

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of The Problem

Writing has a complex process that is needed to be mastered by the students at Senior High School, because it is an activity that can be used in daily communication. By writing, the writer can express their opinion, ideas, and feeling in written form, communicate and explain their ideas or information, so that the reader gets interesting and understanding the message that are delivered in the written form. In writing, there are additional information and important reasons why it helps the students in learning.

Based on its importance, writing is established as one of compulsory subjects in English learning which is constituted in English curriculum at Senior High School. The standard of competence in writing at Senior High School is the students should be able to comprehend and to produce good written form into the various writing text, such as recount text, narrative text, report text, analytical exposition text, hortatory exposition text, news item and spoof.

However, not all of the Senior High School students could produce the expected writing product; this condition was supported from the researcher's observation when she did teaching practice at YLPI Pekanbaru. The researcher found that the students got low mark in score of writing task and have some difficulties in writing. The problems are caused by these factors: First, the students did not know the aspect of writing skill well. Second, it caused from the students themselves. Most of the students had limited knowledge of vocabulary. It

made the students confused when they write a paragraph such choice of words. For example if the students had many ideas when start to write a text, but they did not know the words in English language and they could not choose the appropriate words based on the topic of the text. So it made their writing short and poor. Then, some of the students did not want to open their dictionary or study at home, because when the teacher gave homework for them to find difficult words in a paragraph by using dictionary, most of them did not it well. It gave effect for them that their knowledge in vocabulary cannot increase. Third, the teacher might also contribute to the problem above. The teacher applied same technique for each topic without thinking about students' need. The topic of the text that was given to the students wasnot interesting topic for them. It made them bored when began to write.

According to Beckman (2006: 26) students can become better learners if the teacher is able to find out what strategies are currently used on the lesson. In the other words, the teacher should be able to use the appropriate technique in teaching writing that can increase students' writing skill. In the process of teaching, the teacher's way in using the technique in teaching writing could not increase students' writing skill.

To solve the students' problem in writing, the teacher as facilitator has to take responsibility to find the way out in order to teach writing, so that the students could improve their writing skill. It was important for the teacher to use the various strategies in teaching writing especially for Senior High School

students to make them more interested in writing and helping them to express their ideas, opinion and feeling in written form.

The researcher used controlled composition technique as integrated technique in control writing activity (Raimes, 1983: 95) which might be suitable with the condition of students of YLPI Pekanbaru.

Rimes (1983:95) states that unlike free writing, controlled writing takes place when learner are supplied with a great deal of the content or form. Those techniques have been arranged chronologically for teaching writing started from very controlled activity to the free one and it done based on the controlled to free writing approach which means all students' writing done which a great deal of the content or form is supplied. In controlled tasks, for example, more text was given to the students: an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue.

One type of writing controlled was controlled composition. The students were given a passage to work with: they did not have to concern with things liked content, organization, finding ideas and forming sentences. Usually writing down the passage and making a few specific changes of a grammatical or structural nature. So they would have a good grammatical or structural awareness.

According to KTSP curriculum, there are many kinds of text that should be learned by the students at senior high school level. The researcher decided to take one of those kinds of text that was news item. Based on the phenomena above the researcher was interested in conducting this research and apply controlled composition to improve the writing skill of the students. The thesis was

entitled **”The Effect Of Controlled Composition Towards Students’ Writing Ability Of The Third Year Of SMP YLPI Pekanbaru”**

**1.2 Setting of the Problem**

Based on the phenomena above, there were some problems which were faced by the student in writing. Those problems might be related to some cases.

First, the students did not know the aspect of writing skill well. They were the content, organization, vocabulary, grammar, and mechanical accuracy. The students should recognize those aspects in making a good paragraph. Most of the students wrote their idea into paragraph freely. They were already able to write written from but lack of understanding about writing aspects.

Second, most of the students had limited knowledge of vocabulary. It made the students confused when they wrote a paragraph such choice of words. For example if the students had many ideas when started to write a text, but they did not know the words in English language and they could not choose the appropriate words based on the topic of the text. So it made their writing short and poor. Then, some of the students did not want to open their dictionary or study at home, because when the teacher gave homework for them to find difficult words in a paragraph by using dictionary, most of them did not do it well. It gave effect for them that their knowledge in vocabulary could not increase.

Third, the teacher contributed to the problem. Writing is not easy. It needs a lot of practice and a particular technique to help them in making a good paragraph. The teacher should introduce the students with any technique in



writing. Furthermore, the topic was should be interesting. The teacher could attract them to write free topic based on their ease on.

### **1.3 Limitation of the Problem**

Based on the setting of the problem above, it was necessary for the researcher to limit the problem. The researcher expected the students were able to write a good paragraph and consider aspects of writing skill well. They were the content, organization, vocabulary, grammar, and mechanical accuracy. The students taught by controlled composition technique to help them in writing paragraph.

### **1.4 Formulation of the Problem**

Based on the limitation of the problem above, the problem is formulated as follows:

1. Is there any significant effect of controlled composition towards the third years student's writing ability of recount text at SMP YLPI Pekanbaru?

### **1.5 Objective of the Research**

The purpose of this research is to find out whether there is significant effect of using effect of of controlled composition towards the third years student's writing ability of recount text at SMP YLPI Pekanbaru or not.

### **1.6 Needs of the Study**

The result of this research is expected to be useful for:

1. By doing this research, the researcher would get some new experiences in teaching. This research is conducted to fulfill one of the requirements to get the master degree in Islamic University of Riau. In

addition, the result of the research can be useful as reference for the next researchers who are interested in the same topic and be valuable document for English department of FKIP UIR.

2. By using controlled composition technique have a good effect to student's Writing skill.
3. The result of the research can be used by the teachers as the information about the skill that the students have in written form by using controlled composition technique. It can motivate the teacher that controlled composition technique is an example of a technique that can help students in writing form. The researcher expects that the teacher can use it or find another effective technique to help both teacher and students in learning.

### **1.7 The Hypothesis**

There are two hypotheses in this research, they are:

Ho : There is a significant controlled composition towards the third years student's writing ability of recount text at SMP YLPI Pekanbaru.

Ha : There is no significant controlled composition towards the third years student's writing ability of recount text at SMP YLPI Pekanbaru.

## 1.8 Definition of The Terms

Nunan (2003: 88) who states that writing is a combination of process and product. Writing is as the process of generating ideas, organizing information and communicating meaning, to produce the product that make the reader understand on what the researcher's means through her sentences.

According to fadlilah (2012) News item is a text which informs readers about events of the day.

According to Rimes (1983:95) Controlled composition focuses the student's attention on the specific features of the written language. It is a good method of reinforcing grammar, vocabulary, and syntax in context

