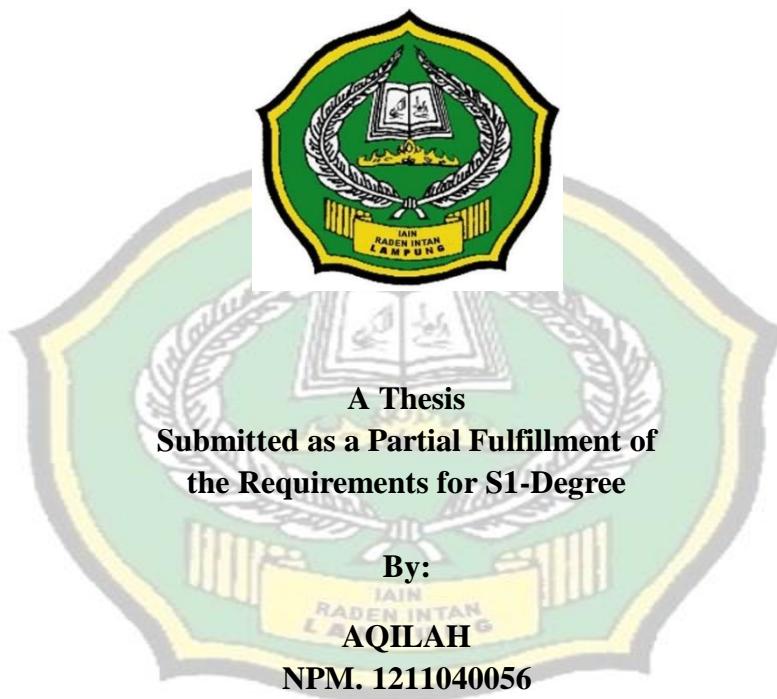


**THE INFLUENCE OF USING CONTROLLED COMPOSITION TOWARDS
STUDENTS' PROCEDURE TEXT WRITING ABILITY
AT THE SECOND SEMESTER OF TENTH GRADE
AT MA AL QUR'AN ASH-SHOLIHIN
KATIBUNG LAMPUNG SELATAN
IN THE ACADEMIC YEAR OF
2015/2016**

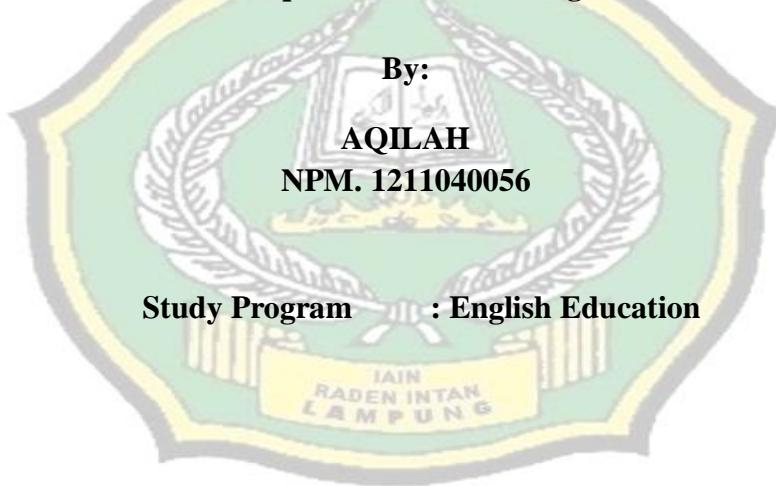


Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2017**

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AT MA AL QUR'AN ASH-SHOLIHIN
KATIBUNG LAMPUNG SELATAN
IN THE ACADEMIC YEAR OF
2015/2016**

**A Thesis
Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**



**Advisor : Drs. Yosep Aspat Alamsyah, M.Ag
Co-advisor : Dewi Kurniawati, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2017**

The Influence of Using Controlled Composition Towards Students' Procedure Text Writing Ability at the Second Semester of Tenth Grade at MA Al Qur'an Ash-Sholihin Katibung Lampung Selatan in the Academic Year of 2015/2016

ABSTRACT

**By:
Aqilah**

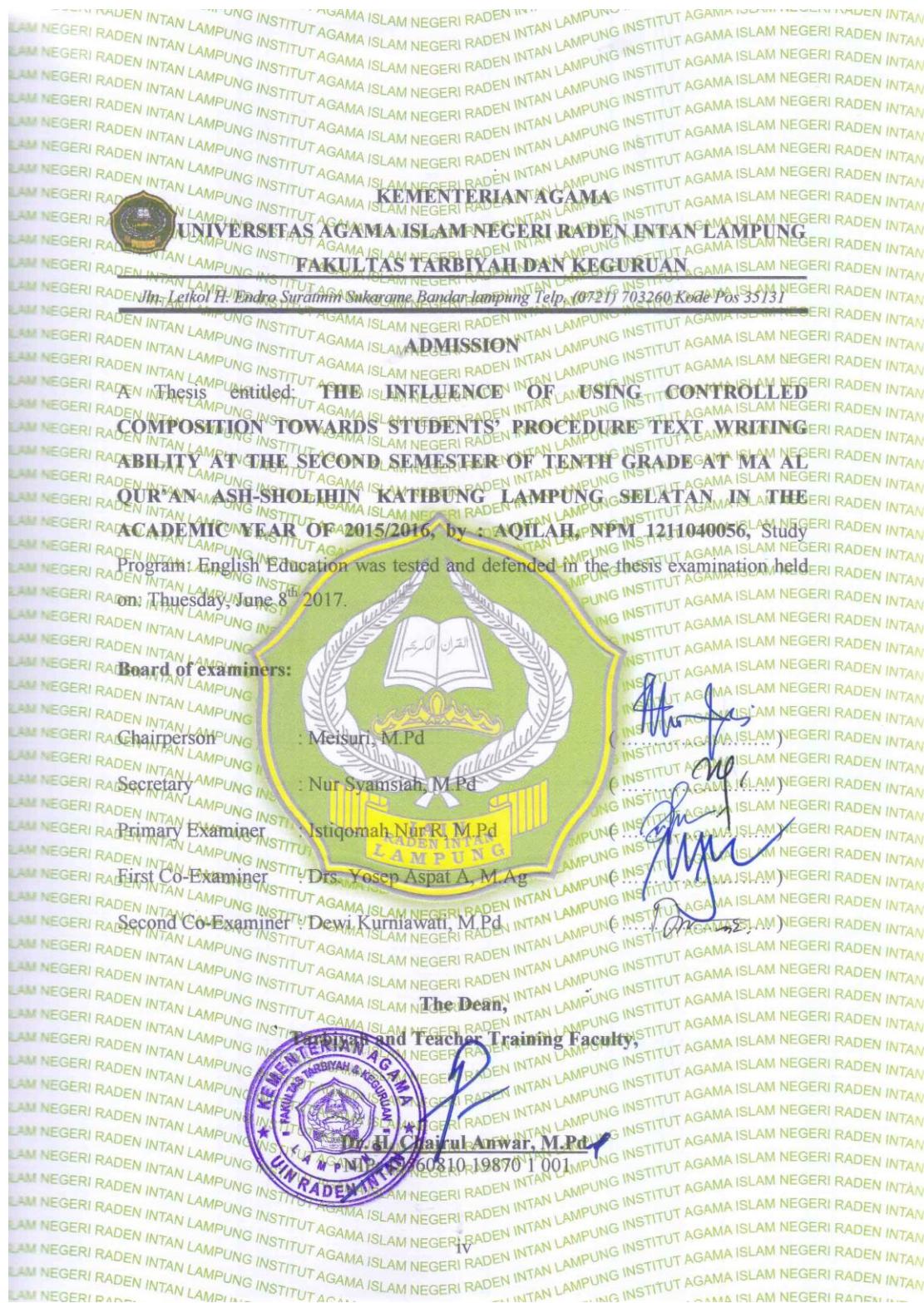
Writing is skill in which we express ideas, feelings, and thought in written form. The students' writing ability of MA Al Qur'an Ash-Sholihin is still low especially in writing procedure text. To solve this problem, the researcher applied Controlled Composition technique. Controlled Composition is one of techniques that focuses on the students' attention on specific features of written language. Students can write their daily life or experiences by manipulating or copy from the model or material based on model given. The objective of this research is to know whether there is any Influence of Using Controlled Composition Towards Students' Procedure Text Writing Ability at the Second Semester of Tenth Grade at MA Al Qur'an Ash-Sholihin Katibung Lampung Selatan in the Academic Year of 2015/2016.

The researcher used pre-experimental design, static group comparison. The population of research was the tenth grade at MA Al Qur'an Ash-Sholihin Katibung Lampung Selatan. The sample of the research was two classes consisting of 20 students for experimental class and 20 students for control class. In the experimental class, the researcher used Controlled Composition. The treatment was held in 3 meetings in which 2×45 minutes for each class. In collecting the data used writing test as the instrument, and was given in post-test. The researcher giving the treatment only for the experimental class. Then, after conducting the treatments, the instrument was given in post-test. After giving post-test, the researcher analyzed the data using SPSS to compute Independent sample t-test.

From the data analysis, it was found that the result by using SPSS was $\text{Sig } 0.000$ and $\alpha = 0.05$. It means H_a is accepted because $\text{Sig} < \alpha = 0.05$. Therefore, there is a significant influence of using controlled composition towards students' procedure text writing ability at the second semester of the tenth grade at MA Al Qur'an Ash-Sholihin Katibung Lampung Selatan in the academic year of 2015/2016.

Keyword : controlled composition, procedure text, students' writing, writing ability





ADMISSION
A Thesis entitled: **THE INFLUENCE OF USING CONTROLLED COMPOSITION TOWARDS STUDENTS' PROCEDURE TEXT WRITING ABILITY AT THE SECOND SEMESTER OF TENTH GRADE AT MA AL OURAN ASH-SHOLIHIN KATIBUNG LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2015/2016, by : AQILAH NPM 1211040056, Study**

Program: English Education was tested and defended in the thesis examination held on Tuesday June 8th 2017.

Board of examiners:

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Certify that this thesis is definitely my own words. The writer is completely responsible for the content of this thesis. Other experts' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, 8 October 2017
The Writer,

Aqilah

MOTTO

فَإِنْ خِفْتُمْ فَرْجَالًا أَوْ رُكْبَانًا فَإِذَا أَمْتَثِّمْ فَادْكُرُوا

اللَّهَ كَمَا عَلِمْكُمْ مَا لَمْ تَكُونُوا تَعْلَمُونَ

(Al Baqarah : 239)

Meanings:

And if you fear (an enemy, then pray) on foot or riding. But when you are secure, then remember Allah (in prayer), as He has taught you that which you did not (previously) know.¹



¹ <https://quran.com>

DEDICATION

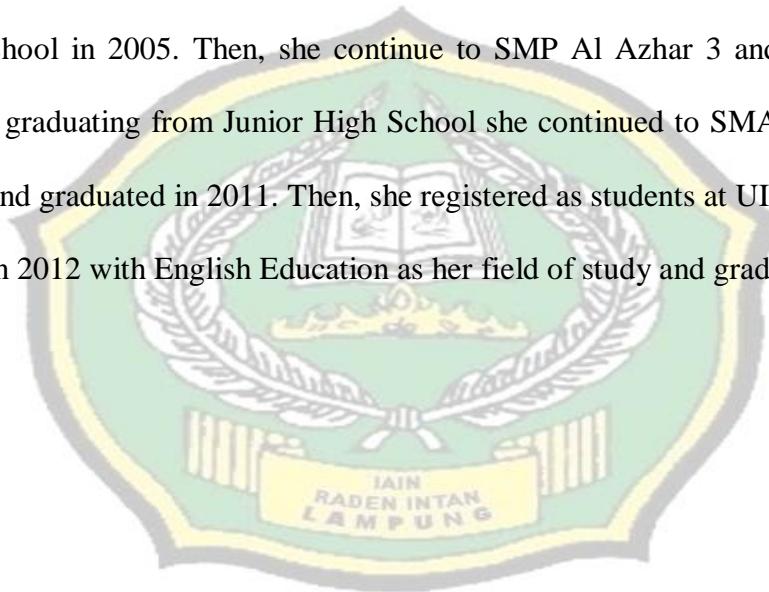
This thesis is dedicated to :

1. My beloved Papah, H. Sholeh Syarwani my role model who taught me to trust in Allah, believe in hard work and believe in myself.
2. My Mom, Destinar Warganegara, BBA. and Umi who always supporting and encouraging me to believe in myself, I love you both.
3. My lovely brothers and sisters, Muhammad Iqbal, S.E, Afiah, Muhammad Abdur, Muhammad Adib, Muhammad Ajib, Afwa. Thanks a bunch for being the pillows and my guardian during my up and down.
4. My amazing family Bani Syarwani, my Aunts and my Uncles, also my soulmates Fidyah Kamilah, Mufidah Zahro, Aufiya Fennisa thanks for being my cheerleading squad and sounding boards I have needed.
5. My close friend Dewi Nashri Hasan, S.Pd, I express my heartfelt gratefulness for your guide and support that I believed I learned from the best.
6. My beloved almamater PBI 2012 UIN Raden Intan Lampung your friendship makes my life a wonderful experience. I can not list all the names here, but you are always on my mind.

CURRICULUM VITAE

The name of researcher is Aqilah. She was born in Tanjung Karang, 6th February 1993. She is the second of seven children. She has four brothers whose names are Muhammad Iqbal S.E, Muhammad Abduh, Muhammad Adib, Muhammad Ajib and two sisters whose names are Afiah and Afwa.

She started her school in 1999 at SD N 2 Rawa Laut (Teladan) and she finished her Primary School in 2005. Then, she continue to SMP Al Azhar 3 and graduated in 2008, after graduating from Junior High School she continued to SMA N 10 Bandar Lampung and graduated in 2011. Then, she registered as students at UIN Raden Intan Lampung in 2012 with English Education as her field of study and graduated in 2017.



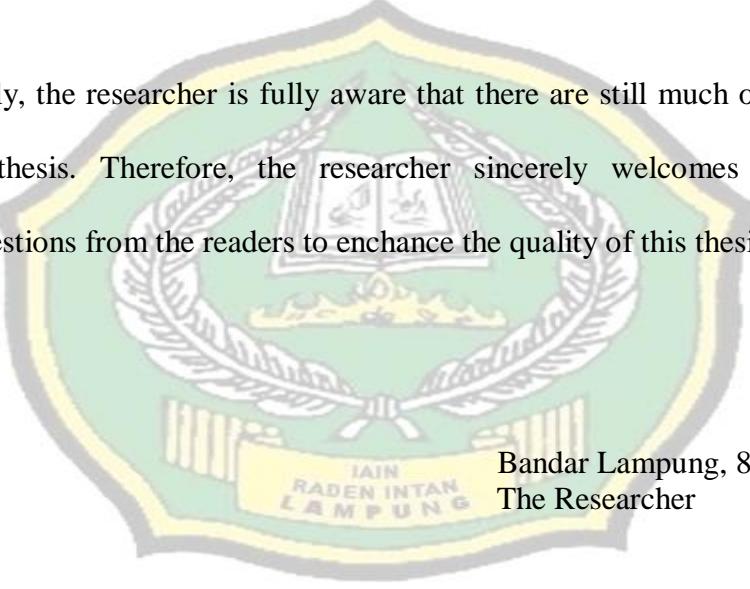
ACKNOWLEDGEMENT

Praise be to Allah SWT, the almighty God, the most merciful and the most beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad pbuh, with his family and followers. This thesis entitled “The Influence of Using Controlled Composition towards Students’ Procedure Text Writing Ability at the Second Semester of Tenth Grade at MA Al Qur'an Ash-Sholihin Katibung Lampung Selatan in the Academic Year 20152016” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies (IAIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, IAIN Raden Intan Lampung with his personnel, who has given an opportunity and for bearing to the researcher when on going the study until the accomplishment of this thesis.
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4. Dewi Kurniawati, M.Pd, the co-advisor, who helped the researcher to finish this thesis quickly.
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6. All of teachers and students at MA Al Qur'an Ash-Sholihin Katibung Lampung Selatan for the opportunity and cooperated while researcher during research in their institution

Finally, the researcher is fully aware that there are still much of weakness in this thesis. Therefore, the researcher sincerely welcomes criticsm and suggestions from the readers to enhace the quality of this thesis.



Bandar Lampung, 8 October 2017
The Researcher

Aqilah

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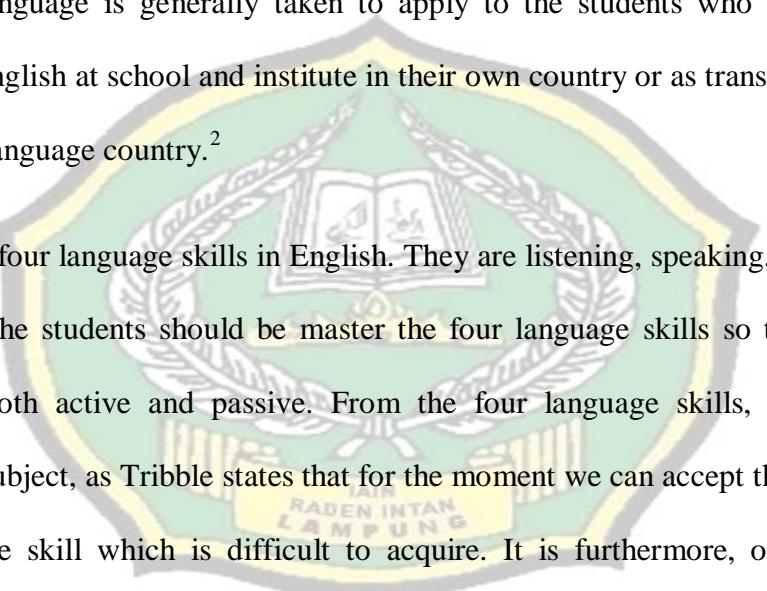
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning a language means learning to use that language to communicate both in form (listening and speaking) and written form (reading and writing). In Indonesia, there are many people believe that English is as a foreign language. English as a foreign language is generally taken to apply to the students who are studying general English at school and institute in their own country or as transitory visitors in target language country.²



There are four language skills in English. They are listening, speaking, reading and writing. The students should be master the four language skills so they can use English both active and passive. From the four language skills, writing is a difficult subject, as Tribble states that for the moment we can accept that writing is a language skill which is difficult to acquire. It is furthermore, one in which relatively few people are required to be expert.³

Writing is difficult subject especially for the students. It causes writing is a mixture of our idea, vocabulary, and also grammar. Raimes states that there are many elements that should be considered and noticed in producing a piece of writing. For examples content, grammar, syntax, mechanics, organization, word

² Jeremy Harmer, *How to Teach Writing*, (New York, Longman, 2009), p. 39.

³ Christopher Tribble, *Language Teaching Writing*, (London, Oxford University Press, 1996), p.3

choice and so forth.⁴ It means that in producing writing the students should consider them therefore the students should also master vocabulary and know how to use grammar in making good texts or sentences.

Based on syllabus of Senior High School, there are several texts that must be taught in writing at Senior High School. They are functional texts and monolog texts. Functional texts consist of notice/caution, greeting card, short message, invitation, announcement and advertisement. The monolog texts consist of procedure, descriptive, narrative, recount and report texts⁵. Each text has different social function, schematic structures, and language features. One of the types taught for the tenth grade students of Senior High School is procedure text.

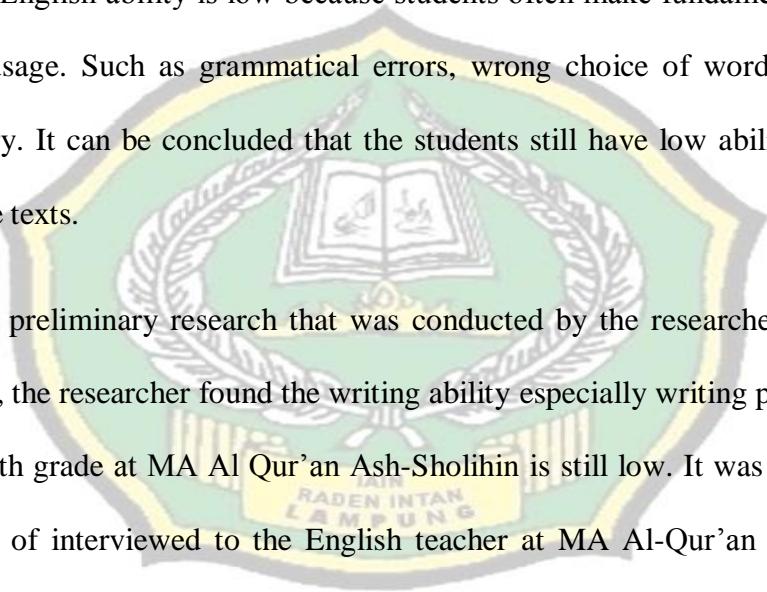
Procedures are written to explain how something is done, in a series of sequenced steps.⁶ A procedure text is a text designed to describe how something is accomplished through a sequence of actions or steps. Here, the procedure text is not only a text learned at school but also the one found in the daily life. Students can find procedure texts in game rules, cooking recipes, using atm machines. Those are examples of the authentic texts of procedure texts that students can find in the daily life. It is helpful for the students in learning procedure writing.

⁴ Raimes, *Teaching Writing Skill*, (Oxford, Oxford University Press, 1983,) p.6

⁵ English Subject Syllabus of Senior High School, Unpublished

⁶ PDST, *The Writing Genre, A Structured Approach to the Teaching and Learning of the Writing Genre*, (Dublin, PDSTsite, 2014), p.14

Some of the Senior High School especially at MA Al-Qur'an Ash-Sholihin, students still have difficulties in the writing learning process. When the English teacher asks them to write a procedure text, only few of them understand the procedure text. The result of their assignment of procedure text is not satisfactory. Some of them still have difficulties in using correct grammar. They also had low vocabulary mastery. According to the English teacher, one of problems is students' English ability is low because students often make fundamental errors in English usage. Such as grammatical errors, wrong choice of words, lacking of vocabulary. It can be concluded that the students still have low ability in writing procedure texts.



Based on preliminary research that was conducted by the researcher on January 4th, 2016, the researcher found the writing ability especially writing procedure text of the tenth grade at MA Al Qur'an Ash-Sholihin is still low. It was supported by the result of interviewed to the English teacher at MA Al-Qur'an Ash-Sholihin Lampung, Khumairah, S.Pd. The teacher said that score was taken from writing test, the teacher asked the students to make short procedural text. It can be seen from the table result score below:

Table 1
Students' Writing Score in Procedure Text of Tenth Grade
at MA Al-Qur'an Ash-Sholihin in the Academic Year 2015/2016

No.	Class	Score		Total
		< 70(Failed)	≥70(passed)	
1	X.A	11	9	20
2	X.B	15	5	20
3	X.C	14	6	20
	Total	40 (67%)	20 (33%)	60

Source: Document of Mrs. Khumairah as English Teacher of tenth Grade at MA Al-Qur'an Ash-Sholihin

Based on the pre-research and characteristics of the student above, the total number of students in failed category is higher than in passed category. There are 40 students in failed category (67 %) and 20 students in passed category (33 %). It can be inferred that the achievement of the students in writing learning process especially procedure text is relatively low because the criteria of minimum mastery (KKM) at MA Al-Qur'an Ash-Sholihin is 70.⁷ The researcher finds that cause of the problem such as the students' writing procedure text ability is still low, students find difficulties to develop the idea in their writing exercise, besides that one of the problems faced by the teacher in the teaching learning process is just few students can write well. It is caused by the fact that the students were not motivated to write in English and most of students consider that writing is a difficult task and always makes them bored. To overcome this problem, English teachers must implement appropriate steps to use to improve their writing skills to produce good written text, for example by using controlled composition.

⁷ Khumairah, *English's Score of Tenth Grade at MA Al Qur'an Ash-Sholihin*, in January 2016, Unpublished.

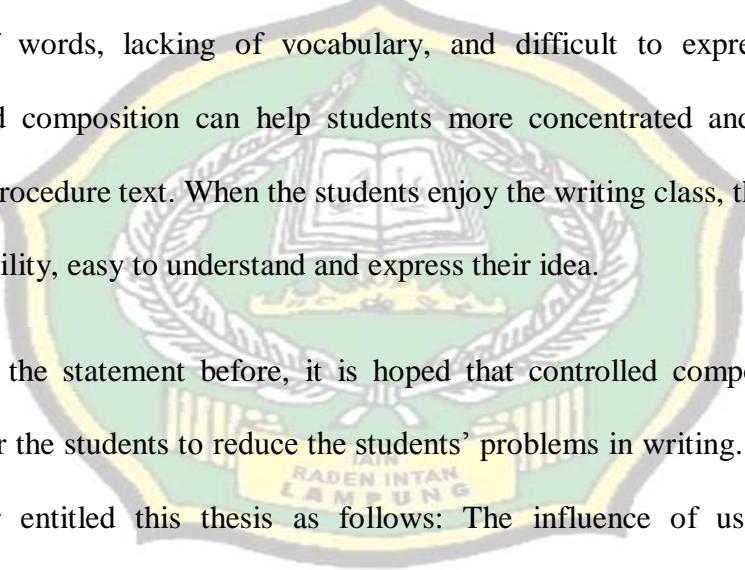
Controlled composition encourage the students to write good, clear and correct English. Finally, by controlled composition can achieve the goal of teaching writing, the students' writing skill will be improved through writing a composition, while the goal of teaching writing is to develop the students' competence in communication using English.⁸

The researcher will describe research which is relevant to this thesis to make the thesis arrangement easier and to avoid repeating the same study. There is previous research that is used by the researcher: A research conducted by Asrofin on the title Using Controlled Composition to Improve Students' Writing Competence in A Classroom Action Research with the 8th C Graders of SMP Negeri 5 Purbolinggo in the Academic Year of 2009/2010. The similarities are this research used controlled composition as an aid, also focused on writing skill.⁹ It is explained that using controlled composition as a technique in teaching writing is very helpful in producing the words because the students can see the thing directly, so they are able to use appropriate vocabulary. The result of this research shows that the students improve their writing organization of writing text and Controlled Composition can improve students' achievement in writing text.

⁸ Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta, Graha Ilmu, 2006), p. 45.

⁹ Asrofin, *Using "CQGS" to Improve Students Writing Competence in A Classroom Action Research with the 8th C Graders of SMP Negeri 5 Purbolinggo in The Academic Year of 2009/2010*. Bachelor Thesis, Surakarta UNS, 2010. (<https://eprints.uns.ac.id/3740/>, accessed on January 5th, 2016)

From the explanation above, it means that controlled composition is more effective to increase students' writing ability. Controlled composition is the appropriate technique in teaching writing. With controlled composition, students were more interesting in learning writing subject. The researcher chooses controlled composition to solve the students' problem in procedure text writing ability that was shown in the previous explanation. When the students are writing, they often make fundamental errors in English usage, such as grammatical errors, wrong choice of words, lacking of vocabulary, and difficult to express their idea. Controlled composition can help students more concentrated and interested in learning procedure text. When the students enjoy the writing class, they can master writing ability, easy to understand and express their idea.



Based on the statement before, it is hoped that controlled composition can be helpful for the students to reduce the students' problems in writing. Therefore, the researcher entitled this thesis as follows: The influence of using controlled composition towards students' procedure text writing ability at the Second Semester of Tenth Grade at MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan in the Academic Year of 2015/2016.

B. Identification of the Problem

The researcher identifies the problems as follows:

1. The students at the second semester of tenth grade at MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan has not been obtained writing skill in English maximally yet.
2. The students get difficulties to develop and to express the idea in making procedure text writing.

C. Limitation of the Problem

Based on the background of problem, in this research the researcher focused only on the influence of using Controlled Composition towards students' procedure text writing ability at the Second Semester of Tenth Grade at MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan in The Academic Year 2015/2016.

D. Formulation of the Problem

Based on the background of problem, the researcher formulates the problem as follows: Is there any significant influence of using Controlled Composition towards students' procedure text writing ability at the Second Semester of Tenth Grade at MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan in the Academic Year 2015/2016?

E. The Objective of the Research

Objective of the research is to find out whether there is significant influence of using Controlled Composition towards Students' Procedure Text Writing ability at

the Second Semester of Tenth Grade at MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan in the Academic Year 2015/2016.

F. Significance of the Research

1. Theoretical Contribution

After doing this research, the researcher expects that the result of this research could support the previous theories about the influence of using controlled composition towards students' procedure text writing ability.

2. Practical Contribution

After doing this research, the researcher expects that the result of this research are:

- a. To give information to English teachers about alternative technique to improve their students procedure text writing ability.
- b. Motivation to the student in order that they are able to be more process active in teaching learning process.
- c. Other teachers who have the similar problems can adopt this technique.

G. Scope of the Research

a. Subject of The Research

The subject of the research is the students at Second Semester of Tenth Grade at MA Al-Qur'an Ash-Solihin Katibung Lampung Selatan in the Academic Year of 2015/2016.

b. Object of the Research

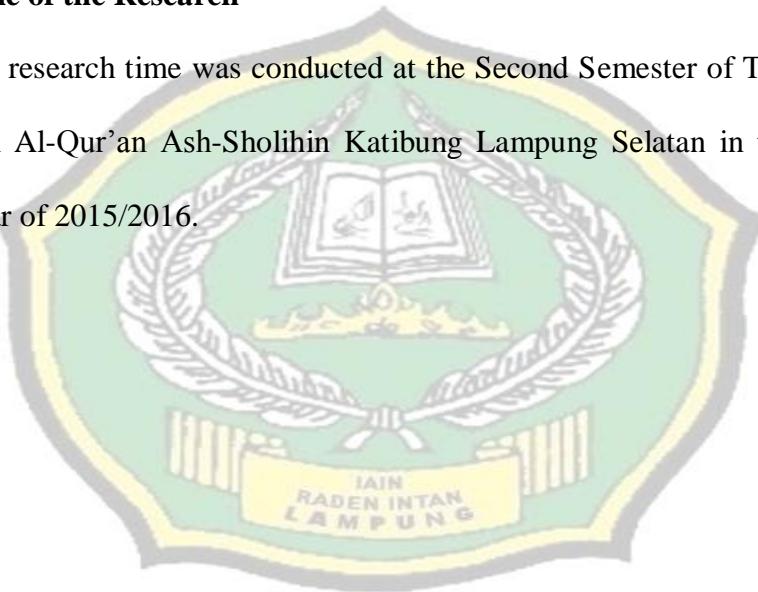
The object of the research is the used of the Controlled Composition and Students' Procedure Text Writing Ability.

c. Place of the Research

The research was conducted at MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan.

d. Time of the Research

The research time was conducted at the Second Semester of Tenth Grade at MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan in the Academic Year of 2015/2016.

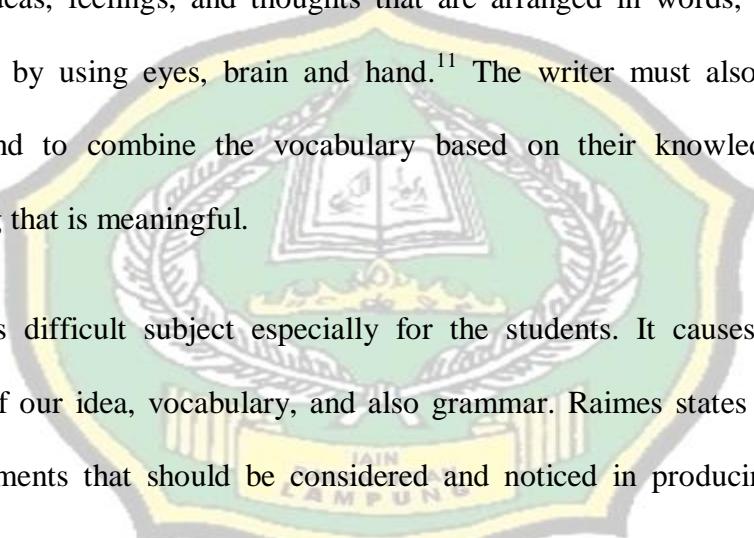


CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

Writing is a language skill which is difficult to acquire¹⁰. It means that in writing the writer must share idea from the brain, it is not easy to translate concept in our brain to be a written language. Raimes adds that, writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence, and paragraph by using eyes, brain and hand.¹¹ The writer must also be clever to choose and to combine the vocabulary based on their knowledge to create something that is meaningful.



The logo of IAIN Lamongan features a green shield-shaped emblem. Inside the shield, there is a white emblem depicting an open book at the top, flanked by two stylized trees or plants. Below the book is a yellow banner with the text "IAIN LAMPUNG". The entire emblem is set against a light blue background with a thin yellow border around the shield.

Writing is difficult subject especially for the students. It causes writing is a mixture of our idea, vocabulary, and also grammar. Raimes states that there are many elements that should be considered and noticed in producing a piece of writing, for examples content, grammar, syntax, mechanics, organization, word choice and so forth.¹²

Harmer states that when writing, students frequently have more time to think than they do in oral activity. They can go through what they know in their mind and even consult dictionaries, grammar book, or order reference mastery to help

¹⁰ Christopher Tribble, *Language Teaching Writing*, (Oxford, Oxford University Press, 1996), p.3

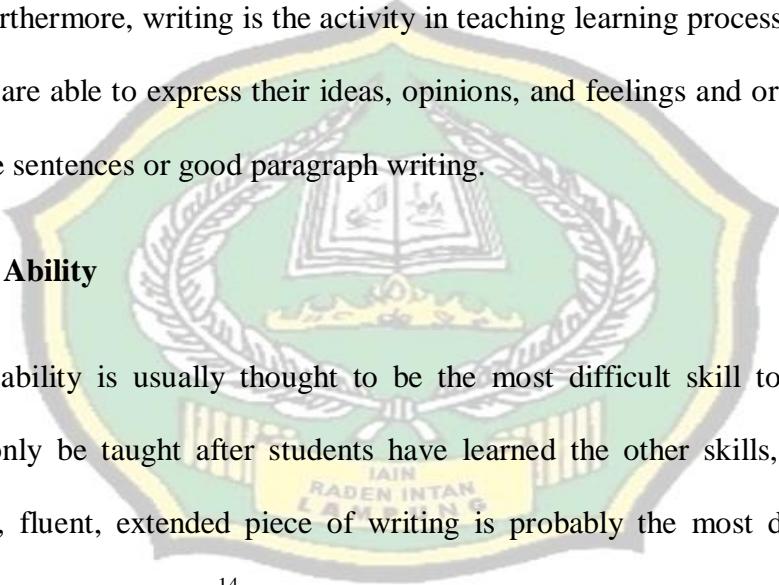
¹¹ Raimes, *Technique in Teaching Writing* (New York, Oxford University Press, 1983), p. 2.

¹² Raimes, *Teaching Writing Skill*, (Oxford, Oxford University Press, 1983), p.6

them.¹³ It means that, the students should have a lot of knowledge such as tenses book, grammar book, and dictionary to help them support their ideas or feeling in form of written.

Based on some definitions above, the researcher concluded that writing is difficult subject to acquire. The students should have a lot of knowledge such as tensses book, grammar book, and dictionary to convey their ideas or opinion in written form. Furthermore, writing is the activity in teaching learning process in which the students are able to express their ideas, opinions, and feelings and organized them in simple sentences or good paragraph writing.

B. Writing Ability



The logo of IAIN Raden Intan Lamongan features a green shield-shaped emblem. Inside the shield, there is a white stylized building or dome structure at the top, surrounded by a wreath of leaves. Below this is a yellow banner with the text "IAIN RADEN INTAN LAMONGAN". The entire emblem is set against a light blue background.

Writing ability is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language.¹⁴

Writing Ability is very complex process in which great number of cognitive and meta-cognitive activities take place. In terms of skills, producing coherent, fluent,

¹³ Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.31.

¹⁴ Javad Javadi, *A Study on the Relationship between Iranian EFL Learners' Beliefs and Their Writing Ability*, International Journal of Applied Linguistics & English Literature. Vol. 1 No. 4, September 2012, p. 2. (<http://journals.aiac.org.au/index.php/IJALEL/article/view/764>, accessed on March 3rd 2016)

extended piece of writing probably the most difficult there is to do in language. It is something most native speakers never master.¹⁵

Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.¹⁶ The students can share about anything in form of written language, because written language can be power from experience of the writer to convey their opinion about some topics. There are many topics that they can express in written form. Hyland adds that, writing is regarded as an extension of grammar - a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences.¹⁷

From devinition above, researcher conluded that the writing ability is difficult skill to acquire and the most difficult to do. Because in writing abilty the students not only explore their ideas and feeling in a written form but also the students should have ability in writing. Ability in writing is important ways to deliver information through a language mastered by both the reader and the writer. We can produce a good written form, if we have ability in writing.

¹⁵ David Nunan, *Second Language Teaching and Learning*, (Heinle, Heinle Publication, 2001), p. 271

¹⁶ Ken Hyland, (First Published), *Second Language Writing* (New York: Cambridge University Press, 2003), p.9.

¹⁷ *Ibid*, p.3

These tips can help improving writing ability that includes:

1. Use acceptable grammatical systems (e.g. tense, agreement, pluralization, patterns and rules).
2. Express a particular meaning in different grammatical forms.
3. Use cohesive devices in written discourse.
4. Use the rhetorical forms and conventions of written discourse.
5. Appropriately accomplish the communicative functions of written texts according to form and purpose.
6. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification.
7. Distinguish between literal and implied meaning when writing.
8. Correctly convey culturally specific references in the context of the written text.
9. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the list drafts, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.
10. Brush up on grammar and style.¹⁸

¹⁸ Brown Douglas, *Teaching by Principles*, (San Fransisco, San Francisco State University, 2001), p. 343

Based on the statement above, the researcher concluded that better way to consistently improve students' work and knowledge of the craft is by practice a lot. These abilities strengthen students writing through study, practice, observation, and self-reflection. And writing is an important means of indirect communication that refers to the productive and expressive activity since in writing the students are expected to be able to express their ideas, feeling and thoughts in written language.

There are some components that used in scoring writing ability. According to Tribble, the criteria to scoring writing ability are :

- a. Content: The substance of writing ideas express (unity), content relevant to the topic.
- b. Organization (form): Ideas clearly stated and supported, logically sequence, connective appropriately use (cohesion).
- c. Vocabulary: The section of words that suitable with the content.
- d. Language: The employment of grammatical forms and Syntactical pattern

- e. Mechanic: The use of graphic convection of language (demonstrates good command of spelling, punctuation, and capitalization).¹⁹

Those are aspects that can be used by teacher, lecturer, or writer to assess the student's writing. In other words to know students' procedure text writing ability the researcher was used the aspects of scoring system as follows: Task Fulfillment/ Content, Organization, Vocabulary, Language and Mechanics.

C. Writing Process

Writing process is the stages a writer goes through in order to produce something and its final written form. This process may, of course, be affected by the content (subject matter) of writing, the type of writing (shopping list, letters, essays, report, or novel) and the medium of written in (pen and paper, computer word files, etc).²⁰ It means that, writing as a process of our mind to produce a good written. Furthermore, in process of writing not only to express our mind in form of written language, but also we should have understand about the message that we want to convey to the reader. So, make the reader understand message and get the information.

¹⁹ Christopher Tribble, *Op.Cit*, p.130.

²⁰ Jeremy Harmer, *Op.Cit*, p.4

Oshima and Hogue divide the writing process into three stages: pre-writing, planning or outlining, and writing and revising. Pre-writing is a series of strategies designed to choose a topic and generate ideas. Planning or outlining is a series of strategies designed to make sub lists, write the topic sentence, and outline. Writing and revising drafts are a series of strategies designed to write the first rough draft, revise content and organization, proofread the second draft, and write the final copy.

Here are the process of writing by Oshima and Hogue:

1) Pre-writing

In this important first step, students are given an opportunity to prepare to write and to collect their thoughts and ideas. If done properly, it can ease them into writing without any hesitation or worry. For every piece of writing there is always prewrite activity. In the classroom, prewriting can be as simple as a drawing activity, or it can be woven into a discussion between the teacher and the students. In prewrite steps, you gather ideas to write about. Taking notes in one of way to gather ideas. There are several ways to warm up before you write, they are brainstorming and clustering.

2) Planning (Outlining)

In the planning stage, you organize the ideas you generated by brainstorming into an outline. In the planning (outlining) there are stages: (1) making sublists (when you have grouped all of the points into their appropriate sublist, you

have created a preliminary outline for a paragraph and (2) writing the topic sentence (finally, write topic sentence. The topic sentence is the most general sentence in a paragraph, it expresses the central focus of the paragraph and (3) outlining (an outlining is a formal plan for a paragraph. In outline, you write down the main points and subpoints in the order in which you plan to write about them.

3) Writing and Revising Drafts

Writing and revising several drafts until you have produced a final copy to hand in. Remember that no piece of writing is ever perfect the first time. Each time you write a new draft, you will refine and improve your writing. In the writing and revising draft there stages: (1) writing the first rough draft, (2) revising content and organization, and (3) proofreading the second draft.

4) Writing the Final Copy

Now you are ready to write the final copy to hand in. Your instructor will expect it to be written neatly and legibly in ink or typed. Be sure that you make all the corrections that you noted on your second draft. After reading the final copy, don't be surprised if you decide to make a few minor or even major change. Remember that writing is a continuous process of writing and writing until you are satisfied with the final product.²¹

²¹ Alice Oshima and Ann Hogue, (Third Edition), *Academic English* (New York, Longman, 1991), p.3.

From the statements, the researcher concluded that writing process is an order process in form of written language based on the rule of writing. Nonetheless, written language needed some steps or process. The students make a good writing if they follow rule of writing process, like they begin with planning, drafting, editing and final version.

D. Text

1. Definition of text

A text is explicit not because it says everything all by itself but rather because it strikes a careful balance between what needs to be said and what may be assumed. The writer's problem is not just being explicit; the writer's problem knowing what to be explicit about.²²

Oxford Advanced Learner's Dictionary states that text is the main written or printed part of a book or page, contrasted with notes.²³ Creating a text requires us to make choices about the words they use and how they put them together. If they make the right choices then we can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).

²² Ken Hyland, *Op.Cit.*, p.8

²³ A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York, Oxford University Press, 1987), p.1234.

Anderson states that text is when these words are put together to communicate a meaning, a piece a text is created.²⁴ It means that text is composition of words in a sentences to write a paragraph of a text that has direction to deliver what the writer means.

From the explanations above, the researcher concluded that text is a composition of words in a written paragraph that should provide correctness information based on the kinds of texts written. It consists of information or knowledge about something to the readers.

2. Types of text

Anderson and Anderson say that texts are divided into two main categories. They are:

a. Literacy texts

It is constructed to appeal the emotion and imagination. There are three main text types in this category: narrative, poetic and dramatic.

b. Factual texts

It presents information or ideas, aim to show and tell or persuade the audience.

Factual texts include persuasive, recount, response, explanation, discussion, information report, exposition and procedure.²⁵

²⁴Mark Anderson and Kathy Anderson, *Text Type in English* (South Yarra, Macmillan Education Malaysia, 1997), p. 1.

²⁵ *Ibid*

Basically, the texts are categorized in two main parts in which each text has different meaning and function. So, we can use the texts above based on our need.

E. Procedure Text Writing

Creating a text requires us to make choices about the words they use and how they put them together. If students make the right choices then they can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).²⁶ As procedure, it means that procedure text is a piece of text that gives us instructions for doing something.²⁷

1. Social function

Especially, the social function of Procedure Text is to tell someone how to do something or how to make something and how to operate something.

2. Generic Structure

A procedure text has a generic structure consist of three stages, they are:

- a. An introductory statement that gives the heading, the goal or the aim of the activity and states what the procedure is aiming to achieve.
- b. The listing of materials or equipment to be used for the procedure.
- c. The technique or sequence of steps written in the order in which they should be completed.²⁸

²⁶ Mark Anderson and Kathy Anderson, *Loc.Cit.*

²⁷ *Ibid*, p.50

²⁸Christopher Tribble, *Op.Cit*, p.45

3. Language Features

Procedure text has some following features of languages :

- 1) Using temporal conjunction (then, after that, next, finally, etc.)
- 2) Using action verb (crack, add, stir, pour, chop, cut, boil, grind, misk, etc.)
- 3) Using imperative sentence
- 4) Using simple present tense

Here are a few variation of the procedure text:

- 1) Recipes generally are divided into ingredients and method.
- 2) Instructions for games usually include how to play, rules of the game, method of scoring and number of players.
- 3) Scientific experiments usually have the purpose of the experiment, equipment, procedure, observations and conclusion.

According to definitions above, it can be concluded that procedure text is used to give us information of making or doing something through several steps or directions. The example of procedure texts includes cooking recipes, direction to find a place, rules game, manual instructions of a tool, science experiment. However, the procedural texts which are used in this research are cooking recipes and manual steps of doing something. In addition, there are two important parts that students have to consider. They are the generic structure and the language features of procedure text. The generic structure of procedure text divided into three parts, such as goal, ingredients or material and method or steps. Goal or

purpose in procedural text describes someone wants to do. It usually states in the title of the text.

Example of procedure text²⁹

Goal	: How to Make a Cheese Omelet
Ingredients	: 1 egg, 50 g cheese, cup milk, 3 tablespoon cooking oil, a pinch of salt and pepper.
Utensils	: Frying pan, fork, spatula, cheese grater, bowl and plate.
Steps	:
	First, crack an egg into a bowl
	Second, whisk the egg with a fork until it is smooth
	Third, add milk and whisk well
	Fourth, grate the cheese into the bowl and stir
	Fifth, heat the oil in a frying pan
	Sixth, pour the mixture in a frying pan
	Seventh, turn the omelet with a spatula when it browns
	Next, cook both sides
	Then place on a plate; season with salt and pepper.
	Finally, Eat while warm

Source: BSE Grade X, *Developing English Competencies* (2008)

Figure 1
The Example of Procedure Text

²⁹ Achmad Doddy and Ahmad Sugeng, *Developing English Competencies for Senior High School (SMA/MA) Grade X*, (Jakarta, Departemen Pendidikan Nasional, 2008), p.76

Thus we can see from an example above, students even everybody know how to write procedure text. First of all, they should write a goal. Second, they write a list ingredients and utensils. And the last, they need steps to achieve the goal with the purpose: to tell the making process of a cheese omelet to the reader.

F. Controlled Composition

Controlled Composition, Question and Answer, Guided Composition, and Sentence Combining are kinds of techniques in teaching writing.³⁰ Raimes states that, He divided controlled writing into five different types of frequently assigned tasks. Teacher should assign these five types of controlled writing, they are; Controlled Composition, Question ans Answer, Guided Composition, Parallel Writing, and Sentence Combining.³¹ One of the techniques in Controlled Writing is Controlled Composition in which the students will be given framework involving some instructional and structural patterns before they write the composition. Here, the students write a composition beginning from their comprehension based on the ideas suggested by the passages. The guidelines will be given in specific details will help the students comprehend the systematic writing that will lead them to write a composition.

³⁰ Asrofin, *Using “CQGS” to Improve The Students’ Writing Competence in A Classroom Action Research with the 8th C Graders of SMP Negeri 5 Purbolinggo in The Academic Year of 2009/2010*. Bachelor Thesis, Surakarta UNS, 2010. (<http://eprints.uns.ac.id/3740/>. Accessed on January 5th, 2016), p.36.

³¹ Ann Raimes, *Techniques in Teaching Writing*, Op.Cit , p.96

According to Setiyadi, in Controlled Composition language learners write a composition based on a model. They can write their daily life or experience similar to the model.³² It means that by using Controlled Composition the students can write their daily life or their experience based on model given.

Furthermore, Raimes says that Controlled Composition focuses the students' attention on specific features of the written language. Controlled Composition is good to reinforcing grammar, vocabulary, and syntax in context. In addition, as the students write the passages, they are using the conventions of written English, such as indentation, punctuation, connecting words, and spelling.³³ It means that in Controlled Composition focused on indentation, punctuation, connecting words, and spelling in students' writing.

In addition, Raimes states that the controlled-to-free approach in writing sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammar by, for instance, changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences. They work on given materials and perform strictly prescribed operations on it. With these controlled compositions, it is relatively easy for students to write a great deal yet avoid errors.³⁴ It means that students can write a

³² Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*. (Yogyakarta, Graha Ilmu, 2006), pp.70-71

³³ Ann Raimes, *Op.Cit*, p. 97

³⁴ *Ibid*, pp.6-7

written text easily by manipulating or copying from the model or material that have given by teacher.

1. Procedure of Teaching Procedure Text Writing Ability by Using Controlled Composition

Writing as one of English skill needs more practice than theory. English learners are supposed to be able to do much practice to master writing. Nevertheless, many English learners, in this case is senior high school students are not able to write a procedure text maximally yet.

Asrofin said in his research that, considering that the students of “SMP” class VIII C included as the beginning level in studying English, the researcher had proved that “Controlled Composition Technique” could be as alternative suitable techniques to help the students improve their writing competence. The findings of the research showed that “Controlled Composition Technique” can improve students’ writing correct words order, tenses, pronouns, vocabulary, and sentence patterns. The enhancement of writing competence improvement, especially in grammar forms through “Controlled Composition Technique” provides teacher to give students more opportunities to practice applying the grammar in writing. In accordingly, they also have got a lot of experience in

discussing how to correct the mistakes, so that they get better solution of their writing difficulties.³⁵

Furthermore, Raimes says that Controlled Composition is good to reinforcing grammar, vocabulary, and syntax in context. In addition, as the students write the passages, they are using the conventions of written English, such as indentation, punctuation, connecting words, and spelling.³⁶

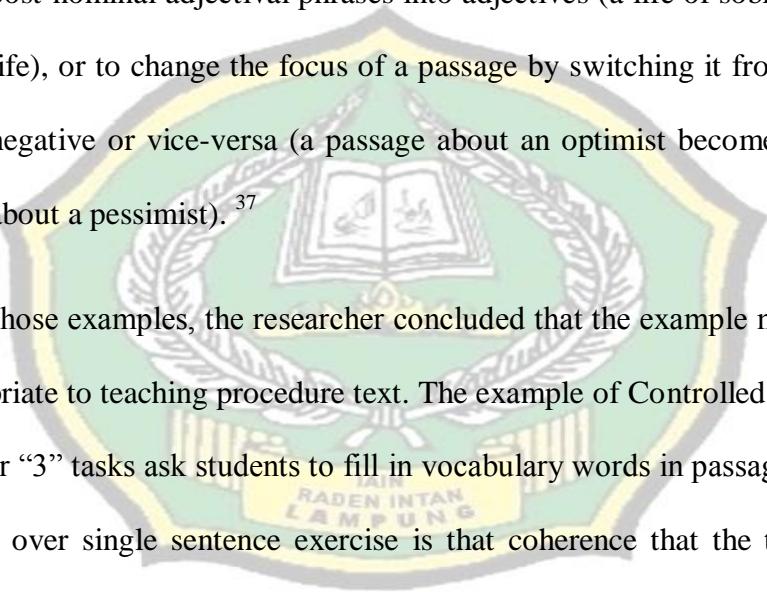
Form explaination above, the researcher decided that the teacher would use controlled composition as one of technique to the students. It can gives them stimulation and idea before the students are asked to write, then the students will grasp the material easily and clearly. Because, writing not only practice but also motivation of the students. Therefore, controlled composition is useful in increasing students' writing skill. Here, English learners can also use good materials that have been developed in learning.

The examples of controlled composition's models are:

1. Students work in small groups to agree on each change in the passage.
2. The making of one change necessitates other linguistic changes. The students has to be aware of these and has to make the necessary connections.

³⁵ Asrofin, *Op.Cit*, p.157

³⁶ Ann Raimes, *Op.Cit*, p.96

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- The logo of Raden Intan Lampung is a shield-shaped emblem. It features a green field with a yellow border. In the center is an open book with a figure standing behind it, holding a sword. A wreath of palm leaves surrounds the book. Below the book, the text "RADEN INTAN LAMPUNG" is written in a stylized font.
3. Students are asked to fill in vocabulary words in a passage; the advantage of this over single sentence exercise is that the coherence that the text demands must influence the choice of words throughout the text.
 4. Students are provided a structural skeleton outline so that students can construct a parallel paragraph using new information.
 5. Students can be asked to supply synonyms for specific words, to change post-nominal adjectival phrases into adjectives (a life of sobriety / a sober life), or to change the focus of a passage by switching it from positive to negative or vice-versa (a passage about an optimist becomes a passage about a pessimist).³⁷

From those examples, the researcher concluded that the example number “3” is appropriate to teaching procedure text. The example of Controlled Composition number “3” tasks ask students to fill in vocabulary words in passage; advantage of this over single sentence exercise is that coherence that the text demands must influence the choice of words throughout the text. Therefore, in this research the researcher will use the model number “3”. The following is example of model controlled composition number “3”:³⁸

³⁷ *Ibid*, pp.99-100

³⁸ *Ibid*, pp. 98-99

I wen to a (1) to buy (2) presents for my (3). I have two (4), William and Walter, and two (5), Joyce and Joan. There were a lot of (6) on the shelves and I began by choosing (7) for both the boys. I know that both of them like (8). The girls are younger. After looking at several (9) I finally bought them both (10).

- (1) Bookshop, toy shop
- (2) Birthday, Christmas
- (3) Nephews and nieces, grandchildren
- (4) Grandsons, nephews
- (5) Nieces, granddaughters
- (6) Children's books, toys
- (7) Books, model cars
- (8) Automobiles, adventure stories
- (9) Picture books, toys for girls
- (10) Dolls, books of nursery rhymes

Source: Ann Raimes, Technique in Teaching Writing (1983)

Figure 2
The Example of Controlled Composition Number 3

When students write a controlled composition exercise, they are given a passage to work with; they do not, therefore, have to concern themselves with content, organization, finding ideas, and forming sentences. They write the given passage down, making a few specified changes, usually of a grammatical or structural nature. They might, for example, rewrite a passage describing a *man* to tell the reader about *two men*, making only the necessary singular/plural changes. Or they will rewrite a present tense passage in the past, or a passage or direct speech in indirect speech.³⁹

³⁹ Ann Raimes, *Loc.Cit.*

In this research, the researcher wants to make the students easy in practicing writing of procedure text by using controlled composition. Therefore, the teacher will guide the student in the following ways. There are some steps of using controlled composition:

- a. The teacher gives the topic to students.
 - 1) It must be familiar and interesting
 - 2) It must be within the standard of the students.
 - 3) It must be suitable topic.
- b. The teacher explain for preparation
 - 1) Enough information is provided to the students
 - 2) Use of mother-tongue is permitted
- c. The teacher give oral practice
 - 1) Sufficient practice is given before writing.
 - 2) Question-Answer method is adopted.
- d. The teacher can guided writing of composition
 - 1) Give material or model of procedure text
 - 2) Student write copy or manipulate the material
 - 3) Teachers guidance during writing
- e. Stage the teacher ask the students about the difficulties of the lesson. Before they have the assesment. Correction : Correction of mistakes then and there
- f. Follow up work

- 1) Diagnoses the difficulties and the nature of mistakes.
- 2) Remedial measure was taken to work on the weak points.⁴⁰

Based on steps above, especially for students, it can be motivator in learning writing mastery and increase their procedure text writing ability. It can makes students create writing easily and clearly. The students of general English need practice writing with a fun and enjoyable ways. It may be very useful for the teacher to use controlled composition as a technique in writing procedure text.

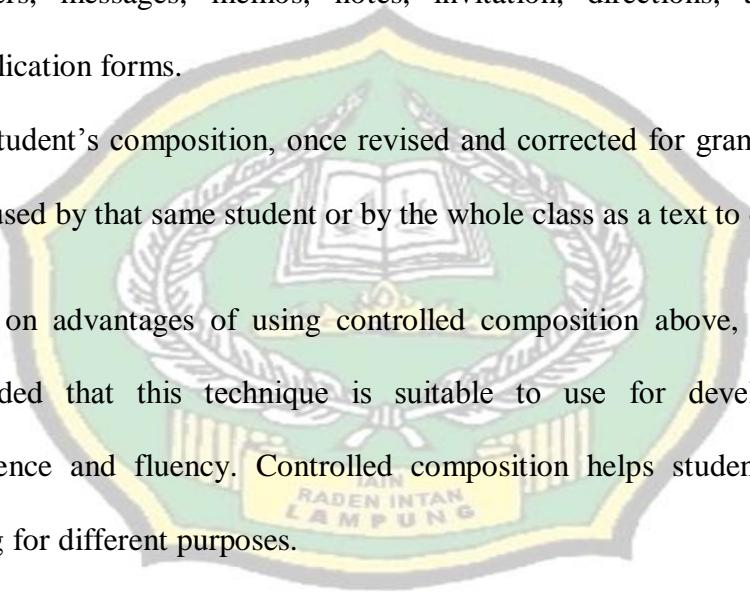
2. Advantages and Disadvantages of Teaching Procedure Text Writing by Using Controlled Composition

The advantages and disadvantages of using *Controlled Composition* in English teaching learning process. There are some advantages of controlled composition as follows:

a. Advantages of using Controlled Composition as follows:

⁴⁰ Hicham Zyad, “*L2 Writing Instruction Approaches and Their Impact on Composition Studies in Morocco*”. International Journal of English and Education. Vol. 4 No. 4, October 2015, (<https://www.uco.es/ucopress/ojs/index.php/ij21ce/article/view/5645>, accessed on May 5th, 2016) p. 4.

- 1) Controlled composition develops learners' confidence and fluency by providing a text frame to complete, a parallel text to write, a draft text to edit, or other activities that involve reworking or finishing a model.
- 2) It can be prepared and corrected quickly which reduces the burden on the teacher.
- 3) It also helps learner to practice writing for different purposes such as writing letters, messages, memos, notes, invitation, directions, and filling in application forms.
- 4) A student's composition, once revised and corrected for grammar, can then be used by that same student or by the whole class as a text to change.⁴¹



Based on advantages of using controlled composition above, the researcher concluded that this technique is suitable to use for develops students' confidence and fluency. Controlled composition helps students to practice writing for different purposes.

b. Disadvantages of using Controlled Composition as follows:

- 1) Need more time to practice
- 2) Controlled composition makes the teacher still have to do a lot of thinking.

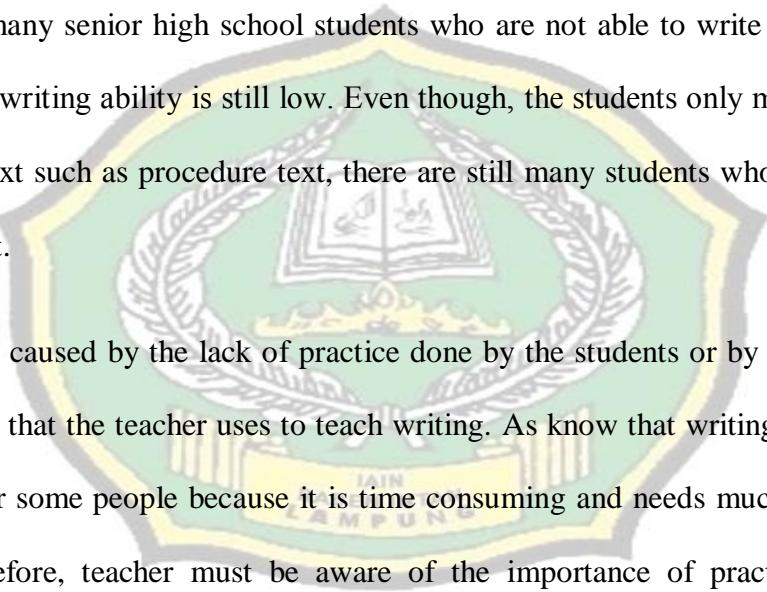
From disadvantages of using Controlled composition, the researcher offer how to solve those. The teacher should provide materials a few days before teaching

⁴¹ Raimes, *Op.Cit.*, p.101

writing by using this technique. Teacher should have a lot of references of the materials and be innovative to reduce teacher's difficulties in using controlled composition.

G. Frame of Thinking

Language is one of important aspects in our life, with it can interact with other people, also it can express our idea in speaking or especially in written form. There are still many senior high school students who are not able to write well. In fact, students' writing ability is still low. Even though, the students only make a simple written text such as procedure text, there are still many students who are not able to make it.



The logo of IAIN Lampung is a shield-shaped emblem. It features a green field with a white border. Inside the border, there is a yellow band at the bottom containing the text "IAIN LAMPUNG". Above this band, there is a stylized representation of a building or a tree. The top half of the shield contains a blue sky with white clouds. The bottom half contains a green landscape with a path leading towards the horizon.

It may be caused by the lack of practice done by the students or by inappropriate technique that the teacher uses to teach writing. As know that writing seems to be boring for some people because it is time consuming and needs much patience to do. Therefore, teacher must be aware of the importance of practice in study writing. Besides, teacher must also try to find an appropriate technique or strategy engaging students in studying writing. The technique used should be interesting, so that they will not be bored in studying writing.

Controlled composition is a good technique to help students' ability in writing. To solve the problems that faced by the students we can use this technique. Besides, controlled composition is one of motivations of English learners, because it makes

the students are easy to get idea and they will decide that studying English is comfortable. It can be seen on the third procedure of controlled composition that when the students are asked to fill the vocabulary words in a passage, it can increase students' procedure text writing ability.

Therefore, in order to achieve the aim of teaching English in writing learning process especially in writing procedure text, the researcher assumes that controlled composition can influence students' procedure text writing ability.

H. Hypothesis

H_0 : There is no significance influence of using controlled composition towards students' procedure text writing ability at the second semester of tenth grade of MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan in the academic year of 2015/2016.

H_a : There is significance influence of using controlled composition towards students' procedure text writing ability at the second semester of tenth grade of MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan in the academic year of 2015/2016.

CHAPTER III **RESEARCH METHODOLOGY**

A. Research Design

In conducting this research the researcher applied experimental research because it investigated the influence of using controlled composition towards students' ability in writing procedure text. The researcher used pre-experimental research design, because they provide little or no control of extraneous variables.

In this research, the researcher used static group comparison design, in this research design uses two more preexisting or intact (static) groups, only one of which is exposed to the experimental treatment. Although this design uses two groups for comparison, it is flawed because the subjects are not randomly assigned to the groups and no pre-test used.⁴² Pre-experimental design can be seen on the

Table 2.

Table 2
Design 2: Static Group Comparison Design

Group	Independent Variable	Post-test
E	X	Y ₂
C	–	Y ₂

⁴² Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen. Eighth Edition, *Introduction to Research in Education*, (Ontario, Wadsworth Cengange Learning, 1998), p.304

Note

E : Experimental Group

C : Control Group

X : Independent Variable

X_2 : Independent Variable (post-test)⁴³

In this research, the students in the experimental class were given the treatment, while the students in the control class are not given the treatment. After that the students were given the post-test to know their writing procedure text ability after the treatment through controlled composition. The post-test was conducted for control and experimental classes.

B. Variable of the Research

There were two variables of this research; independent variable and dependent variable. The independent of this research was controlled composition (X), and the dependent variable of this research was students' procedure text writing ability (Y).

C. Operational Definition of Variable

The operational definitions of variables were as follows:

1. Independent Variable (X)

Controlled composition is one of the technique in which the students were given model (a procedure text), after that students were given a exercise text to copy or manipulate by using controlled composition and then, students were asked to fill in vocabulary words in passage. Apply this controlled composition,

⁴³ *Ibid*, p.302

it is relatively easy for students to write a great deal yet avoid errors because the coherence that the text demands must influence the choice of words throughout the text.

2. Dependent Variable (Y)

The students' procedure text writing ability is the ability of the students to produce or compose a procedure text correctly that can be shown by the procedure text made by them.

D. Population, Sample and Sampling Technique of the Research

1. Population

The larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects⁴⁴. The population of the research was all the students at the second semester of tenth grade at MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan in the academic year of 2015-2016 consisted 60 students in three classes.

⁴⁴ Donald Ary *et.al.* *Op.Cit*, p.148

Table 3
Students' Writing Score in Procedure Text of Tenth Grade
at MA Al-Qur'an Ash-Sholihin in the Academic Year 2015/2016

No.	Class	Score		Total
		< 70(Failed)	≥70(passed)	
1	X.A	11	9	20
2	X.B	15	5	20
3	X.C	14	6	20
Total		40 (67%)	20 (33%)	60

Source: document of Mrs. Khumairah as English Teacher of tenth Grade at MA Al-Qur'an Ash-Sholihin

2. Sample of the Research

A sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁴⁵ It means that sample is part of individual members which is chosen to represent of the whole population. The sample of this research was two classes. Based on, 60 students' population from three classes at the second semester of tenth class. The researcher got XA as the experimental class that consist of 20 students and XB as the control class that consist of 20 students. The total number of the sample was 40 students.

3. Sampling Technique of the Research

In taking sample, the researcher used cluster random sampling to choose sample. It means that cluster random sampling is more effective in large numbers of cluster. Radom cluster sampling is similar to simple random

⁴⁵ Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, (New York, 2009), p. 105

sampling except that groups rather than individual are randomly selected⁴⁶.

The researcher was conducted the research at the tenth grade. The tenth grade consists of three classes, but is quite hard to maintain all of the tenth grade students as the sample of this research. Here are the steps of taking sample by using cluster random sampling technique.

- a. First, the name of each class was written in small pieces of paper by researcher.
- b. Then, these pieces of paper were rolled and put into a glass.
- c. After that, the glass was shaken until one of the rolled-paper out of the glass. It was done twice since the sample consisted of two classes.
- d. And then, the writer took two pieces of the rolled-paper. The first class is as experimental class and the second class is as control class.

So, the sample was taken by using cluster random sampling technique and the researcher got X A as the experimental class and X B as the control class.

E. Research Procedure

In conducting this research, the writer applied some procedures as follows:

1. Finding the subject of research

The subject of the research was the students at the second semester of tenth grade at MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan in the

⁴⁶ *Ibid*, p.97.

academic year of 2015/2016 as a subject of research. One class as experimental class and one class as control class.

2. Designing the instruments of the research

The instrument of this research was writing test. The students got the same instrument for both classes in several topics.

3. Conducting Treatment

Treatment was given in three meetings. In the treatment, the researcher as the teacher taught the students by using controlled composition. The teacher taught the students in three steps, they were: modeling, guiding and practicing. In the first meeting the researcher gave the modeling of the procedure text that is procedure text by using controlled composition and asked the students to do it same as a model has given. Then, in the second meeting, the researcher guided the students to write procedure text based on the topic by using controlled composition. After that, in the third meeting the writer asked the students to practice what they have learned. Students were given some topics relate to procedure text ‘how to make’, then they were asked to write the procedure text by using controlled composition.

4. Administering the post-test

Post-test was conducted after the treatments. This test was aimed to know the students’ procedure text ability after giving the treatment. In this test, the

students were given the topic. Then the students write the procedure text based on the topic they choose.

5. Analyzing the result of post-test

In analyzing the result, the writer compared the result post-test between experimental class and control class by using independent simple t-test to see which hypothesis was accepted.

F. Treatment for Experimental Class

In this research, the researcher taught writing procedure text by using controlled composition as a treatment in experimental class. The researcher did the treatment in three meetings by using three steps. In the first meeting, the researcher used the first step that was giving a model of procedure text in teaching and learning process. The students were given a model of procedure text with the explanation of social function, language feature and generic structure in procedure text. After that, researcher explained about controlled composition. Next, researcher asked students to brainstorm the model of procedure text that teacher has given to them. Finally, the students were asked to try and re-write the procedure text.

In the second meeting, the researcher taught the students by using step two that was guiding. The students were asked to write the procedure text that the model was provided by the researcher by using controlled composition. Here, the researcher as a teacher guided the students in learning process. So, that the

students can ask the researcher when they find any difficulty in composing the text by using controlled composition.

In the third meeting, the researcher used step three where the students were asked to practice what they have learned. The researcher asked the students to write the procedure text based on the topic that they were going to choose by using controlled composition without guiding from the researcher. Finally, the result of students' work in each meeting was collected and presented in front of the class and was scored based on the criteria of good writing.

G. Data Collecting Technique

In conducting this research, the researcher needs technique to collect the data. In this research the researcher used a test. The test was used to get students' achievement after treatment. The tests were post-test. To know the students' procedure text writing ability after giving treatment use controlled composition. The researcher provided some topics. Every student chooses one of topics that provided by the researcher and then wrote the procedure text based on the topic. In this research, the control and the experimental class had the same test.

H. Research Instrument

Before collecting the data, the researcher used instrument. The instrument was a tool that used to collect the data.⁴⁷ The research instrument that used in this

⁴⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2003), p.102.

research was writing test. The researcher made instrument for post-test. The instrument of post-test were composed a procedure text. In this case, the students were asked to choose and to write the procedure text based on some topics given.

For post-test the researcher provided two topics, they are “How to Make Fried Rice” and “How to Make Fresh Juice”. Students should choose one topic of the topics that the researcher provided. Next, students make procedure text based on the topics they choosen in 90 minutes.

The following tables of specification of post-test topics.

Table 4
Post-test Topics

No	Post-test Instrument
1.	How to make Fried Rice
2.	How to make Fresh Juice

I. Scoring Scale for Evaluating Students' Procedure Text Writing Ability

In order to avoid subjectivity in scoring the students' procedure text writing ability of post-tests result, the researcher used inter-rater. The scoring were done by researcher herself and another person who also scores the tests, that was the English teacher in the school. The scores of two raters are summed up and then divided into two. The score was calculated based on the following scoring systems proposed by Tribble.⁴⁸

⁴⁸Christopher Tribble, *Language Teaching Writing* (Oxford, Oxford University, 1996), p. 130.

Table 5
Scoring System

a. Task Fulfillment / Content

20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and thorough interpretation of the topic; content relevant to the topic; accurate detail.
16-12	Good to average: Adequate treatment of topic; some variety of ideas or argument; some independent of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
11-8	Fair to poor: Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.
7-5	Very poor : Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant; or very reacted; almost no useful detail
4-0	Inadequate : Fails to address the task with any effectiveness

b. Organization

20-17	Excellent to very good : Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average : Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion)

11-8	Fair to poor : Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequence difficult to follow (coherence); connective largely absent (cohesion)
7-5	Very poor : Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion)
4-0	Inadequate : Fails to address this aspect of the task with any effectiveness

c. Vocabulary

30-24	Excellent to very good : Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
23-18	Good to average : adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate
17-10	Fair to poor : limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
9-6	Very poor : No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register
5-0	Inadequate : Fails to address this aspect of the task with any effectiveness

d. Language

20-17	Excellent to very good : confident handling of appropriate structures, hardly any errors of agreement, tense, number, word ,order, articles, pronouns, prepositions; meaning never obscured
16-12	Good to average : acceptable grammar but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
11-8	Fair to poor : insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
7-5	Very poor : major problems with structures-even simple ones; frequent errors of negation, agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
4-0	Inadequate : Fails to address this aspect of the task with any effectiveness

e. Mechanics

10-8	Excellent to very good : demonstrates full command of spelling, punctuation, capitalization, layout.
7-5	Good to average : occasional errors in spelling, punctuation, capitalization, layout.

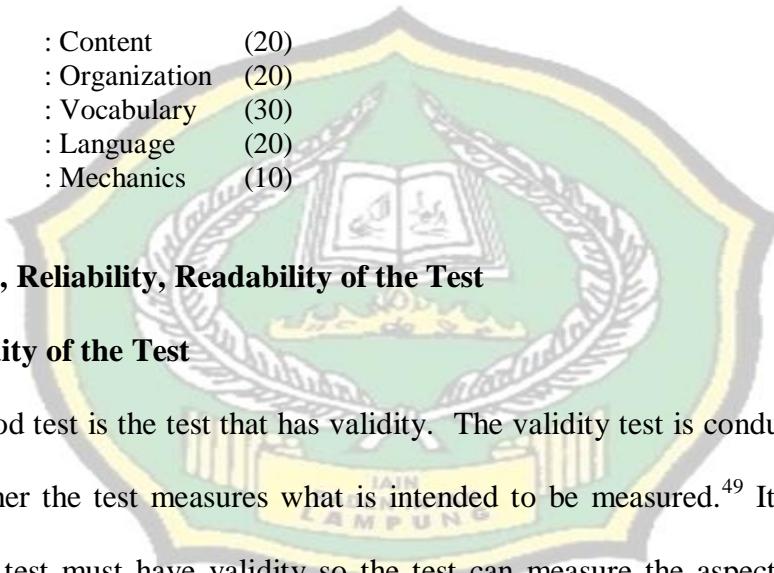
4-2	Fair to poor : frequent errors in spelling, punctuation, capitalization, layout.
1-0	Very poor : Fails to address this aspect of the task with any effectiveness

Source: Christopher Tribble, *Language Teaching Writing, Scoring Systems* (1996)

Final Score = C + O + V + L + M

Note :

- | | | | |
|---|---|--------------|------|
| C | : | Content | (20) |
| O | : | Organization | (20) |
| V | : | Vocabulary | (30) |
| L | : | Language | (20) |
| M | : | Mechanics | (10) |



J. Validity, Reliability, Readability of the Test

1. Validity of the Test

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.⁴⁹ It means that a good test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the researcher provided the content and construct validity evidences.

a. Content validity

Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. If the instrument contains a

⁴⁹Arthur Hughes, *Testing for Language Teacher 2nd Edition*, Cambridge, (Cambridge University Press, 2003), p.26.

representative sample of the universe, the content validity is good.⁵⁰ It means that to get the content validity, the test adapted from the student's book, that is the test is suitable with the material that is taught to the students. In this case, the instrument of the test has agreement with the objectives of learning in the school which it is based on the syllabus for the tenth grade of senior high school.

b. Construct validity

Kothari says that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.⁵¹ It means that construct validity is focused on the aspects of the test which can measure the ability especially for procedure text writing ability. In this research, the researcher will administers written test which is the scoring covered five aspects of writing they are content, organization, vocabulary, language, and mechanics.

Furthermore, to get the construct validity evidence, the researcher will try to arrange the material based on the objectives of teaching in the school based on curriculum for the tenth grade of MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan, then, the researcher will consult the instrument to the English teacher to make sure that instrument has construct validity evidence.

⁵⁰C.R Kothari, *Research Methodology, Methods and Techniques* (2nd ed) (New Delhi: New Age International Publisher, p.74.

⁵¹*Ibid.*

2. Reliability of the Test

Gall *et.al.* say that reliability refers to how much measurement error is present in the scores yielded by the test.⁵² Besides having high validity a good test must have high reliability. To get the reliability of the test, the researcher will use inter-rater reliability. This inter-rater reliability counts level of the reliability based on two series of score that are gotten by two raters or more simultaneously. They are the teacher and the researcher. To estimate the reliability of procedure text writing test, the researcher will use rank order correlation as follows⁵³:

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Notes:

- P = the number of rank order correlation (rho)
6 and 1 = constant number
D = different of rank correlation ($D = R_1 - R_2$)
N = the number of students

Furthermore, to know the degree or the level of the reliability of writing test the researcher consulted with the criteria of reliability as follows:⁵⁴

Table 6
Criteria of Reliability

0.80 – 1.00	Very high reliability
0.60 – 0.80	High reliability

⁵² Meredith D. Gall, *et.al*, *Educational Research* (7th ed) (New York: Pearson Education Inc 2003), p.174

⁵³ Anas Sudijono, *Pengantar Statistika Pendidikan*, (Jakarta: Rajawali Pers, 2010), p.232.

⁵⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*,(Jakarta, Rineka Cipta, 2006), p. 311

0.40 – 0.60	Fair reliability
0.20 – 0.40	Low reliability
0.00 – 0.20	Very low reliability

The result from analyzing the students' score of writing test in post-test by using SPSS, the writer got the result 0.702 for post-test. Based on the criteria of reliability in Table 5, it means that the criteria of reliability is **high reliability**. (See Appendix 18).

3. Readability of test

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable⁵⁵ know readability of the essay test instrument, the researcher followed Kouamé's research. Participants will be asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.⁵⁶ The question will be tested individually. The participants may not have difficulty understanding because they take the context of the writing into consideration. After that, the researcher measured mean of each item.

⁵⁵ Julien B. Kouamé, Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010: *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Michigan, Western Michigan University, 2010), p. 133 (http://journals.sfu.ca/jmde/index.php/jmde_1/article/view/280, accessed on May 15th, 2016)

⁵⁶ *Ibid.*

The test of readability was done by the students out of the experimental class and control class. They were the students at the tenth grade of X C. The test was held on June 24th, 2016. Based on the finding of Kouamé's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.⁵⁷ It means that the instrument of the test is readable. (See Appendix 20)

K. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality and homogeneity.

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. Normality Test

The Normality is used to know whether the data in experimental and control class has the normal distribution or not. In this research the researcher used statistical computation by using SPSS (*Statistical Package for Social*

⁵⁷ *Ibid*, p. 134

Science) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypotheses formulas are:

H_o : The data are normally distributed.

H_a : The data are not normally distributed.

Criteria of acceptance were:

H_o is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test

After the researcher getting the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data is homogenous or not. In this research the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity employing Mann-Whitney's test.

The hypotheses for the homogeneity tests are:

H_o = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

Criteria of acceptance were:

H_o is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

c. Hypothetical test

After the researcher knew that the data is normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses formulas are:

H_0 : There is no influence of using controlled composition towards students' procedure text writing ability at the second semester of tenth grade at MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan in the academic year of 2015/2016.

H_a : There is influence of using controlled composition towards students' procedure text writing ability at the second semester of tenth grade at MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan in the academic year of 2015/2016.

Criteria of acceptance of the hypothesis were:

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

A. Situation of MA Al-Qur'an Ash-Sholihin Katibung, Lampung Selatan

MA Al-Qur'an Ash-Sholihin Katibung, Lampung Selatan was established in 2012.

It is located on Jl. Lintas Sumatera, Ds. Tarahan, Dsn. Sebalang, Kec. Katibung, Kab. Lampung Selatan. The Headmaster is Ustadz. M. Rosych, Sy. The activities of teaching learning process were done in the morning for class X to XII. The classes begin at 08.30 A.M in the morning and finish at 11.50 A.M, and the day off is on Friday and Sunday. MA Al-Qur'an Ash-Sholihin has 12 permanent teachers, 6 non permanent teachers, 2 permanent employees in the academic year of 2015/2016.

B. Result of The Research

1. Result of Post Test in Experimental Class

The researcher conducted post test in order to know the students' writing ability after giving the treatment. The post test was administrated on August 19th, 2016. The scores of students' writing tested in post test in experimental class can be seen in Figure 2.

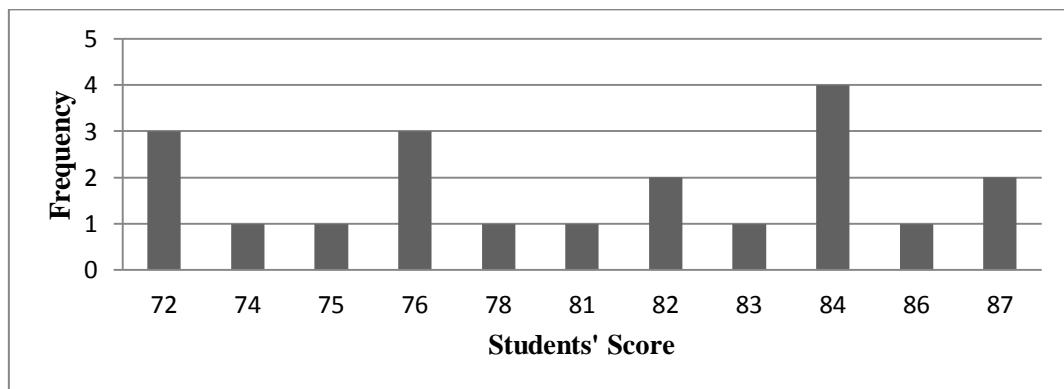


Figure 3
Graphs of the Post Test Result in Experimental Class

Based on Figure 3, there were no students got score under 70. It means that all of students had passed the criteria minimum mastery (KKM) that was 70 in post test.

Table 7
The Result of Post Test in Experimental Class

Technique	Statistic	Std. Error
Mean	79.75	1.170
Median	81.50	
Variance	27.355	
Std.Deviation	5.230	
Minimum	72	
Maximum	87	
Range	15	
Interquartile Range	9	
Skewness	-.198-	.512
Kurtosis	-1.459-	.992

Furthermore, Table 7 showed that the mean of post test in the experimental class was 79.75, standart deviation was 5.230, N was 20, median was 81.50, mode was 84, variance was 27.355, minimum score was 72, maximum score 87.

2. Result of Post Test in Control Class

The researcher also gave post test in control class in order to know the students' writing ability. The post test was administered on August 19th, 2016. The scores of students' writing tested the post test class can be seen in Figure 2.

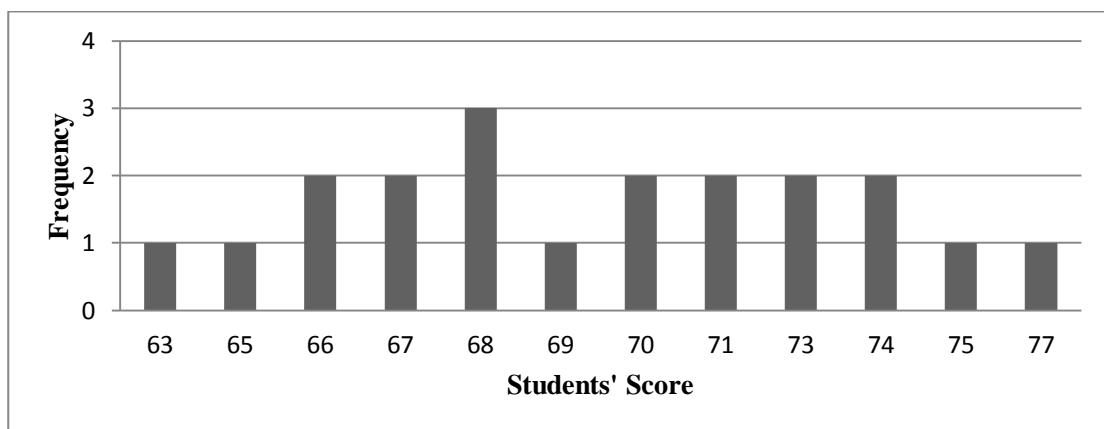


Figure 4
Graphs of the Post Test Result in Control Class

Based on Figure 4, there were 10 students got score under 70 and 10 students got score above 70.

Table 8
The Result of Post Test in Control Class

Technique	Statistic	Std. Error
Mean	69.75	.830
Median	69.50	
Variance	13.776	
Std.Deviation	3.712	
Minimum	63	
Maximum	77	
Range	14	
Interquartile Range	6	
Skewness	.199	.512
Kurtosis	-.674-	.992

Furthermore, Table 8 showed that the mean of post test in control class was 69.75, standart deviation was 3.712, N was 20, median was 69.50, mode was 68, variance was 13.776, minimum score was 63, and maximum score was 77.

C. Data Analysis

1) Fulfillment of the Assumptions

Parametric tests are significance tests which assume a certain distribution of the data (usually the normal distribution), assume an interval level of measurement, and assume homogeneity of variances when two or more samples are being compared. In order to get a certain distribution of the data, the writer did some tests such as normality test and homogeneity test.

a. The Result of Normality Test

Normality test is used to know whether the data in experimental class and control class have normal distribution or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*).

The tests of normality employed were Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis for the normality test were formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

The criteria of acceptance or rejection of hypothesis for normality test were as follows:

H_0 is accepted if $\text{sig.} > \alpha = 0.05$

H_a is accepted if $\text{sig.} < \alpha = 0.05$

Table 9
The Result of Normality in the Experimental and Control Class

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	experimental	.097	20	.200*	.966*	20	.677
	Control	.144	20	.200*	.945*	20	.299

Based on Table 9, it can be seen that Sig. in the table of Kolmogorov-Smirnov was 0.200 and $\alpha = 0.05$. It means that $\text{Sig.} > \alpha$ and H_a is accepted. The conclusion was that the data in experimental class and control class had normal distribution.

b. The Result of Homogeneity Test

After getting the result of normality test, the writer did the homogeneity test in order to know whether the variance of the data was homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Mann-Whitney's Test.

The hypotheses for the homogeneity test were formulated as follows :

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

The criteria of acceptance or rejection of hypothesis for homogeneity test were as follow:

H_o is accepted if $\text{sig.} > \alpha = 0.05$

H_a is accepted if $\text{sig.} < \alpha = 0.05$

Table 10
The Result of Homogeneity Test
Test Statistics^b

	Score
Mann-Whitney U	14.000
Wilcoxon W	224.000
Z	-5.043-
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 ^a

Based on the result obtained in the test of homogeneity of variances in the column Mann-Whitney U Test, it can be seen that $\text{Sig. } 0.00 < \alpha = 0.05$.

It demonstrated that H_o is accepted because $\text{sig.} < \alpha = 0.05$. It means that variance of the data was not homogenous.

c. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity tests were satisfied. Therefore, the researcher computed Independent sample T-test by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

The hypothesis were formulated as follows :

H_0 : There is no significance influence of using controlled composition towards students' procedure text writing ability at the second semester of tenth grade of MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan in the academic year of 2015/2016.

H_a : There is significance influence of using controlled composition towards students' procedure text writing ability at the second semester of tenth grade of MA Al-Qur'an Ash-Sholihin Katibung Lampung Selatan in the academic year of 2015/2016.

While the criteria acceptance or rejection of hyphothesis were :

H_0 is accepted if $\text{sig.} > \alpha = 0.05$

H_a is accepted if $\text{sig.} < \alpha = 0.05$

Table 11
The Result of Hypothetical Test

Levene's Test for Equality of Variances		t-test for Equality of Means				
F	Sig.	T	Df	Sig. (2 tailed)	Mean difference	Std. Error Difference
7.531	.009	8.216	38	.000	13.500	1.643

Based on Table 11, the value of significant generated Sig. was $0.00 < \alpha = 0.05$.

So, H_a is accepted. Based on the computation, it can be concluded that there is a significant influence of using Controlled Composition towards students' procedure text writing ability at the second semester of tenth grade at MA Al Qur'an Ash-Sholihin Katibung Lampung Selatan in the academic year 2015/2016. (See Appendix 17)

D. Discussion

Based on the result of the research, it has shown that Controlled Composition could give influence to the students' writing ability of procedure text. It could be seen from the result that students' post test in the experimental class was higher than in the control class. Besides that, Controlled Composition could improve each aspects of students' writing ability including vocabulary, content, organization, mechanics and language.

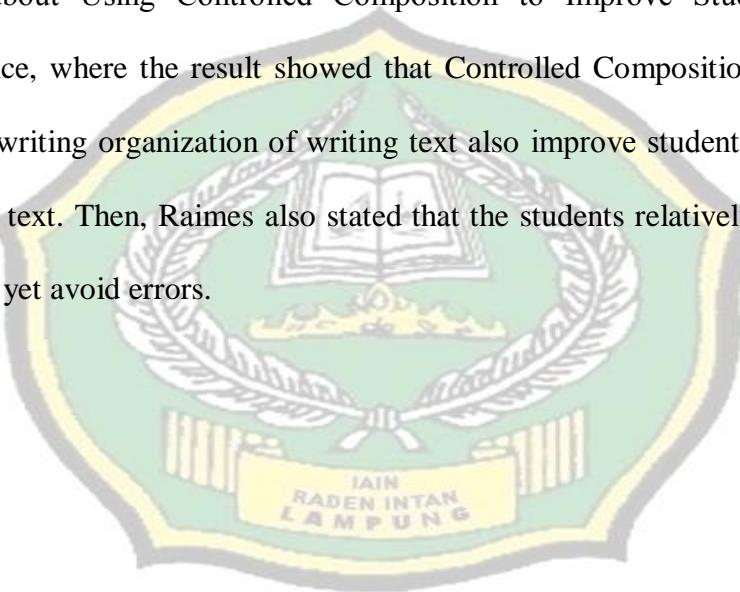
At the begining of class, the students were taught through Controlled Composition in the experimental class. The material was three topics procedure text for three meetings. Before doing Controlled Composition, the researcher explained to the students what Controlled Composition was and how the procedure of Controlled Composition was.

In the first meeting at the experimental class the researcher explained to the students about the procedure text (how to make). After that the researcher gave a text "How to Make Cheese Omelete" with Controlled Composition and students were asked to complete the text, then wrote the procedure text about it completely.

In the second meeting students were given the text about "How to Make (Corn/Onion) Omelete" and guided to write the complete procedure text by using Controlled Composition. In the third meeting students were given the text about "How to Make a Glass of (Instant Coffee/Warm Tea) and asked to practice what they have learned.

The last of the research, post-test was given to measure the improvement of procedure text writing ability in both classes after treatments done. Based on the analysis of the data and testing hypothesis, the result of the calculation was found that null hypothesis (H_0) was rejected and alternative (H_a) was accepted. From the analysis, the researcher knew that the students who got high frequency of using Controlled Composition got better score. It was proved by the average score in both classes.

The average score of experimental class was 79.75 and the average score of control class was 69.75. Therefore, it could be concluded that using Controlled Composition is one of good technique in motivating students in learning English, especially in writing. It meant that Controlled Composition can improve students writing ability. In this technique, the students are supported to be active in the teaching learning process. It had been supported in previous research conducted by Asrofin about Using Controlled Composition to Improve Students' Writing Competence, where the result showed that Controlled Composition can improve students' writing organization of writing text also improve students' achievement in writing text. Then, Raimes also stated that the students relatively easy to write great deal yet avoid errors.



CHAPTER V **CONCLUSION AND SUGGESTION**

A. Conclusion

Based on the finding and discussion in previous chapter, the result of research showed that p value (Sig. (2-tailed)) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and is H_a accepted.

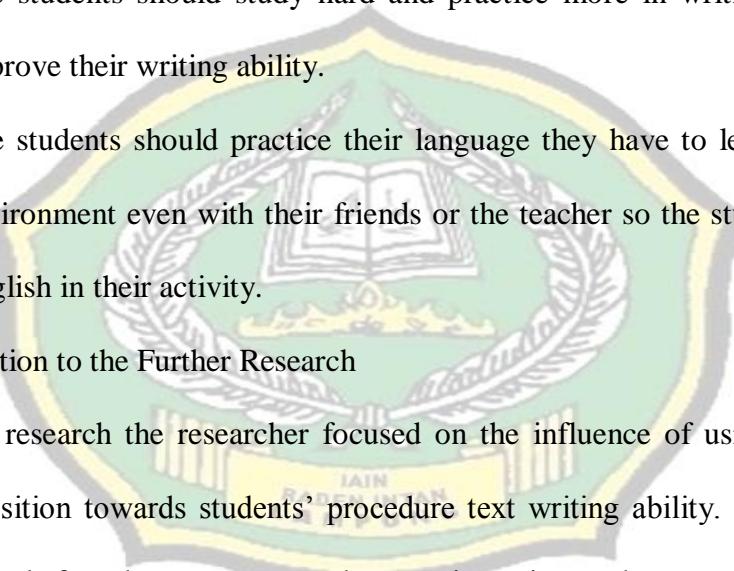
Furthermore, based on the result of research that was carried out at MA Al Qur'an Ash-Sholihin Katibung Lampung Selatan, the researcher concluded that there is influence of using Controlled Composition towards students' procedure text writing text ability of tenth grade at MA Al Qur'an Ash-Sholihin Katibung Lmpung Selatan in the academic year of 2015/2016.

B. Suggestion

Based on the conclusion above, the researcher proposed suggestion as follows :

1. Suggestion for the teacher
 - a. In this research, the researcher found out that Controlled Composition can be used to develop and motivate the students' writing ability. Due to the finding, English teacher can help the students to develop students' writing ability by using Controlled Composition.

- b. The English teacher should provide interesting activities and well preparation materials.
 - c. English teacher can use Controlled Composition also to increase students' vocabularies, grammar and syntax in context, in order to prevent the students from being feel that English is difficult lesson.
2. Suggestion for the Students
- a. The students should study hard and practice more in writing English to improve their writing ability.
 - b. The students should practice their language they have to learn with their environment even with their friends or the teacher so the students can use English in their activity.
3. Suggestion to the Further Research



In this research the researcher focused on the influence of using Controlled Composition towards students' procedure text writing ability. therefore, it is suggested for the next researcher to investigate the use of Controlled Composition in other types of text or essay in writing skill of English.

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