi Minarsih	42.	Yekti Sari Hari
19.	Fachrur Rozi N	43.	Yunia Eni
20.	Faizal Abdul K.	44.	Zaqqi Setyawan
21.	Fifin Dwi Satria	45.	Ita Novita Sari
22.	F i t a	46.	Andina K.
23.	Haimatus S.	47.	I Made Sersan D. R
24.	Hena Wadyuning		

Lesson Plan (1)

Subject : English
 Theme : History
 Sub theme : National Hero
 Class/cawu : II/II
 Time : 90 minutes
 Skill : Writing (tenses and passive forms)

I. General Instructional Objective

By mastering 500 new vocabularies in the level of vocabulary about 2000 and grammar which is matched with theme and sub theme that have been chosen, the students are able to read, listen, speak and write.

II. Specific Instructional Objectives

1. The students are able to write sentences with correct tenses
2. The students are able to write passive form sentences

III. Teaching Learning Process

No.	Activities		Time
	Control Group	Experimental Group	
1	Introduction		10'
	- Greeting - Teacher gives leading questions a) When did Indonesia become an independence country? b) Who had struggled to our independence? c) Mention some names of our national heroes?	- Greeting -Teacher gives leading questions a) When did Indonesia become an independence country? b) Who had struggled to our independence? c) Mention some names of our national heroes?	
2	Main		70'
	- Teacher explains National Hero, then asks the students to write a paragraph which consists of 100 words. The paragraph is about a national hero that they know.	- Teacher explains the tenses and passive form sentences, then asks the students to complete sentences. - Teacher explains how to do the exercises then asks the students to complete paragraphs. - Teacher explains the use of punctuation devices, then asks the students to rewrite the paragraph with correct punctuation.	

		<p>- Teacher explains how to do the exercises, then asks the students to arrange words with correct punctuation.</p> <p>- Teacher explains how to do the exercises, then asks the students to arrange sentences into good paragraphs with correct punctuation.</p>	
3	Closure		10'
	<p>-Teacher concludes the explanation about National Hero.</p> <p>- Parting.</p>	<p>-Teacher concludes the explanation about the tenses and passive forms sentence.</p> <p>- Parting.</p>	

IV. Source and Media of teaching

- ◆ Sources :
 Aktif Bahasa Inggris SMU
 Communicative Learning English for SMU
 Kompetensi Komunikatif Bahasa Inggris untuk SMU
- ◆ Media of Teaching :
 Work sheet

Lesson Plan (2)

Subject : English
 Theme : History
 Sub Theme : Historic Day
 Class/cawu : II/II
 Time : 90 minutes
 Skill : Writing (agreement, indirect sentence)

I. General Instructional Objective

By mastering 500 new vocabularies in the level of vocabulary about 2000 and grammar which is matched with theme and sub theme that have been chosen, the students are able to read, listen, speak and write.

II. Specific Instructional Objectives

1. The students are able to write sentences with correct agreement
2. The students are able to write indirect sentences.

III. Teaching Learning Process

No.	Activities		Time
	Control Group	Experimental Group	
1	Introduction		10'
	- Greeting - Teacher gives leading questions a) What do you do on May 2 every year ? b) What do you do on April 21 every year ? c) What do we do that for ?	- Greeting -Teacher gives leading questions a) What do you do on May 2 every year ? b) What do you do on April 21 every year ? c) What do we do that for ?	
2	Main		70'
	- Teacher explains Indonesia Independence Day, then asks the students to write a paragraph about the Independence Day ceremony in their school. The paragraph consists of 100 words.	- Teacher explains How to construct sentence with correct agreement, then asks the students to change some S, V or pronoun of sentences - Teacher explains how to do the exercises, then asks the students to change some S, V or pronoun of sentences in the paragraphs. - Teacher explains indirect sentences, then asks the students to change direct sentences into	



		indirect sentences. - Teacher explains how to do the exercises, then asks the students to complete paragraph by changing direct into indirect sentences with correct punctuation.	
3	Closure		10'
	-Teacher concludes the explanation about Indonesia Independence Day. - Parting	-Teacher concludes the explanation about agreement and indirect sentences - Parting	

IV. Source and Media of teaching

- ◆ Sources :
Aktif Bahasa Inggris SMU
Communicative English for SMU
- ◆ Media of Teaching :
Work sheet

Lesson Plan (3)

Subject : English
 Theme : History
 Sub Theme : Historic Day
 Class/cawu : II/II
 Time : 90 minutes
 Skill * : Writing
 (adjective phrase and adjective clause)

I. General Instructional Objective

By mastering 500 new vocabularies in the level of vocabulary about 2000 and grammar which is matched with theme and sub theme that have been chosen, the students are able to read, listen, speak and write.

II. Specific Instructional Objectives

1. The students are able to write sentences which use adjective phrase
2. The students are able to write sentences which use adjective Claus

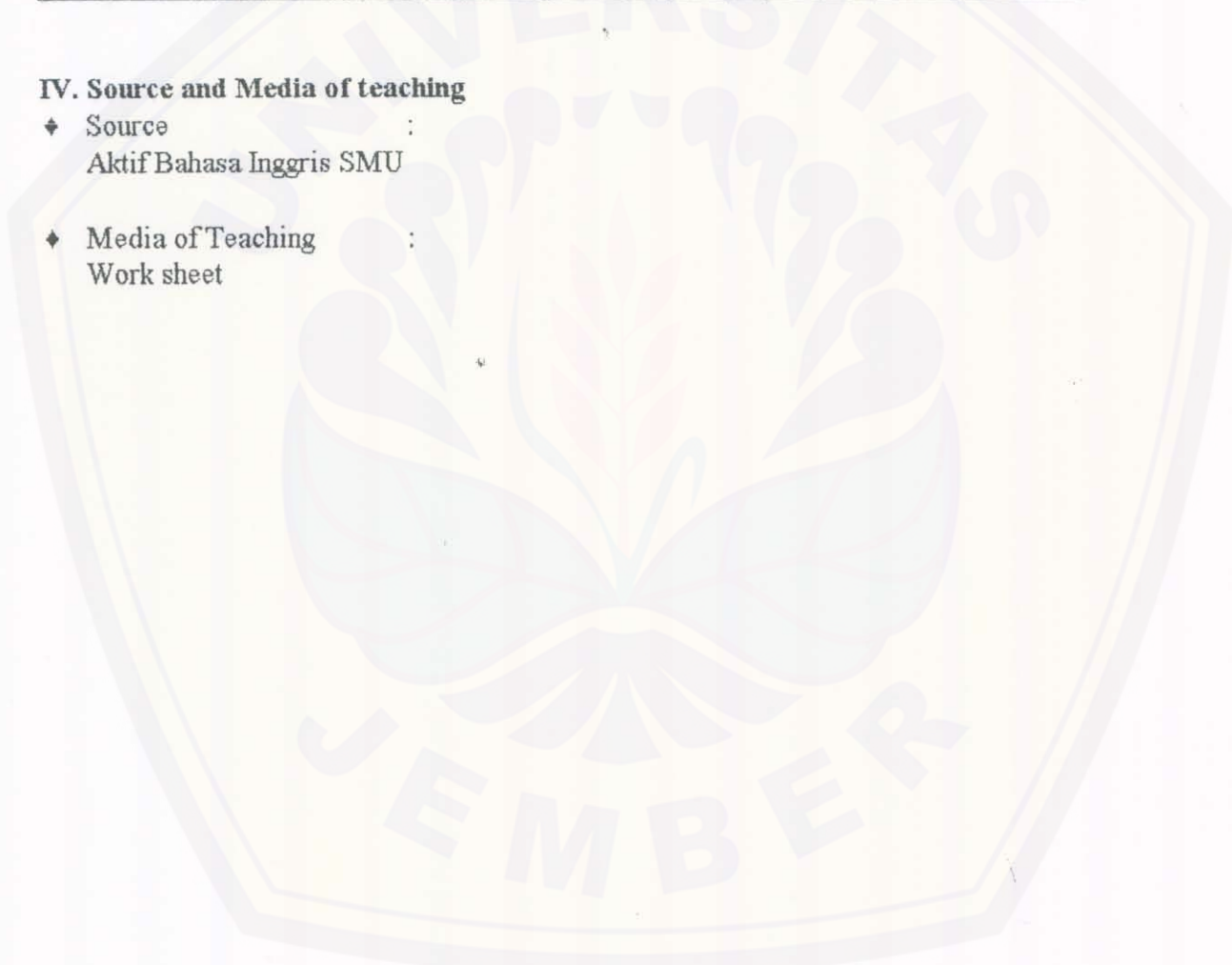
III. Teaching Learning Process

No.	Activities		Time
	Control Group	Experimental Group	
1	Introduction		10'
	- Greeting - Teacher gives leading questions a) When did the people of our country declare our independence ? b) What do the people of our country do on August 17 every year ?	- Greeting -Teacher gives leading questions a) When did the people of our country declare our independence ? b) What do the people of our country do on August 17 every year ?	
2	Main		70'
	- Teacher explains Indonesia Independence Day, then asks the students to write a paragraph about Independence Day celebration in their village. The paragraph consists of 100 words.	- Teacher explains adjective phrase, then asks the students to complete a paragraph by using adjective phrases. - Teacher explains adjective clause, then asks the students to complete paragraphs by using adjective clause with correct punctuation.	

		- Teacher explains how to do the exercise, then asks the students to write paragraph about Independence Day celebration in their village based on the information given.	
3	Closure		10'
	-Teacher concludes the explanation about Indonesia Independence Day. - Parting	-Teacher concludes the explanation about adjective phrase and adjective clause. - Parting	

IV. Source and Media of teaching

- ◆ Source :
Aktif Bahasa Inggris SMU
- ◆ Media of Teaching :
Work sheet



Task 1. Complete the following sentences. Use the correct form of the verbs given.

1. Every country..... its national heroes. (honor)
2. Monica the piano. (practice)
3. My uncle Japanese food in Kyoto restaurant last night. (have)
4. We our homework so that we can go to see the festival. (do)
5. The government a state elementary school in my village in Education Day, and we will go to see it. (inaugurate)

Task 2. Change the sentences in task 1 into passive form

Task 3. Complete the following paragraph. Use the correct form of the verbs given.

R.A. Kartini(to be) Indonesian heroine who initiated women emancipation. She (bear) in Jepara Central Java on April 21, 1879 from a noble family. Her father..... (to be) the regent of Jepara. He (send) his daughter to Dutch elementary school in Jepara. In the school, Kartini (have) a lot of Indonesian and Dutch girls. From these friends, she (know) the western culture. She (to be) very sad to see the fact that the Indonesian women(to be) far left behind (compare) to women abroad. Therefore, she (found) a course for the women in her regency. She (teach) reading, writing, arithmetic and so fort.

Task 4. Complete the following paragraph by using the correct form of the verbs given. Then, rewrite the paragraph with correct punctuation and capital letters.

ki hajar dewantoro (to be) very successful in developing national consciousness of indonesian people. he (to be) also well-known as a philosopher of education. he (found) the taman siswa education institution yogyakarta. through his institution he (want) to show the indonesian and whole world how to apply his ideas. These ideas, which (know) as tut wuri handayani, (to be) very famous ever since.

Task 5. Arrange the following words to make good sentences. Then, rewrite them into good paragraphs with the correct punctuation and capital letters

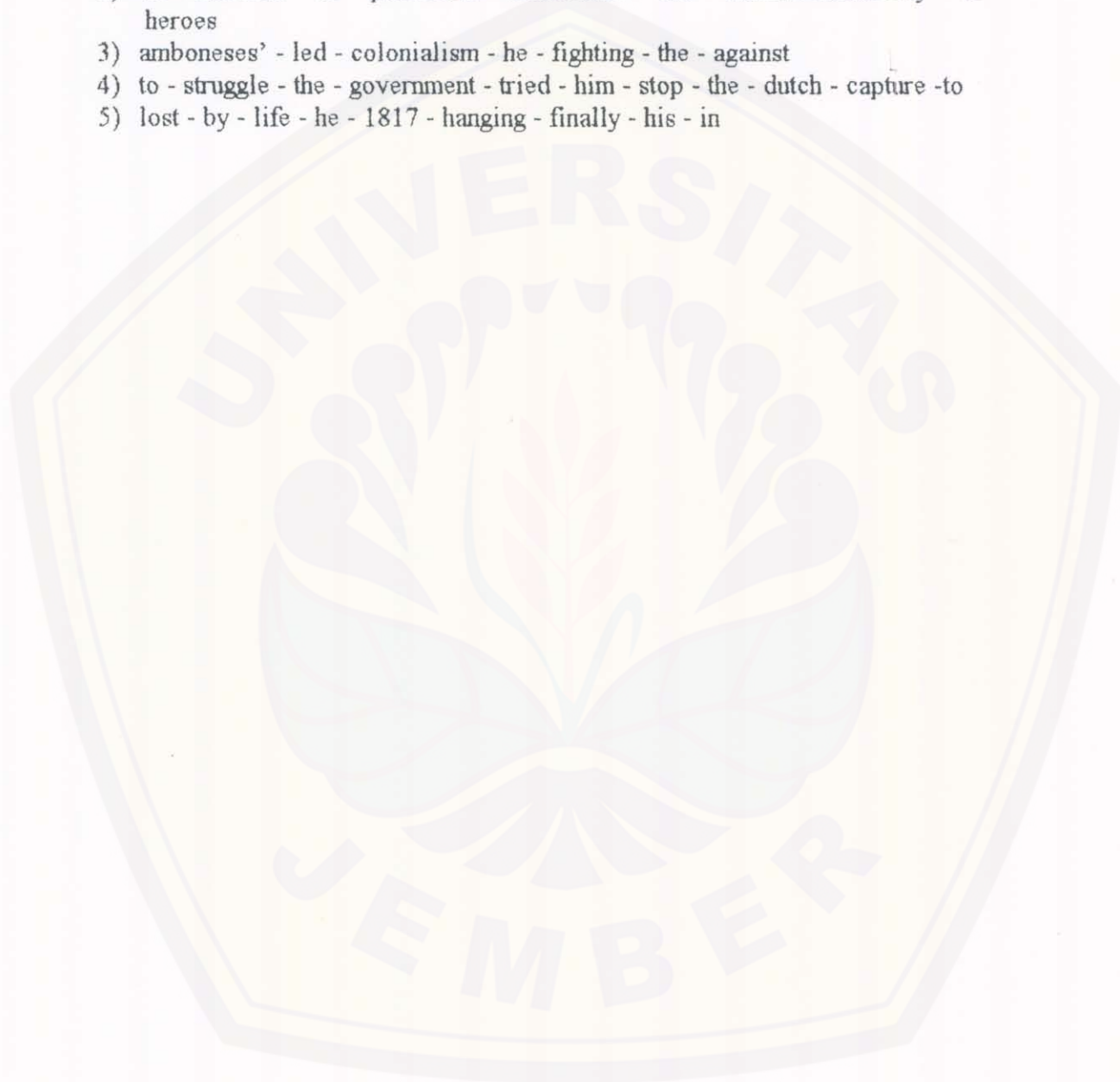
A.

- 1) anthem - declared - indonesia youth congress - was - indonesia raya - october 28 - as - national - at - indonesia - 1928 - On
- 2) bad - passed away - he - because - very - of - in - ill - 1938
- 3) harsh - considered - his - government - too - books - dutch - the - were
- 4) march 9 - born - wr supratman - on - was - 1903

- 5) some - wrote - but - also - he - books - banned - his - were - books
- 6) composer - is - he - of - Indonesia raya

B.

- 1) in - he - 1783 - was - born - ambon - in
- 2) is - national - of - pattimura - indonesian - one - thomas mattulesy - or - heroes
- 3) amboneses' - led - colonialism - he - fighting - the - against
- 4) to - struggle - the - government - tried - him - stop - the - dutch - capture -to
- 5) lost - by - life - he - 1817 - hanging - finally - his - in



Task 1 Change the subject of these sentences below. Remember to change verbs or pronouns. Number one is done for you.

- (a) All students attend the ceremony in front of their school. (We)
(b) We attend the ceremony in front of our school.
- (a) She wears 'kebaya' to commemorate Kartini Day. (They)
(b)
- (a) Janet and I are going to practice our exercises together. (We)
(b)
- (a) I have learned the test problems so my score might be better. (She)
(b)
- (a) He cut his finger when he cut down the trees beside his house. (I)
(b)
- (a) The people captured and brought those robbers to the police station. (Police)
(b)

Task 2. Rewrite this paragraph by changing the words 'The students' to 'He' each time it appears. Remember to change the verbs or pronouns.

The students always celebrate Independence Day every year. They make many kinds of games. The students also decorate their classes with colorful papers. The celebration might spend much of their money, but they like to do so.

Task 3. Rewrite this paragraph by changing the words 'Tomy' to 'Marry'. Remember to change the verbs or pronouns.

Tommy is very good at English. He can speak English fluently. His ability gets better and better because he practice it seriously and regularly. When the Department of Education and Culture conducted an English speech contest to commemorate Education Day. He is the winner. Tomy is very happy with his success. He wants to be the winner again. So, he spends much of his time to make his English much better.

Task 4. Change these direct sentences into indirect sentences. Number one is done for you.

- Direct : "I have found your glasses, Dad !" said Rudi.
Indirect : Rudi said that he had found his father's glasses.
- Direct : "Your English score is better than mine, Tom," said Tony.
Indirect :
- Direct : "I'll call you tomorrow morning," told my mother.
Indirect :

4. Direct : "You have helped us more than we deserve, Bob," said Mrs. Buana.
Indirect :
5. Direct : "I left my umbrella in your shop, yesterday," said Jane.
Indirect :
6. Direct : "Do you practice English regularly, John ?" asked Mr. Mark.
Indirect :
7. Direct : "Why do you come late ?" asked my teacher.
Indirect :

Task 5. Rewrite the following paragraph. Fill the blanks by changing the direct sentences into indirect sentences.

Some time ago, I applied for the post of private secretary to the manager of a building company. Last Thursday I went for an interview. When I went into the manager's office, he said(a)..... and asks me if I smoked. I told him(b)....., but(c).... Then, he asked me(d)..... and I told him ... (e)..... He wanted to know if I could take shorthand and I replied that I could. He gave me a test and then told me that(f)..... I thanked him and asked(g)..... He replied that I could start(h).... so I promised(i).....

- a) "Please, sit down !"
- b) "I do occasionally."
- c) "I don't like to smoke when I'm working!"
- d) "Where have you worked before ?"
- e) "I spend five years with an architect."
- f) "I 'll give you a job on a month's probation."
- g) "When, shall I start work ?"
- h) "As soon as I wish"
- i) "I'll be here on Monday morning."

Task 6. Complete this paragraph by changing direct sentences into indirect sentences. Then, rewrite them with correct punctuation and capital letters

yesterday, the head master called me to see him he said(a).... I answered that(b).... He explained that(c).... and asked me(d).... I told(e).....

- a) "i am good at english and i can speak english fluently."
- b) "i am not very good at english."
- c) "there will be an english speech contest to celebrate education day next week"
- d) "do you mind joining the contest ?"
- e) "i don't mind."

THE PROCLAMATION

It was bright morning on Friday, 17th August 1945. A small crowd had gathered in front of Soekarno's residence at Pegangsaan Timur 56 Jakarta. Almost everybody who had anything to do so with the preparations for the proclamation was there.

At about 10.30 local time everything was ready for the historic occasion. Dr. Mawardi, who acted as master of ceremonies, opened the meeting, followed by Suwirjo as deputy mayor of Jakarta, then by Hatta who said a few words about the importance of the event they were witnessing. Finally, Soekarno stepped forward towards the microphone which was standing in front of the audience in front of hall of the house. He said to the audience that he had have requested their presence their to witness a very important event in our history.

Before proclaiming the Indonesian independence, he spoke the following words : "Brothers and Sisters !"

For tens of years, even hundreds of years, we the people of the Indonesia nation, have struggled for our country's independence. Our efforts to achieve independence have had their ups and downs, but our spirit kept on striving for our ideal.

Even during the Japanese occupation we did not cease our efforts to achieve national independence. We may have appeared to be learning on the Japanese, but in reality we were gathering our own strength, we were relying on our own power.

Now the moment has arrived when we truly take our nation's destiny into our own hands. Only a nation which dares to take its destiny into its own hands will be able to stand firmly.

So last night several of us deliberated with the leaders of our people from the whole of Indonesian. The meeting was unanimously of the opinion that now is the moment to declare our independence.

Brothers and Sisters! We hereby state our resolve. Please give your attention to our proclamation. Then he read the proclamation text.

Task 1. Complete the following paragraph with adjective phrases. Use the information below!

The First President of Indonesia



Name	: DR. Ir. H. Soekarno.
Place/Date of birth	: Blitar, East Java, 6 June 1901.
Death	: Jakarta, 21 June 1970.
Religion	: Islam.
Education	: ELS. HBS in Surabaya. THS in Bandung
Occupation	: The founder of PNI (4 July 1927) President (1945-1966)

The greatest leader of Asia ever, whose personality was a mixture of rationality and emotion

The Indonesian president is DR. Ir. H. Soekarno. He was not only the first president but also the founder in 1927. Besides, in Asia he was well-known as the greater leader

Task 2. Complete the following paragraph with adjective clause. Use the information from the text entitled The Proclamation.

August 17th, 1945 was the date which A small crowd gathered in front of Soekarno's residence where Almost everybody who was there. At about 10.30, the meeting was opened by Dr. Mawardi who, followed by Suwiryo who also gave his short speech. Then, Dr. Muh. Hatta who Finally, the turn of Soekarno to read the proclamation text. He stood toward the microphone which, delivered a short speech, then read the proclamation text.

Task 3. Complete the following paragraph with adjective clause.

My mother is a teacher. Yesterday, she went to the school where to attend the Independence Day ceremony. In the way, she met a man in bus whose His long hair looked so untidy. My mother sat beside him for the seat was empty. She didn't know the man who is a thief. When she wanted to pay the ticket, she was so shock for her wallet that has been gone. Her handbag was empty as the seat beside her.

PRETEST

SMUN 2 SIDOARJO

Subject : English
Class/ Cawu : II/II
Time : 90 minutes

I. Instructions : Rewrite this paragraph. Fill the blanks by using the correct form of the verbs given. Put the capital letters whenever necessary and correct punctuation whenever the marks (/) and (//) appear. The mark (//) indicates the end of sentence.

ki hajar dewantoro (to be) very successful in developing the national consciousness of indonesian people // he (to be) also well-known as philosopher of education // when he (go) home from exile / he (bring) his idea of democratic national and(found) / taman siswa / in yogyakarta // through his institution / he(want) to show his ideas to his people and whole world // those ideas (take) from javanese language / which(know) as / tut wuri handayani / (to be) very famous ever since // these ideas (become) the symbol of education //

II. Instructions : Arrange these words into good sentences. Then, arrange them into good paragraph. Put the capital letters and correct punctuation whenever necessary.

1. in - he - born - ambon - 1783 - was - in
2. is - national - of - pattimura - our - one - thomas mattulessy - or - heroes
3. amboneses? - led - colonialism - he - fighting - the - against
4. to - struggle - the - government - tried - him - stop - the - dutch - capture - to
5. lost - by - life - he - hanging - 1817 - finally - his - in

III. Instructions : Rewrite this paragraph. Fill the blanks by changing the direct sentences into indirect sentences. Put the capital letters whenever necessary and correct punctnauon whenever the marks (/) and (//) appear. The mark (//) indicates the end of the sentence.

yesterday / I was called by the head // he told me that(a)..... // he said that(b).....// then / he asked me(c).....// i replied(d).....//

- a) "there will be an english speech contest to celebrate education day next week"
- b) "I register you to join that contest because you are very good at english"
- c) "do you mind joining the contest?"
- d) "I don't mind"

appendix 7

IV. Instructions : Rewrite this paragraph by changing the word 'The students' to 'he' each time it appears. Remember to change verbs and pronoun. Put the capital letters whenever necessary and correct punctuation whenever the marks (/) and (//) appear. The mark (//) indicates the end of the sentence.

the students always celebrate independence day every year // they make many kinds of games // the students also decorate their class with colorful papers // the celebration spent much of their money / but the students enjoy to do it //

V. Instructions : Rewrite this paragraph. Complete them with the provided phrases and clauses. Put the capital letters whenever necessary and correct punctuation whenever the marks (/) and (//) appear. The mark (//) indicates the end of the sentence.

ir / sukarno was who // the proclamation text / that / was proclaimed on august 17 / 1945 // as consequent / that date is declared as//

- a. our independence day is celebrated
- b. read the proclamation text
- c. indonesia independence day
- d. was signed by him and moh. hatta
- e. proclaiming indonesia independence day
- f. the first president of indonesia

PRETEST

SMUN 2 SIDOARJO

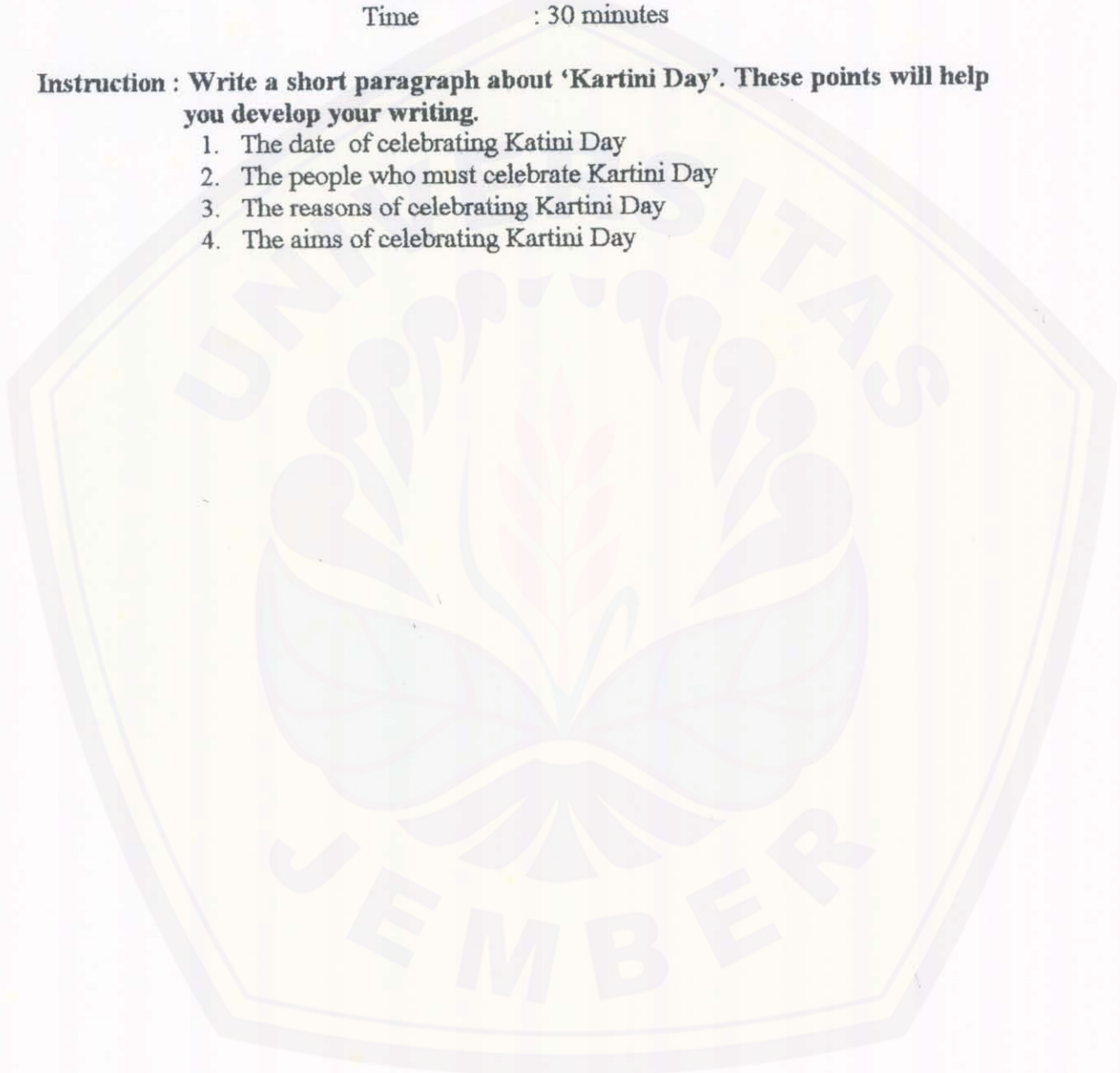
Subject : English

Class/cawu : II/II

Time : 30 minutes

Instruction : Write a short paragraph about 'Kartini Day'. These points will help you develop your writing.

1. The date of celebrating Kartini Day
2. The people who must celebrate Kartini Day
3. The reasons of celebrating Kartini Day
4. The aims of celebrating Kartini Day



**POSTTEST
SMUN 2 SIDOARJO**

Subject : English
Class/cawu : II/II
Time : 90 minutes

I. Instructions : Rewrite this paragraph. Fill the blanks by using the correct form of the verbs given. Put the capital letters whenever necessary and correct punctuation whenever the marks (/) and (//) appear. The mark (//) indicates the end of the sentence.

robert wolter monginsidi..... (to be) not only good looking but also a bright and a brave student // he (begin) to fight against the dutch government when he (to be) in private junior high school // the dutch(capture) him on october 28 / 1945 / but he.....(succeed) to escape // he(capture) again on february 28 / 1945 // the dutch(persuade) him to leave republic to dutch / but he (refuse) it // he(sentence) to death by shooting // a few minutes before shooting / he(write) on a piece of paper / faithful to our conviction into the end//

II. Instructions : Arrange these words into good sentences. Then, arrange them into good paragraph. Put the capital letters and correct punctuation whenever necessary.

1. west java - she - captured - to - exiled - was - and
2. continued - after - she - death - fighting - her - the - husband's
3. 1908 - she - in - passed - away - finally
4. born - 1850 - she - in - was - aceh - in
5. is - national - one - our - cut nyak dien - of - heroines

III. Instructions : Rewrite this paragraph. Fill the blanks by changing the direct sentences into indirect sentences. Put the capital letters whenever necessary and correct punctuation whenever the marks (/) and (//) appear. The mark (//) indicates the end of the sentence.

yesterday/i was called by my teacher// she told me that...(a).....// she said that(b)..... // then she asked me..(c).....// i replied(d)...//

- a) "there will be a mathematics olympiad next week to celebrate independence day"
- b) "I register you to join that olympiad because you are very good at mathematics"
- c) "do you mind joining the contest?"
- d) "I don't mind"

IV. Instructions : Rewrite this paragraph by changing the word 'The girls' to 'she' each time it appears. Remember to change verbs and pronoun. Put the capital letters whenever necessary and correct punctuation whenever the marks (/) and (//) appear. The mark (//) indicates the end of the sentence.

the girls always celebrate kartini day every year in the school // they wear indonesian women traditional custom// they have to follow the activities conducted by the teachers // the girls like to do it because that is their way to memorize their heroin//

V. Instructions : Rewrite this paragraph. Complete them with the provided phrases and clauses. Put the capital letters whenever necessary and correct punctuation whenever the marks (/) and (//) appear. The mark (//) indicates the end of the sentence.

w/r/ supratman was who // his song / that/was declared as our national anthem // as consequence / that song is well-known as //

- a. indonesian national anthem
- b. indonesia national hero
- c. popular indonesian song
- d. composed indonesia raya
- e. composing our national song
- f. was sung on the indonesian youth congress

POSTTEST

SMUN 2 SIDOARJO

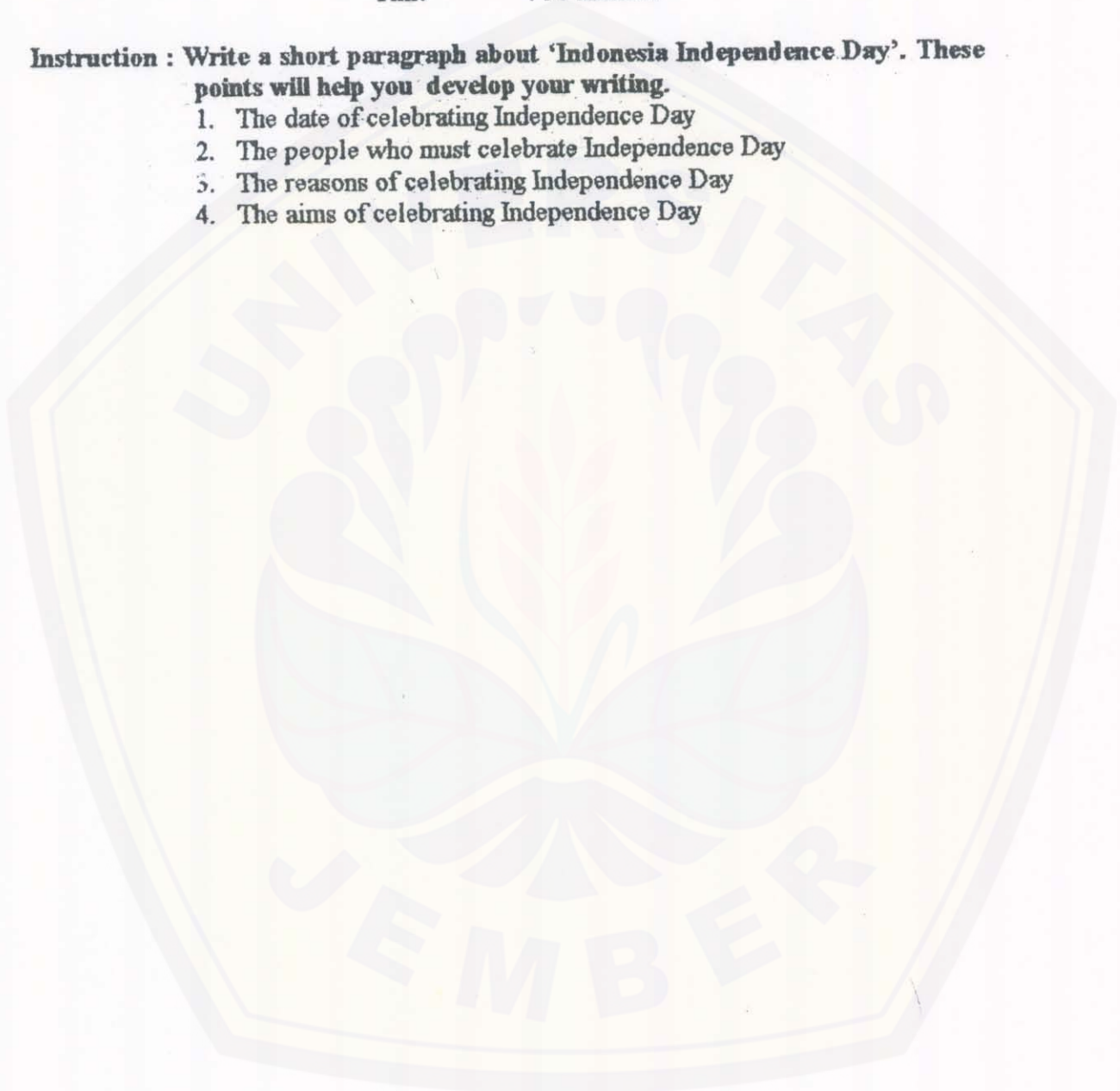
Subject : English

Class/cawu : II/II

Time : 30 minutes

Instruction : Write a short paragraph about 'Indonesia Independence Day'. These points will help you develop your writing.

1. The date of celebrating Independence Day
2. The people who must celebrate Independence Day
3. The reasons of celebrating Independence Day
4. The aims of celebrating Independence Day



ANSWER KEYS
PRETEST

I.

Ki Hajar Dewantoro was very successful in developing the national consciousness of Indonesian people. He is also well-known as philosopher of education. When he went home from exile, he brought his idea of democratic education and founded 'Taman Siswa' in Yogyakarta. Through his institution, he wanted to show his ideas to his people and whole world. Those ideas were taken from Javanese language, which are known as 'Tut Wuri Handayani', have been very famous ever since. These ideas become the symbol of education.

II.

(2)Pattimura or Thomas Mattulesy is one of our national heroes. (1)He was born in 1783 in Ambon. (3)He led Amboneses' fighting against the colonialism. (4)The Dutch government tried to capture him to stop the struggle. (5)Finally, he lost his life by hanging in 1817.

III.

Yesterday, I was called by the head master. He told me that there would be an English speech contest to celebrate Education Day the following day. He said that he registered me because I was good at English. Then, he asked me whether I minded joining the contest. I replied I didn't mind.

IV.

He always celebrates Independent Day every year. He makes many games. He also decorates his class with colorful papers. That celebration might spend much of his money but he enjoys to do it.

V.

Ir. Sukarno was the first president of Indonesia who read the proclamation text. The proclamation text, that was signed by him and Moh. Hatta, was proclaimed on August 17, 1945. As consequence, that date is declared as Indonesia Independence Day.

ANSWER KEYS POSTTEST

I.

Robert Wolter Monginsidi was not only good looking but also a bright and a brave student. He began to fight against the Dutch government when he was in private junior high school. The Dutch captured him on October 28, 1945, but he succeeded to escape. He captured against on February 28, 1945. The Dutch persuaded him to leave Republic to Dutch, but he refused it. He was sentenced to death by shooting. A few minutes before shooting, he wrote on a piece of paper ' faithful to our conviction into the end'.

II.

(5)Cut Nyak Dien is one of our national heroines. (4)She was born in 1850 in Aceh. (2)She continued the fighting after her husband's death. (1)She was captured and exiled to West Java. (3) Finally, she passed away in 1908.

III.

Yesterday, I was called by my teacher. She told me that there would be a Mathematics olympiad to celebrate Independence Day. She said that she registered me to join that olympiad because I was very good at Mathematics. Then, she asked me whether I minded joining the contest. I replied I didn't mind.

IV.

She always celebrates Kartini Day every year in the school. She wears Indonesian women traditional custom. She has to follow the activities conducted by the teachers. She likes to do it because that is her way to memorize her heroin.

V.

W. R. Supratman was Indonesia national hero who composed Indonesia Raya. His song, that was sung on the Indonesian Youth Congress, was declared as our national anthem. As consequence, the song is well-known as Indonesian national anthem.

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

: 444/PT.32.H5.FKIP/I.7'.99.
: Proposal
: Ijin Penelitian

Jember, 30 DEC 1999...

: Yth. Sdr. ~~Kepala~~ SMUN. 2...
.. Sidoarjo.....
di -
.. Tempat.....

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a : Yuli Katriana.....
N i m : B1G195289.....
Program / Jurusan : Pend. Bahasa Inggris / PBS.....

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut ber - maksud melaksanakan penelitian dengan judul :
the influence of applying controlled composition on improving the writing achievement of the second year students of SMUN. 2. Sidoarjo. in the 1999/2000. academic year.....

pada lembaga yang saudara pimpin.
Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.
Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I



[Handwritten signature]

DJOKO SUHUD
NIP. 130 355 407.



DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
KANTOR WILAYAH PROPINSI JAWA TIMUR
SMA NEGERI 2 SIDOARJO

Jl. Kutuk Sidokare No. 311 Telp. 8961119 PO. Box. 200 Kode Pos 61214

SURAT KETERANGAN

Nomor : 606/104.10/SMU 05/HM/2000

Yang bertanda tangan dibawah ini Kepala SMU Negeri 2 Sidoarjo menerangkan dengan sebenarnya bahwa mahasiswi yang tersebut dibawah ini :

Nama : Yuli Katriana
Tempat/Tgl. Lahir : Sidoarjo, 12 Juli 1975
Nim : B16195289
Universitas : UNEJ
Fakultas/Program : RKIP/Pend. Bahasa Inggris

Telah mengadakan penelitian di SMU Negeri 2 Sidoarjo dengan judul "The influence of applying controlled composition on improving the writing achievement of the second year students of SMUN 2 Sidoarjo In the 1999/2000 academic year" dengan sasaran kelas II/B dan II/D selama 24 hari, terhitung tanggal 1 Februari 2000 sampai dengan 24 Februari 2000.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagai persyaratan pembuatan skripsi dan terima kasih atas perhatiannya.

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
 UNIVERSITAS JEMBER
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

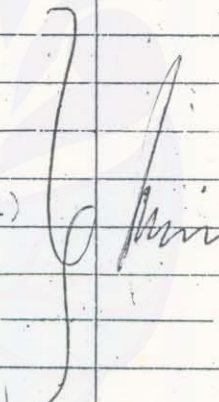
LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Yuli Katriana
 Nim / Jurusan / Angkatan : BIGI95289/Bahasa Inggris/1995
 Judul Skripsi : The influence of applying controlled compsi-
 tion on improving the writing achievement of the secind year students
 of SMUN 2 Sidoarjo in the 1999/2000 academic year

Pembimbing I : Drs. Mariyono

Pembimbing II : _____

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	12 April 1999	Judul Skripsi	
2.	12 April 1999	Matrix	
3.	12 Juni 1999	Bab I	
4.	22 Desember 1999	Bab I, II, III	
5.	26 Desember 1999	Bab I, II, III (revisi)	
6.	31 Desember 1999	Seminar	
7.	18 Maret 2000	Bab I, II, III, IV, V	
8.	6 April 2000	Bab I, II, III, IV, V	
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI.
UNIVERSITAS JEMBER
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Yuli Katriana

Nim / Jurusan / Angkatan : BIGI95289/Bahasa Inggris/1995

Judul Skripsi : _____

The influence of applying controlled composition on improving the writing achievement of the second year students of SMUN 2Sidoarjo in the 1999/2000 academic year.

Pembimbing I : _____

Pembimbing II : Drs. Budi Setyono, MA

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	15 April 1999	Matrix	YK
2.	30 Mei 1999	Bab I	YK
3.	11 Juni 1999	Bab I (revisi)	YK
4.	9 September 1999	Bab II	YK
5.	22 September 1999	Bab II (revisi)	YK
6.	3 Desember 1999	Bab III	YK
7.	15 Desember 1999	Bab III (revisi)	YK
8.	25 Desember 1999	Bab I, II, III	YK
9.	30 Desember 1999	Seminar	YK
10.	20 Januari 2000	Lesson Plan	YK
11.	28 Januari 2000	Lesson Plan (revisi)	YK
12.	20 Maret 2000	Bab IV, V	YK
13.	3 April 2000	Bab I, II, III, IV, V	YK
14.	5 April 2000	Bab I, II, III, IV, V	YK
15.			YK

- CATATAN :
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi.
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

Nilai nilai F dengan taraf Signifikansi 1% (deretan bawah)

TABEL F
Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk KR Pembagi	d.b. untuk Kuadrat Rerata Pembilang								d.b. untuk Kuadrat Rerata Pembilang							
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	2,41	2,42	2,43	2,44	2,45	2,46	2,48	2,49
125	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,69	6,022	6,056	5,082	6,106	6,142	6,169	6,208	6,234
150	3,92	3,07	2,53	2,44	2,29	2,17	2,08	2,01	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45
200	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,46
400	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00	4,81	4,78	4,75	4,74	4,74	4,74	4,74	4,74
1.000	6,81	4,75	3,91	3,44	3,14	2,92	2,76	2,62	27,34	27,23	27,13	27,05	26,92	26,83	26,69	26,60
∞	3,89	3,04	2,65	2,41	2,26	2,14	2,05	1,98	14,56	14,54	14,45	14,37	14,24	14,15	14,02	13,93
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53
	3,86	3,02	2,62	2,39	2,23	2,09	2,03	1,96	10,15	10,05	9,96	9,89	9,77	9,68	9,55	9,47
	6,70	4,66	3,83	3,36	3,06	2,85	2,69	2,55	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84
	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95	7,98	7,87	7,79	7,72	7,60	7,52	7,39	7,31
	6,66	4,62	3,80	3,34	3,04	2,82	2,66	2,51	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41
	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12
									5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28
									3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90
									5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73
									3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74
									4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33
									2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61
									4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02
									2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50
									4,39	4,30	4,22	4,16	4,05	3,98	3,86	3,78
									2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42
									4,17	4,10	4,02	3,96	3,85	3,78	3,67	3,59
									2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35
									4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43
									2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29
									3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,29
									2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24
									3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18

(bersambung)

LAMPIRAN II

Harga Kritik Distribusi Student t

df	Tingkat Signifikansi			
	Tes dua ekor		Tes satu ekor	
	0,05	0,01	0,05	0,01
1	12,706	63,557	6,314	31,821
2	4,303	9,925	2,920	6,965
3	3,182	5,841	2,353	4,541
4	2,776	4,604	2,132	3,747
5	2,571	4,032	2,015	3,365
6	2,447	3,707	1,943	3,143
7	2,365	3,499	1,895	2,998
8	2,306	3,355	1,860	2,896
9	2,262	3,250	1,833	2,821
10	2,228	3,169	1,812	2,764
11	2,201	3,106	1,796	2,718
12	2,179	3,055	1,782	2,681
13	2,160	3,012	1,771	2,650
14	2,145	2,977	1,761	2,624
15	2,131	2,947	1,753	2,602
16	2,120	2,921	1,746	2,583
17	2,110	2,898	1,740	2,567
18	2,101	2,878	1,734	2,552
19	2,093	2,861	1,729	2,539
20	2,086	2,845	1,725	2,528
21	2,080	2,831	1,721	2,518
22	2,074	2,819	1,717	2,508
23	2,069	2,807	1,714	2,500
24	2,064	2,797	1,711	2,492
25	2,060	2,787	1,708	2,485
26	2,056	2,779	1,706	2,479
27	2,052	2,771	1,703	2,473
28	2,048	2,763	1,701	2,467
29	2,045	2,756	1,699	2,462
30	2,042	2,750	1,697	2,457
40	2,021	2,704	1,684	2,423
60	2,000	2,660	1,671	2,390
120	1,980	2,617	1,658	2,358
∞	1,960	2,576	1,645	2,326