



The Application of Controlled Writing Technique for Students' Writing Skill at SMP Yabes School

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Abstract

Controlled Writing Technique is a technique where students generate, organize, and express their own ideas, in their own sentences. Controlled writing can give benefits at all levels of teaching and not just in the early stages before students have the ability to compose free writing. The aim of this community dedication is to improve the students ability in the writing skills at SMP Yabes School. There are 30 students as participant in this activity. The method that used in this community dedication is by giving training to the students about the application of of controlled Writing technique for the student at SMP Yabes School, before the training was given the first stage the team did is survey the location then give some interview about the problem at the students face at the school. The team found that the students are difficult to understand about writing. after the traning the team of community given the pre-test and post test to the participants then give some quistionare to the students and partners to know about their respond with our community dedication. Based on the result of the pre-test and post test that given to the students, it was found that there was improvement of the average value between the pre-test and the post test on 58,52 %, where the average value of the pre-test was 44,40 and the post-test 75,60 so it can be concluded that the controlled writing technique can improve the students ability in writing. Based on the interview with the partners they convey that the community dedication is very useful to the students and hence the students more interest to study English especially in writing, the partners said that they still waiting for the community in the future.

Key Words : Controlled Writing Technique, Writing Skills

INTRODUCTION

There are four skills that must be mastered in English namely: speaking, writing, reading and listening. In this community the team want to give training to the students to increase their writing skills. Based on the survey conducted at the SMP Yabes School found that the students writing comprehensions is low, so that it is needed to be improve through controlled writing technique. According to Brown (2000:129) discussed and defined the term, the language teaching literature widely accepted technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom. In other words, techniques include all tasks and

activities. They are almost always planned and deliberate. They are the product of a choice made by the teacher. And they can, for your purposes as a language teacher, comfortably refer to the pedagogical units or components of a classroom session. You can think of a lesson as consisting of a number of techniques, some teacher-centered, some learner-centered, some production-oriented, some comprehension-oriented, some clustering together to form a task, some as a task in and of themselves. We now turn to examine these class room components of focus or activity.

Futhermore, Richards and Rogers(2009:12) said that technique is a fore most stratagem or procedure used to finalize a foremost objective to solve problems. So, using techniques is very helpful the researcher in conducting research to improve teaching skill. Or the other hand means that technique is strategy to stimulate and make students easy understanding material. Raimes (1983:95) also said that there are two techniques in teaching writing, such as controlled writing and free writing. Controlled writing is a technique in teaching writing in which the great deal of content or form is supplied to the students. Free writing refers to the writing activity without any guidance or not strictly controlled.

Wati (2018:129) says that Writing is a productive skill in the written. It is more complicated than it seems at first, and often seems to be the hardest of skills, even for native speakers of a language. This happen because writing involves not just graphic representation of speech, but the development and presentation of thoughts in a structured way. is one of the language skills that students should learn because it allows them to express their desires, beliefs, and information to others directly through writing. Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts (Brown, 2001:344).

Another definition of writing is also defined by Sinaga (2017: 70) writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete. In addition Nazario et al (2010:5), stated that writing is a form of thinking. Our brains process ideas in different ways; mathematically, musically, and visually. But our use of language is the basis of all think.

Writing is very important in today's world life, Harmer (2001:79) Writing as a skill. By far the most important reason for teaching writing, of course, is that it is a basic language skill. Just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written report together, how to replay to advertisement and increasingly, how to write using electronic, media. They need to know some of writing's special conventions (punctuation, paragraph construction etc.) Just as they need to know how to pronounce spoken English appropriately. Part of our jobs is to give them that skill.

The same idea is also noted by Boardman (2008: 3) that the paragraph is the basic unit of academic writing in English. Students who want to study in a collage or in a university or to get a certain job, need to learn how to write, because all other types of academic writing, such as reports, essay, composition and research papers are based on the paragraph of a writing.

Raimes (1983:95), states that, unlike free writing, controlled writing takes place when learners are supplied with “a great deal of the content and/or form such as an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue”. Controlled writing is a technique in teaching writing in which the great deal of the content or form is supplied to the students. Free writing is defined as writing that is not guided or strictly controlled. Another

opinion, Langan (2008:19), argues that in questioning, you can generate ideas and details by asking question about your subject. From the opinion above. It can be concluded that the controlled writing, especially question and answer type can give some guidance to the students to write a paragraph in an essay way, so the students will not think that writing is complicated.

According to the preceding theory, controlled writing Technique is a technique where students generate, organize, and express their own ideas, in their own sentences. Controlled writing can give benefits at all levels of teaching and not just in the early stages before students have the ability to compose free writing.

Raimes (1983: 97) explains Controlled composition focuses the students' attention on specific features of the written language. It is a good method of 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. Most of the controlled composition textbooks available set up the tasks so that the book can be used for individualized instruction, with students proceeding at their own pace.¹ (One word of warning is necessary here: Before assigning a controlled composition, do it yourself to make sure that the student's finished product will be real English. A passage of all negative sentences, all passive verb forms, or all parallel.

Example:

In some controlled compositions, the making of one change necessitates other linguistic changes. The student has to be aware of these and has to make the necessary connections. The following is a controlled composition task from a textbook for beginning and intermediate students.

"It's morning in the park. A young man is walking with his dog. "Every day he buys a newspaper at the newsstand. The news dealer greets him. The man takes his newspaper to a nearby bench. "He sits by himself and reads. "His dog runs in the trees.

Rewrite the passage, but change A young man to Two young men in sentence.

Students have to be alert to much more than simply changing man to men throughout. They have to deal with:

verb forms: is-are; buys-buy; takes-take; sits-sit; reads-read; runs-run (but greets remains unchanged);

- 1) Noun plurals: man-men; newspaper-newspapers; dog-dogs;
- 2) Pronouns: he-they; him-them;
- 3) Possessive adjectives: his-their;
- 4) Reflexive pronouns: himself-themselves;
- 5) Determiners: a newspaper-newspapers.

And while they are writing the completed paragraph, they have to pay attention to indentation, capitalization, punctuation, and spelling. So even though the task is controlled, the students still have to do a lot of thinking.

Raimes (1983: 109) explains, in this way, students should make changes in the given passage according to the given outline. They read and study a passage and then write their own on similar theme with the vocabulary, sentence structure, cohesive and organization of the model passage. Example: The students read of listen to a textbook dialog a few times. Then they write down what they heard or read, though now not in dialogue form but as a narrative. So this:

Sue: I'm leaving

Becomes: Sue said firmly that she was leaving (she was going to leave/was about to leave/intended to leave)

Jacob et al (1981: 31) state that there are five significant components in writing, they are:

1) Content

There are at least four things that can be measured in connecting with content, the composition should contain one central purpose only, should have unity, should have coherence, completeness and continuity, and should be adequately developed.

2) Organization

The goal of organizing material in writing is to achieve coherence, order of importance, general to specific, specific to general, chronological order, and spatial order of pattern. When writing, the learner should arrange their writing chronologically. They should present their ideas based on the order of which happened from the beginning to the end.

3) Vocabulary

The effective use of words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one in writing to express ideas people always deal with vocabulary. The lack of vocabulary makes it difficult to express ideas.

4) Language

Use Language use in writing description and other from writing involves correct languages and point of grammar. An adequate grammar should be one that is capable of producing writing. We should not be able to do anything more that utter separate items of language for separate function. While grammar can help students improve the use of formal language.

5) Mechanics

There were at least two main parts of mechanics in writing namely punctuation and capitalization. Punctuation is important as the way to clarify meaning. In English writing capital letters have two principals, first they are used to distinguish between particulars and things. Second, it is used as first word in questions, a formal statement and proper adjectives.

We are all familiar with the overarching goal of writing, which is to entertain, inform, persuade, move, and express yourself (Biddle, 1985:25). However, they are all so broad and overlapping that they are of little use to the writer. As a result, he classified writing into four basic types.

1. Narration

Narration means a series of related action that take place with in a short space of time. Narration is also the primary method of biography and history, as well. The function is to tell a story in a tale, a television script or a screenplay, a short story or a novel. And it is sometimes used to illustrate a point or make an analogy in other kinds of writing.

2. Description

Description is the characterization of a person or place or a thing -the way it looks, smells, feels, sounds and perhaps even tastes. Passages of description add vitality and clarity to narration, argumentation and exposition.

3. Argumentation

Proving is the purpose of argumentation. Your need to make a case for a position or persuade your reader to a course of action is met by the method of argumentation.

4. Exposition

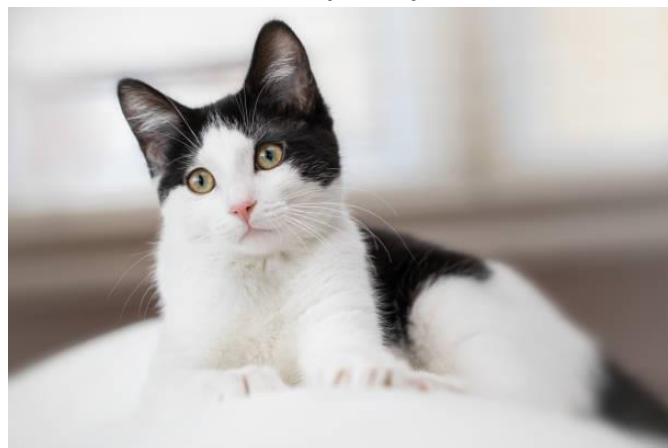
The method of exposition answer the need to explain, the need or purpose that college students confront daily in written assignments, labs reports, research papers and exam.

According to Graves (1996:120) states that writing reinforces listening and speaking, and very commonly. However Teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the result can be evaluated directly by the reader. While in writing, the writer might have enough time to express the idea in written form. Chitravelu et. al,(2005:25) adds that writing is even more difficult in the rural areas as social interaction in English with teachers or peers are almost non-existent.

Furthermore, specific considerations such as sentence organization, paragraph arrangement, and coherence must be taken into account. Teaching writing entails teaching language ability as well as idea organization. More specifically, teaching writing is said to require writing elements such as grammar, sentence, organization, vocabulary, and mechanics. In other words, teaching writing guides students not only to write sentences in text but also to organize ideas in written form.

According to the above theory, language teachers play an important role in directing students on what to write rather than how to construct written compositions. Teaching writing teaches students the value of writing in developing their ability to communicate ideas and increasing their creativity in writing text. English teachers were expected to be responsive in order to help students write well because they were expected to be able to tell students the proper way to begin and end their writing. The examples of descriptive writing.

Kitty is My Cat



This is Kitty, my cat. It is only three months old. It is white and black. I put on a necklace has its name, Kitty. Kitty is a female cat. It is very playful, it runs here and there. It plays with everything in the house. It plays the curtains, legs of the chair and even plants. Kitty is voracious. It is almost anything. Every morning, I give her a small bowl of milk. In the afternoon and in the evening, she usually has fish, rice, tofu or chicken.

Process of writing : This section describes the activities that led up to the writing of the previous essay. This includes prewriting, writing, and rewriting.

1) Prewriting

Graham and Perin (2007: 18) explain that pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Involving students in these activities before writing the draft aims to improve the quality of student writing. The pre-writing activity consists of gathering information through reading and developing a visual representation of students' ideas before sitting down to write. Students register subtopics for two or three choices and then choose topics that produce the largest number of subtopic students will be easier to write ideas when students think of general topics or specific topics

2) Writing

Graham and Perin (2007:20) state that the process of writing approach stress activities that emphasize extend opportunities for writing. Writing for real audiences, self-reflection, personalize, instruction and goals, and cycles of planning, and reviewing.

3) Rewriting

At the process stage caution is need. Reread what has been write and then correct if there is an error. after the writing is considered correct and clear, then the next is to write back more carefully and as neatly as possible.

Moreover, Mandel, M. (2014:9) elaborates the stage of process writing as following:

- 1) Brainstorming, creating a research question in handbook.
- 2) Gathering evidence, reading and selecting evidence for the essay.
- 3) Organizing (big ideas, generate a thesis statement which can be changed and adapted as you move through the writing process.
- 4) Outlining.
- 5) Drafting : see sample essays, format your essay, add new sourcesand delete unused. Begin writing your essay using your evidence.
- 6) Revising, adjust organization of essay, add more elaboration where necessary, etc.
- 7) Editing, edit essay thoroughly.
- 8) Turn in final copy

Based on the opinions of experts, it is possible to conclude that the writing process are prewriting, writing, and rewriting. All of them are the series process of writing that can not be separated each other.

METHOD IMPLEMENTATION

Training of the application semantics mapping technique were done for two days, start with the the survey activities until the training activities, this training are followed by 30 students. The method that used in this training used some steps, such as :

1. The first stage : the teams conducted survey to the SMP Yabes School, in this activity the team obtains data and information about the problems faced by partners and what needs can help solve these problems. Based on the results of the discussion with the patners the training activities will be held on Wednesday & Thursday 10 &11, August 2022

2. The training activities begun on Wednesday at 08.00 Am until 16.30, some activities in the training such as : a) given the pre-test to the students to see the students ability and initial understanding about the material to be delivered. b) The resource person given explanation about controlled writing technique . c. questions and answer activities after the presentation .d) given the simulation activities, where the partners or the students asked to training materials provided by the resource person. e) evaluation activities, where partners are given reinforcement on various matters related to simulation activities .f) giving the post-tests to see the level of understanding of the absorption of the materials by participants . at the end of the activity session the recourse persons and partners discussed feedback the training activities and follow up the training in the future
3. The last stage the team community dedication share about the community dedication, giving some interview to the partners than give some questioners to the participants

RESULT AND DISSCUSSION

In this discussion, the authors describe two things related to the implementation of the community dedication activities that have been carried out. At the stage of analyzing the needs of partners, information is obtained about the problems faced by partners and their needs related to the preparations of the controlled writing technique assessment instrument and preparation of the mechanism for implementing activities, at the stage of implementing the training activities, resource persons provide material exposure to partners capabilities in compiling the controlled writing technique based assesment instruments refers to what was stated by Kantar (2020) which is includes analysis, synthesis and evaluations

Based on the result of the pre-test and post test that given to the students, it was found that there was improvement of the average value between the pre-test and the post test on 58,52 %, where the average value of the pre-test was 44,40 and the post-test 75,60 so it can be concluded that the controlled writing technique can improve the students ability in writing. Based on the interview with the partners and questionnaire with the students, it can be explained that they were interest and enthusiasm of the participants were high enough to participate in the services as evidenced by the statement of the benefit of the services, the pleasure of the participating in the services and the desire to be involved again in similar activities, 73 % of the participants agreed and 27 % of the participants strongly agreed. It can be concluded that overall the participants felt happy and benefited significantly from the services activities and hoped that there would be a follow-up of these activities



Picture 1. Community Dedication Activities

CONCLUSION

Controlled writing technique was able to improve the students writing skill comprehension of the SMP Yabes School, through this technique the students more interest study English for controlled writing Technique is a technique where students generate, organize, and express their own ideas, in their own sentences. Controlled writing can give benefits at all levels of teaching and not only in the early stages, this technique can make the students have the ability to compose free writing. Based on the interview with the partners and questionnaire with the students, it can be explained that they were interest and enthusiasm of the participants were high enough to participate in the services as evidenced by the statement of the benefit of the community dedication

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