

Implementing Controlled Composition to Improve Vocabulary Mastery of EFL Students

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Abstract

The purposes of this study was to know how (1) Controlled composition teaching techniques implemented by the English teacher at SDN 027 Samarinda to improve vocabulary mastery, and (2) Controlled composition teaching techniques improves vocabulary mastery of the sixth grade students of SDN 027 Samarinda. This research used a Classroom Action Research (CAR) as the research design. The subject of the research is the sixth grade students in the 2013/2014 academic year that consists of 43 students. The instruments employed in this study were observation checklist, field note, and vocabulary test. The result of the research showed that in cycle 1 the students' achievement did not fulfill the minimal criteria of success. However the result of the cycle 1 was better than the preliminary study. The criteria of success did not fulfill in cycle one, some enhancement of the implementation of Controlled Composition were made in cycle two in the form of: Instruct the students bring dictionary, give more examples English sentences, guide the students find the mining of words in the dictionary and write a paragraph, more motivate the students and preparing a media/ picture .Meanwhile the students' achievement in cycle two showed that fulfilled the criteria of success. Based on the findings and discussion, the conclusions are: *Firstly*, Controlled composition was implemented well by the teacher of SDN 027 Samarinda. Controlled composition was implemented and gave impacts in: (a) increasing the students' vocabulary mastery significantly, (b) making the students able to spell the vocabularies, (c) making the students understand the meaning English words, and (d) making the students able to pronounce English words quite good. *Secondly*, Controlled composition improved the students' vocabulary mastery; it was only 20.9% of the students who achieved the English passing grade in the

preliminary study, but then 81.39% of the students achieved the English passing grade in the end of cycle 2.

Keywords: vocabulary, controlled composition, CAR

A. Introduction

Learning English means learning the elements and skills in the language. Vocabulary, pronunciation, grammar, and spelling are language elements, while language skills are listening, writing, reading and speaking. In the process of learning a foreign language, the ability to understand the language greatly depends on one's knowledge of vocabulary besides the other elements of language itself. Therefore, vocabulary is one of the important language elements that learners must master. The learner who has more words has better chance in practicing English. The learners can more easily master reading, listening, speaking, and writing.

McCarthy (1990) states that the biggest component of any language course is vocabulary. In addition, Nunan (1998) states that in the early stages of learning and using a second language, one is better served by vocabulary than grammar. This reason is strongly supported by Nunan (1998) who argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and functions. We may have learned for comprehensible communication.

It can be said that the main point of learning language especially learning English is vocabulary because vocabulary influences the ability of students in learning English. If students have many vocabularies well, they can learn the Elements and skill in the language easily.

To learn and master vocabulary, the learners need appropriate method and appropriate material (Fauzan, 2014). Based on pre observation in SDs, some English teachers still use a traditional method for all materials. The teacher presents the material by focusing on grammar rules, memorizing vocabulary, translating text, and doing written exercises. Reading, structure, and writing are the primary skills that the students work on, by giving little attention to speak and listen.

Those conditions result in the following: 1) some students will forget the material easily because they are not active during learning process or involved in learning process directly; 2) there are no good atmosphere and environment of learning process in the class because there is no interaction or response between students and teacher. The students just sit in their chairs and listen to teacher's explanation. It will make students bored. They do not enjoy the learning process, as strongly supported by Harmer (2007) who states that the students must be encouraged to respond to texts and situations with their own thoughts and

experiences, rather than just answering questions and doing abstract learning activities. The teacher must give them tasks which they are able to do, rather than risk humiliating them.

English vocabulary is one of the elements in teaching English at the elementary school. Vocabulary is a basic competence that has to be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. Nunan (1998) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Learning process which focuses on the teacher is no longer suitable. It is because our brain is continuously finding meaning and saving meaningful cases, and learning process has to involve students in finding meaning. Teaching and learning process has to make it possible for the students to understand the meaning of their learning material.

Students as the learning subject are the starting point in teaching and learning which measure the success of the teaching learning process. Teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing and learning it. There are many other factors supporting teaching and learning process, such as the using of appropriate media, learning materials which support teaching learning process, class management, and teacher's ability and creativity in developing and managing learning process optimally.

When the teaching and learning process takes place, problems would appear to the teacher. They have problems of how to teach them in order to gain satisfying result. The teacher should prepare and find out the appropriate techniques which are implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques and mastering the material in order to be understood by students, and make children interested and happy in teaching and learning process in the classroom.

The teachers should concern that teaching vocabulary is something new and different from student's native language. They have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of young learners. The teachers need to prepare good techniques and a suitable material in order to gain the target of language teaching to the children.

Based on the pre-observation done by the writer in the sixth year of SDN 027 Samarinda, teaching English as a foreign language in Indonesian SD faces many serious challenges. The problems are the students find it difficult to spell, understand the meaning and pronounce English words.

Some factors can cause these problems, like: (1) the way English words are written differ from the way the words are pronounced; (2) the rare use of the

English language; (3) the lack of understanding of the teacher about who the children are; (4) there is no media used in teaching and learning process; and (5) the method used is not suitable for the students.

An appropriate method for teaching English for children is very important because appropriate method determines the result of teaching vocabulary, that is, improving student's vocabulary mastery. There are many methods that are appropriate in teaching English such as task based learning, experiential learning, Contextual Teaching and Learning (CTL).

Controlled composition teaching and learning involves students totally in learning process. Students are motivated to be active to study the materials of learning suitable with the topic. Controlled-composition emphasizes on the process of students' involvement in order to be able to find the materials they will learn and connect it with the real situation, so it will motivate the students to apply what they learn in their daily lives. Learning in controlled-composition is not just listening and take notes but learning is direct experiencing process. By that experience, it is hoped that students' development can happen; they do not only develop cognitive aspect, but also affective and psychomotor aspects. By using controlled composition, it is hoped that the students find the learning materials directly (not given by the teacher).

Controlled-composition can be considered one of CTL techniques. It can be concluded that CTL is learning method whose process of learning involves 3 aspects, students as learning subject, teacher as mediator and facilitator, and the situation which is set by the teacher to get effective and planned learning process. Every different part of CTL contributes to help the students understand learning materials and assignments which connect with those materials. Students are assisted to form a system which makes it possible for the students to see the meaning and remember the learning materials they have studied before. Contextual teaching learning is one of the methods appropriate in teaching English for children. In a CTL learning environment, students discover meaningful relationships between abstract ideas and practical applications in a real world context. Students learn something by experiencing by themselves.

Considering the importance of implementing a method in teaching English, the writer decides to carry out a research on "Improving Students' Vocabulary Mastery using Controlled composition at SDN 027 Samarinda using a Classroom Action Research.

B. Literature Review

Vocabulary is a very important element in learning foreign language because its role as the essential part in communication. Hatch & Brown (1995) argue that the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use. According to Ur (1996) vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term "words" here means that the new item of vocabulary

maybe more than a single word, for example, father-in-law and police office, which are made up from two or more words but express a single definition or idea. In other case there are also compound words called as multi-word idioms, for example, call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words.

In general, vocabulary refers to the meaning of word and not merely its pronunciation. Here, vocabulary is not a letters construct together to become a word and how to pronounce the words correctly but it is a group of letters that have its own meaning. Madsen (1983) defines vocabulary as the total number of words in language, words known by person or used in particular book, subject, or list of words used with their meaning.

Another expert, Murcia (2001) states that vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Vocabulary is important for communication. McCarthy (1990) also states that vocabulary is the biggest component of any language course. Vocabulary often seems to be the least systematized and the least well catered for all the aspects of learning of foreign language.

Vocabulary is always an essential part of English as a foreign language instruction material. Everyone who learns a language must learn the vocabulary of the language first in order to make the learning process is easier. So, it is necessary for the students to enrich vocabulary continually. According to Cahyani (2014), the young learners ideally master 2.500 up to 5.000 words to support the learning of a language.

Teaching vocabulary is clearly more than just presenting new words, it is also teaching the meaning and how to use them in correct order. Ur (1996) proposes five needs to be taught in teaching vocabulary, namely: form, grammar, collocation, aspects of meaning (such as denotation, connotation, appropriateness, synonyms, antonyms, hyponyms, co-hyponyms, superordinates, and translation) and word formation.

Controlled composition and guided composition are writing for early stage of children that teacher helps students to write. Hyland (2003) states that a teacher should emphasis on language structure as a basis for writing teaching is typically a four-stage process: familiarization, controlled writing, guided writing, and free writing. In addition, Hyland (2003), then explains that in Familiarization, the learner are taught certain grammar and vocabulary, usually through a text. In Controlled writing, the learners manipulate fixed pattern, often from substitution tables, In guided writing : learners imitate model texts, and free writing, the learners use the patterns they have developed to write an essay, letter and so forth modelled and shared writing are also called as guided writing or guided composition.

According to Raimes (1983) there is difference between controlled and guided composition. The chief difference between them is the amount of control imposed in the activity/exercise. In controlled composition, students

work/do something with the text and outcomes are more fixed as a result. Thus, controlled composition is more closed-ended. In controlled composition activities there is one perfect answer for each question, or at least a highly limited set of acceptable answers for a specific task or question. Controlled writing is generally considered to be more form focused. Students don't need to be very creative in controlled writing activities.

Guided composition tends to impose more guidelines as to how the writing should ensue but doesn't necessarily control the specific forms necessary to completing the writing. These types of task are often more meaning focused or have a focus related certain aspects of the composition process. Controlled composition generally focuses more on forms, or the writing part of writing while guided writing tends to focus more on bigger idea of planning and integrating many skills or the composing part of writing.

Hyland (2003) states that in guided compositions, the learner are given short text and asked to fill in gaps, complete, sentences, transform tenses or personal pronouns, and complete other exercises that focus students on achieving accuracy and avoiding errors. Hyland (2003) also argues that guided composition are based on the assumption that texts are objects that can be taught independently of particular contexts , writers, or reader, and that by following certain rules, writers can fully represent their intended meanings.

In addition, Oczkus, L. (2007) states that guided composition is a scaffold method in teaching writing by using several instruction, such as modeling thinking aloud, engaging students in shared reading, guiding in cooperative, guided writing and encouraging students to work independently. The chief advantages of using controlled writing classroom are its control and flexibility. The advantages of the ability to control the specific outcomes of the writing activity cannot be overestimated. This is an advantage both from the teacher's and students' point of view. From the teacher's point of view controlled writing activities may take a relatively short time to create writing.

Controlled writing activities are fundamental to teaching literacy to children or adults. Controlled writing focuses on establishing grammatical patterns, sentence structure, punctuation and word order. Controlled writing exercises can help students learn how to express themselves effectively in proper English. Guided writing is an individual or group activity where learners use word maps to organize their ideas and write texts. A word map is a diagram used in guided writing to help writers organize their ideas. Related words are written to show their relationship to a central topic or concept.

In teaching writing, vocabulary also needs to pay attention. Control for students is also given not only for grammar but also vocabulary or diction. Harris (1969) states vocabulary's mastery/diction plays an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writer's knowledge. The number of words mastered by the writer could indicate that he/she mastered a number of concepts. Mastery of

vocabulary can be improved by listening or reading a lot of books.

Vocabulary mastery can be observed from two sides: quantitative and qualitative. Quantitative vocabulary mastery is seen from the quantity or sums of vocabulary mastered by the students. In this case, the students should master the vocabulary as much as possible, so they are able to communicate actively with those vocabularies. While qualitative vocabulary mastery consists of knowledge, meaning of words, and structure of words. It will support the students to choose the appropriate words, so it can support the effectiveness of the language use. And the students should master both of them in order to make their writing good.

Controlled composition is a method that focuses the students' attention on specific features of the written language. Controlled composition provides three steps: to rewrite a passage, to make change, and to correct errors. It can be a good method in reinforcing grammar beside for reinforcing vocabulary. Fisher & Frey (2008) say that during guided writing, teacher use sentence or paragraph frames. These frames, models, or templates help students internalize conventional structures.

Controlled composition can also be taught using a various way and the use of pictures. Handayani, Dantes, & Ratminingsih (2013) state that the application of guided writing strategy allows an instruction with dozen of examples of student work, reproducible worksheets, students-friendly activities, teacher-friendly assessment rubrics and create ways for students to share their writing, therefore students can have writing with confidence and competence. Handayani et al. (2013) also believe that guided writing strategy can make the students enjoy when they were given activities that enabled them to be dynamic. The students were given some guidance by using pictures or clues for their writing task. They were also allowed to make a group to discuss their problem before they made their own writing.

Controlled composition can also be taught in group of works. Fisher & Frey (2008) states that guided writing involves the teacher working with small groups of students, based on their assessed performance. During guided writing, students apply what they have learned from focus lessons and collaborative learning with varying degrees of support from the teacher.

There are some advantages of controlled composition. Hyland (2003) states that 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. (Reyhan, 2012) argues that guided writing is considered as the techniques which enhance the student ability.

In addition, Reyhan (2012) states that guided writing techniques helped the student to made more correct sentences and mixed it together into one or more complex sentences. Guided writing provided grammatical aspect which students applied in their composition, especially in sentence combining.

Handayani et al. (2013) claim that guided writing activity provides not only written but also oral assistance to students. It can help the students where they begin to write and compose their writing. Handayani et al. (2013) also claim that guided writing strategy could help the students to be more active in participating in teaching learning process.

It is not only for the teachers, the use of controlled composition has the advantage for the teacher. Dean (2004) claims that guided writing is an excellent tool to employ in the learning classroom. The teacher has the opportunity to work closely with the pupils, and to see exactly how well those learners are able to manage the tasks set for them.

Cross (1995) argues that one good thing about controlled composition technique is that it is such written work which is either right or wrong, so it can be corrected quickly by the students themselves in class. Another good point is that everyone is involved and an occasional written task offers a change of pace. There is control of sentence structure and accuracy in mechanics so that students write correctly the first time and does not practice errors. From the statement above, it can be concluded that the strength of controlled composition are the end of task can be corrected quickly by the students themselves and also the students can write correctly the first time and does not practice errors

From the explanation above, we can give conclusion that controlled composition can be used by students who is the writing is characterized by frequent error and lagging fluency. Students who practice many manipulation and transformation can sharp their awareness of conventional usage. For example is about grammar. In addition, controlled composition need sentence manipulation.

To support theories on writing and vocabulary, the researcher reviews other theses that relate to topics the researcher investigates. Taubah (2011) conducted an action research on: *Improving Writing Skill through Guided Writing. (An Action Research at the First Year of SMAN 2 Sragen in the Academic Year of 2010/2011)*. The purpose of his research was to know whether guided writing can improve students' writing skill. The result of the research showed that guided writing could improve students' writing skills. The students became aware of how to use correct spelling, correct punctuation, correct capitalization, correct grammar, and organize the idea into coherent paragraph. There were some advantages of guided writing method, such as the students vocabularies were increasing, the students got the concept of writing clearly, the students were confident, and the students' awareness was improving. On the other hand, guided writing also had some disadvantages, such as it took a lot of time to carry out, it made the students feel bored, and it took a lot of effort from the teacher.

Vayyey (2010) conducted an action research on *Improving Writing Skill through Guided Writing (A Classroom Action Research at the Third Year of SMU Negeri I Karanganyar)*. He found that guided writing could improve the students' writing skill. Through guided writing, the students showed great interest to be actively

involved and participating in the teaching and learning process. The students were able to construct sentences correctly. In this case, the sentences they constructed were based on the researcher's explanation and examples. They also used more vocabularies in their writing. The improvements of the mean scores showed that there was an improvement on the students' writing skill. Therefore, it could be concluded that guided writing could improve the students' writing skill

Both studies are different from the study the researcher will conduct now. The first study focuses on writing and the second study focuses on vocabulary. The recent study focuses on vocabulary using writing. In this recent study, teaching techniques are writing and the teacher controls students' learning strategy. Learning strategy is focused on the mastery of vocabulary, so this recent study is different from the previous studies. However, ideas to develop the teaching strategy and teaching materials support the previous studies.

C. Research Methodology

This is a qualitative research. A qualitative study is designed to gain information concerning with the current status of phenomena and directed toward determining the natures of situation as it exist at that time of study (Sugiono, 2008). The phenomenon, in this study, is the teaching process implemented in the SDN 027 Samarinda. So, this research is called qualitative because it focuses on the process of the English teaching in the school.

This research used a Classroom Action Research (CAR) as the research design. CAR is a kind of research that involves students and some people like the teacher, lectures, simultaneously. The purpose of CAR in this research is to improve the researcher's teaching quality of controlled composition teaching techniques and the vocabulary mastery of the students.

In this study, CAR was done through repeated cycles and there were two cycles in this action research. Each cycle consists of four steps: planning, action, observation and reflection. The activities of each step of the cycles of this study was based on Stephen Kemmis dan Robin McTaggart guidance. Activity of a research in CAR is a series steps starting from preparing teaching materials and teaching techniques for the research (planning). Then, the materials were taught in the classroom (action). During the action, the researcher observed the teaching activities to collect data (observing). Then, the researcher analyzed the data.

This study was done from designing vocabulary materials. The researcher gave treatments through cycles to improve the vocabulary mastery of the students using controlled composition. In this technique, students were asked to write ideas based on the controlled writing activities. Aspects of writing, such as grammar, punctuation were not focused specifically. But the researcher focused on vocabulary the students use in writing. Even though was this study focused on the improving of vocabulary, in writing process was also emphasized. In

order to see the students' understanding to the writing process at the end of the cycle, the researcher gave a test on vocabulary. The objective of this study was to see vocabulary improvement through writing activities.

This research took place at SDN 027 Samarinda. The researcher chose this location as the place of this research because the researcher is one of teachers in this school. The subject was the sixth grade students in the 2013/2014 academic year that consists of 43 students. The researcher chose the class because the students were lack of vocabulary and the researcher as the English teacher at the school needs to improve the students' mastery in vocabulary.

The researcher did a preliminary study in the beginning of the research to see the real problems faced by the teacher in the teaching vocabulary. Based on the problems the researcher found appropriate strategy to solve the problems. After conducting preliminary study, the general plan was designed.

This research began with a preliminary study. The preliminary study had done on 4 February 2013. The initial idea of this study is the condition in the class when teaching English takes place. In SD levels, English is taught as compulsory subject but the status is local content. The reference of teaching is SK (Competency Standard) and KD (Basic Competency) stated by the Ministry of Education in the English curriculum for SD.

Based on the SK and KD, the objective of teaching English for SD is to use English for accompanying actions. This means that English is taught for medium of instruction together with Bahasa Indonesia. The basic knowledge of English that include vocabulary, grammar, and pronunciation are taught simultaneously. Vocabulary is targeted to 500 words after graduate from the sixth grades, and basic grammar such as to be, to do, plural, tenses are taught. In addition, correct pronunciation for the words being taught is also taught. In this study, the initial idea of research is focusing on limited vocabulary the students' mastery. In reading a sentence, for example, students translate one by one the words in the sentence. If teaching grammar, the teacher should translate first the meaning of the words used in the sentence.

This idea motivates the researcher to focus this research on improving vocabulary through a technique that involves grammar. Therefore, the researcher focused teaching vocabulary using controlled composition. The researcher used controlled composition rather than guided writing. In controlled composition, the students are given free topics and they can arrange their own sentences or words. Although the topics are limited, students are free to choose their own sentences. In guided writing, the focus is to repeat or replicate sentences the teacher provides before. So, in guided writing, students do not use their own words but replicate the words available. Here, students just memorize the meaning of words, so that learning vocabulary does not take place in guided writing.

A preliminary study had been done to see real condition of the students in the classroom in learning vocabulary. This preliminary study was conducted by the researcher's collaborator. From the observation and discussion between researcher and collaborator, it was found that the book is not enough to learn. Additional materials for teaching vocabulary, such as media, handout, are needed. Teaching strategies need variation and innovative.

Based on the formative test on vocabulary given by the teacher, it is found that students' score was below. The students' score did not achieve the minimum passing grade yet, because the minimum passing grade is 67. The highest score is 80 (or B) and the lowest is 50 (or D).

The preliminary study indicated that most students' English achievement was below the passing grade, 67. Based on the result of preliminary study and the test conducted by the school, the researcher wanted to carry out a research with the purpose improving student's vocabulary by using controlled composition.

Based on the data, the researcher found that the students were still far from success to reach KKM (Kriteria Ketuntasan Minimal). The students' Achievement English passing grade only 9 (20.9%) and 34 (79.069%) did not reached English passing grade. The researcher knew what the problem faced by the students in vocabulary mastery. The researcher taught the students in the classroom, they had still low motivation when they were learning, lazy open dictionary and media was not interesting.

Planning is a stage where careful preparation is made before doing the action. The researcher analyzed the problem found in the preliminary stage and designed a solution the problems. The researcher did the activities include: preparing teaching strategy by using controlled composition, designing lesson plan, developing research instrument, and determining criteria of success.

In this study, the researcher used controlled composition as a technique to teach vocabulary. Using controlled composition, teacher can let students to use their own vocabulary. Teaching strategy using controlled composition was done in three steps.

The lesson plan is on teaching vocabulary is developed by the researcher and the collaborator. It is developed based on the syllabus of the school based curriculum therefore it incorporated such elements as instructional objectives, instructional materials, instructional media, methods/ techniques, procedure of presentation, and assessment. After choosing the controlled composition techniques, the researcher designed the lesson plan. This lesson plan was developed by considering the following items that include in PP 41/ 2007. The researcher used the procedure of presentation was designed for 4 meetings in one cycle. Three meetings were used to implement teaching strategy and one meeting for formative test. The first meeting is used to introduce theme and imitating paragraph or composition. The second and third meeting was used as developing students' own creativity to develop controlled paragraph or composition. After three times teaching, the researcher gave a formative test on

vocabulary. The formative test was conducted at the fourth meeting to end the cycle.

Results of analysis in meeting 1 to 3 and result of formative test was analyzed. The result was compared to criteria of success. If the result is below criteria of success, the researcher would conduct the second cycle. Procedures of conducting the second cycle are similar to the first cycle. The difference is teaching materials are modified, and teaching strategies are innovated. It is designed that the research would complete and found success after two or three cycles.

The researcher conducted the procedure of assessment after doing all the process above. There were two kinds of assessment used in this study: process assessment and product assessment. Process assessment was used to assess the students' progress in learning process. The instrument to collect data includes observation checklists and field notes.

Product assessment was used to see students score in vocabulary. The researcher used vocabulary test to assess the mastery. The test was designed as multiple choose.

The criteria of success refer to a target students should achieve to end the research. If criteria are achieved, no more cycle is needed. If students do not yet achieve the criteria, more cycle should be conducted. The criteria of success is: the teaching English was considered successful if : (1) 75% of the students have reached the English passing grade, 67, as determined by the education department of Samarinda.(2) The students' score in vocabulary achieve average 70%, and (3) students were actively involved in the vocabulary activities up to 75 % .

a. *The students' Vocabulary comprehension.*

This study would be considered successful if 70 % of the students got the score equal or greater than 70 and the mean score 70. The consideration of this score is based on standard of English subject is 67.

b. *The student's were actively involved in the vocabulary activities*

To see if the students were actively in the teaching learning process, result observation is used. The collaborator observed the students' activities during the implementation of controlled composition strategy by using observation checklist. The students would be considered active if 75% of the total students actively participate. The researcher also used field-note to record information during instructional process.

Implementing is the stage in which the lesson plan or strategy is applied. Steps for implementing the action plan are described as follows. The researcher as the teacher handled teaching process of vocabulary using controlled composition strategy. The researcher was assisted by a collaborator who acts as the observer to see students' and teacher's activities during the teaching and learning process. The observation was carried out simultaneously with the

implementation of controlled composition strategy. To make the observation more accurate, the observer used observation checklist and field note.

Implementation means to give actions. Here the researcher gave actions in line with the plan of cycle. This study is designed to give actions in terms of cycle. One cycle consists of 3 meetings for teaching vocabulary and 1 meeting formative test, so one cycle had 4 meetings. If one cycle is not enough because students progress in learning does not achieve criteria of success, the research would be continued to the next cycle until the criteria of success is achieved.

Observing is to see and check the real condition of an object. In this study, observing is used to see the teaching process using controlled composition and students learning strategies. Here, the researcher was also collecting process data during teaching-learning process.

Data gained from observation checklists and field notes was used to confirm the process. Data on students' involvement during the instructional process observation checklist and field note was used. Data on students' scores was taken from test on vocabulary.

The data of the research are process and product data. Process data are student involvement in the teaching and learning of vocabulary using controlled composition strategy. The product data are score on vocabulary test after controlled composition is given as the actions.

Instruments employed in this study are observation checklist, field note, and vocabulary test. *Observation checklist* was used to collect data on implementing lesson plan and controlled composition strategy. The observation checklist contains list of students' activities and teacher's activities during implementation stage. The observation checklist for measurement of students' activating while learning process such as response ask and answer, happy, enjoy, enthusiastic.

Field note was used to record information during implementation of strategy that might not be covered in the observation checklists, such as classroom interaction, classroom atmosphere, and feed-back from the collaborator.

Test was used to collect data on learning result. The test was used to see the students' achievement on vocabulary. The vocabulary test was taken from the students' workbook and the test for semester exam. That is why, the researcher did not try-out the test. The test was administered in the end of a meeting and a cycle. The time duration test for the end of the meeting was about 15 minutes and the number of items was 10-20 numbers. The kind of the test was teacher's made in the form of completion, matching, fill in the blanks, arrange the words, sentences and paragraph. The time duration in the end of cycle test was 60 minutes and the numbers of items were 50 numbers and kind of the test was multiple choice. In the preliminary study, the researcher used scores from formative test given by the class teacher.

Reflection in this study is the final stage. It is done at every meeting and at the end of every cycle. The researcher and collaborator examined the

implementation of the actions in the whole process. Data from implementation and data from test was analyzed. The result of data analysis was compared to criteria of success to draw a conclusion. If all the criteria of success were fulfilled, the action would be ended. If one of the criteria of success was not achieved yet, the study would be continued to the next cycle by revising and improving the plan.

D. Findings

The section presents the research findings and discussion based on the analysis of the collected data obtained during the implementation of teaching vocabulary using controlled composition. The findings and discussion of the study are presented based on the score of the students' vocabulary, the result of observation checklist, and field notes. Meanwhile, the discussion involves the discussion of teaching and learning vocabulary procedure through controlled composition and improvement of the students' vocabulary.

1. Findings of the Study of Cycle 1

This section presents the data found in the first cycle. It covers (1) the result of observation toward the students who involved during the teaching and learning process of vocabulary in three meetings of the first cycle and (2) the results of the students' vocabulary achievement.

a. The students' involvement in the Teaching Learning Process

In the implementation of controlled composition, the researcher acted as the teacher who conducted the teaching and learning process. The implementation of the action in three meeting is elaborated as follows.

The first meeting was conducted on Monday, 24-02-2014. The focus was about the introduction of the teaching vocabulary using controlled composition.

To begin with, the teacher entered the class and greeted the students. The teacher checked the students' presence list and signed it. It was found that no students was absent so the number of the students was 43. After that, the teacher explained the instructional objectives that would be achieved. She told the students that they were going to discuss about "*My time table*". Besides, she also explained the activities that would be done.

The teacher taught the students by showing the words related to the topics of the meeting. She asked the students mention the meaning of those words. Many students were confused and did not know the meaning most of the words. The teacher asked the students open their English dictionaries. Unfortunately most of the students did not have the dictionary. The teacher found that the students made many errors in their vocabulary.

The last activity of the meeting was doing reflection on the whole activities going on in the vocabulary class. The reflections made of that day were: 1) the teacher instructed the students to bring dictionary in the following English

meeting, and 2) the teacher gave more examples of the English vocabularies and writing English sentence / paragraph.

The result of the collaborator's observation has shown that in the teaching learning process, in the first meeting and the pre activity the teacher had done the greeting, checking the student's attendance and motivating the students but not efficient or much time. The teacher did not explain the purpose of the lesson clearly. The teacher showed the pictures of the topic and used small pictures. Next in main activity at ask answer the teacher just to the students rise hands to give response, but not response to the lower students. While the students made the sentences and paragraph the teacher did not monitor the class. In the post activity the teacher did not give the students motivation for their work and the time was not enough, not all the students were active in the meeting.

The collaborator gave some suggestions to improve the quality of teaching and learning process as well as the students' achievement. She suggested:

'In pre-activity, the teacher should give more motivation to the students and use the time efficiently. The teacher should activate the students' prior knowledge, explain the purpose the lesson clearly, and prepare the bigger pictures. In main activity, the teacher should give more attention to the lower students and monitor the class. In post-activity, the teacher should give motivation for the students' work and ask them more active in the class'.

The second meeting was conducted on Thursday, 27-2-2014. Because the meeting was the continuation of the first one, the topic was as same as the first meeting. It was about "*Daily Activities / Friend Schedule*". To begin with, the teacher greeted the students, and asked them whether everybody was present at that day. Then, the teacher explained the instructional objectives and described the activities that would be done in that meeting.

In this meeting, the teacher checked the students whether they brought dictionaries. Some of the students had, but some forgot. Many students brought dictionaries, but they preferred to ask the teacher about the meaning of some words. The teaching learning was more enjoyable because some students had to make an interview with their friends about their daily activities. In this meeting, the teacher found that many students still made many mistakes in their vocabularies writing, only few students were good in writing.

The last activity of the meeting was doing reflection on the whole activities going on in the writing class. The reflection was made of that day were: 1) The teacher instructed the student not to be lazy finding the meaning of words in the dictionary and 2) The teacher should try harder in teaching and guiding the students find the meaning of words in the dictionary and write a paragraph.

The result of collaborator's observation shown that in the teaching learning process, in the second meeting and pre activity the teacher had done the greeting, checking the student's attendance but at the motivating the students for learning today less motivation. In main activity the teacher did not enough explanation so the students not enough understood and less attention to lower students.

The collaborator asked the teacher to do some corrections and improvement of her teaching. She suggested:

“The teacher should give more motivation to the students. The teacher should also give explanation properly and clearly to the students, so that they could understand the lesson easily.”

The third meeting was conducted on Monday 3-03 - 2014. The topic of the meeting today was “*Daily activities / Diana Rosa Daily Activities*”. The teacher started the learning activities by distributing the students' vocabulary which had been done in the second meeting. Then, she explained the objectives of the lesson and the activities they were going to do.

In this meeting, many students know many words related to the daily activities vocabulary. They know both in English and Bahasa Indonesia. Many students did the task (writing paragraph) slowly. They still made mistakes in the punctuation and misspelling of some words. There was no enough time to complete the implementation of the teaching plan in that day due to the slowness of the students.

The reflection was made in that meeting were: 1) The teacher should motivate the students find the meaning of the English words and tell them the topic for the following meeting and 2) The teacher should remind the students how to use the punctuation, word spelling, and the use of teaching and learning time.

The result of collaborator's observation shown that in the teaching learning process in the third meeting, the teacher had done the activities in pre activity, main activity, and post activity. The teacher changed the atmosphere in the class: the teacher had clear explanation about the topic just in the post activity the teacher did not give motivation to good student's writing.

The collaborator suggested the teacher to do some adjustments in order to improve the quality of teaching and learning process. She suggested:

“The teacher had done well in the implementation of pre and main activity in the teaching and learning process, but the teacher should give more motivation to improve the students' vocabulary.”

Those findings were supported by the result of observation forms that showed their active participation in the teaching and learning process of writing activities in pre, whilst and post writing activities in the first, second, and third meeting of cycle 1 (see Table 4.1). In the first meeting, there were 60% students

who participated actively in the teaching and learning process. There were 65% students involved in the learning process in the second meeting, while in the third meeting, there were 72% students who participated actively in the teaching and learning. From the students' participation, it indicated that the students were less motivated in the teaching and learning of vocabulary. It indicated that the first criteria of success (75% students' active participation) had not been achieved.

Table 1: Students' Participation of Cycle 1

Student	Cycle 1		
	1	2	3
<i>Performers</i>	26	28	31
<i>Percentage</i>	60%	65%	72%

b. The Students' Vocabulary Achievement

Based on the result of the students' vocabulary mastery, there was little improvement of students' average score from the students' vocabulary mastery on the preliminary study to the students' vocabulary mastery on the first cycle.

The preliminary study indicated that most students' English achievement was below the passing grade, 67. In the preliminary study, it was only 9 students (20.9%) who achieved KKM (Kreteria Ketuntasan Minimal). In the end of cycle 1, it shows that 17 students (39.53%) achieved the minimum passing grade. It means that it was still below the stated criteria of success, which required 75% of the students who got at the same as or above the minimum passing grade 67.

In addition, the improvement at the first cycle has been show at the following table .

Table 2: The result of students' achievement in Cycle 1

Indicators	Meeting 1	Meeting 2	Meeting 3	Meeting 4
implementing	My time table	Friend Schedule	Diana Rosa daily activities	Formative test cycle 1
Students' achievement	10	13	17	30
Percentage	23,25%	30,23%	39,53%	69,8%
Average	65,37	66	71,65	78,07

The table above has shown that in Cycle 1 Meeting 1, there were 10 students (23.25%) who achieved KKM. In Cycle 1 Meeting 2, there were 13

students (30.23%) achieved KKM. In Cycle 1 Meeting 3, there were 17 students (39.53%) achieved minimum passing grade (KKM). The formative test there were 30 (69.8%) who achieved KKM. The average in meeting one, 65.37, meeting two 66, meeting three, 71.65 and the formative test in the cycle 1 average was 78.07. These findings have shown that there was a slight improvement of the students' vocabulary mastery from meeting 1 up to meeting 3 in Cycle 1 of the implementation of controlled composition to the teaching of vocabulary. Based on table 4.2, the researcher decided to continue her teaching to the second cycle, because it was still under the criteria of success.

c. Reflection of Cycle 1

From the findings of the teaching and learning process and the students' vocabulary mastery in the first cycle, the implementation of controlled composition did not yet give satisfactory result on the improvement of students' vocabulary mastery. The students' score were not fully active in teaching and learning process as revealed by the observation checklist and field note. Only 72 students were active in the teaching learning process (The criteria of success was 75%). The average score of students' vocabulary of cycle 1 was 78.07.

However there were only 30 students (69.8%) who achieved English passing grade (67.0). It means that the students' participation and students' score did not achieve the score criteria of success. Therefore, the implementation of the action plan still needed to be improved so that it could achieve the criteria of success of this study.

Considering the unsatisfactory performance mentioned above, the teacher made a decision to continue the action to the second cycle. The lesson plan and preparation of the study in the second cycle were revised and improved. Some adjustments were made to improve the implementation of controlled composition in cycle 2. There were:

1. Instruct the students bring dictionary
2. Give more examples write English sentence / paragraph;
3. Guide the students find the meaning of words in the dictionary and write a paragraph;
4. Motivate the students;
5. Tell the students the topic for the following meeting.

2. Findings of the Study of Cycle 2

This section presents the data gained in the second cycle. It included the number of students who involved during the teaching and learning process of vocabulary in three meetings of the second cycle and the result of the students' vocabulary mastery.

a. The students' Involvement in the Teaching Learning Process

The implementation of Cycle 2 dealt with the teaching of vocabulary by using controlled composition which involved both the teacher and the students through the activities which were conducted in pre-teaching, whilst teaching and post teaching stages. The specific instructional objectives and time allotment for each meeting of the cycle were similar to those in Cycle 1. The divergence was only on the topic and sub topic. In this cycle, the topic was "*Food and Drink*".

The first meeting of Cycle 2 was done on Thursday, 10-3-2014. The teacher opened the class as introductory action of the first meeting. After opening the teaching and learning process, the teacher checked the students' presence. There was a student who was absent. Then, she described the instructional objectives that would be taught. After that, the teacher paired the students and asked them to make conversation.

In this meeting, the topic of the meeting was *Food and Drink* and the sub topic was "*How to make a cup of coffee*". The students were more enthusiastic. The teaching and learning atmosphere was exciting because the students made conversation about their favorite food and drink. Their writing was getting better. The students' vocabulary mastery improved significantly. Few students were not active in the conversation. They looked so shy, but it was okay. They were still learning.

Before finishing the lesson, the teacher asked the students express their feeling related to what they had learnt in front of the class. Then, she gave feedbacks and comments to the students. The student's work in this meeting was good. Finally, she closed the class.

The result of collaborator observation showed that in the main activity at example make sentences, the teacher explained the lesson very fast.

The collaborator suggested the teacher to do an adjustment in order to improve the quality of teaching and learning process. She suggested:

"The teacher should explain the lesson briefly and clearly, particularly when the teacher gave an example of making a sentence."

The second meeting was conducted on Thursday, 13-3-2014. As soon as the teacher entered the class, she greeted the students and opened the lesson. She asked the students with some simple questions on the students' condition and activities. To begin the main activity, the teacher asked the students about their works in the previous meeting. She led them review the activities they did in the previous section.

In this meeting, the topic of the meeting was *Food and Drink* and the sub topic was "*How to make a glass of avocado juice*". The teacher gave less guidance to the students make writing. Almost all the students made writing in their book and finished work on time. The students were able to spell the vocabulary about food and drink. The students understood the meaning English words. The reflections made in this meeting were: 1) the teacher hopes the students make a

better writing in the following meeting and 2) the teacher should add the teaching content richer than the previous meeting.

The result of collaborator in the second meeting showed that: in pre activity, main activity and post activity the teacher had done all the process. In this meeting, the collaborator did not give the teacher any suggestions, because she thought that the pre activity, main activity, and post activity had been done well by the teacher.

The third meeting was carried out on Thursday, 17-3-2014. The teacher began the lesson by asking some brief questions to stimulate the students' attention to the main activity of the day. She then distributed the students' vocabulary and gave a brief explanation about the instructional objectives that they should do in this meeting. In this meeting, the topic of the meeting was *Food and Drink* and the sub topic was "*How to make a plate of gado-gado*". The teacher gave less guidance to the students make writing and just focus to the passive students. Few students asked the teacher about the content of learning. After being corrected, the students only made few mistake in their writing. The students were also able to pronounce English words quite good. In this third meeting, the collaborator also did not give the teacher any suggestion; because she thought that the all activities of the teaching and learning process had been done well by the teacher.

Those findings were supported by the result of observation forms that showed their active participation in the teaching and learning process of writing activities in pre, whilst and post teaching activities in the first, second, and third meeting of cycle 2 (see Table 4.3). In the first meeting, there were 79% students who participated actively in the teaching and learning process. There were 79% students involved in learning process in the second meeting, while in the third meeting, there were 88% students who participated actively in the teaching and learning. From the students' participation, it indicated that the students were highly motivated in the teaching and learning of writing. It indicated that the first criteria of success had been achieved..

Table 3: Students' Participation of Cycle 2

Student	Cycle 2		
	1	2	3
<i>Performers</i>	34	34	38
<i>Percentage</i>	79%	79%	88%

b. The Students' Vocabulary Achievement

Based on the result of the students' vocabulary mastery, there was better improvement of students' average score from the students' vocabulary in the preliminary study and first cycle to the students' vocabulary in the second cycle.

In the end of cycle 2, it was shown that 35 students (81.39%) achieved the minimum passing grade. It means the students have reached the English

passing grade, as determined by the Education Department of Samarinda. The improvement at the second cycle has been shown at the following table.

Table 4: The result of students' achievement in Cycle 2

Indicators	Meeting 1	Meeting 2	Meeting 3	Meeting 4
implementing	Food and drink	Food and drink	Food and drink	Formative test cycle 2
Students' achievement	22	31	35	39
Percentage	51,15%	72,09%	81,39%	90,69%
Average	75	77	80	85.74

The table above shows that in Cycle 2 Meeting 1, there were 22 students (51.16%) who achieved KKM. In Cycle 2 Meeting 2, there were 31 students (72.09%) who achieved KKM. In meeting 3, there were 35 students (81.39%) who achieved KKM. In the test of cycle two, 39 (90.69%) who achieve KKM. The average in the meeting one 75, meeting two 77, meeting three 80 and the average test cycle two was 85.74.

These findings have shown that there a significant improvement of the students' vocabulary mastery from meeting 1 up to meeting 3 in Cycle 2 of the implementation of controlled composition to the teaching of vocabulary. The overall evaluation of the implementation of guided writing in the teaching of vocabulary is presented below.

Table 5: The Students Who Achieved KKM each meetings in Cycle 1 and 2

	CYCLE 1			CYCLE 2		
	Meeting 1	Meeting 2	Meeting 3	Meeting 1	Meeting 2	Meeting 3
Total Students	10	13	17	22	31	35
Percentage	23.25%	30.23%	39.53%	51.15%	72.09%	81.39%

In Cycle 1 Meeting 1, there were 10 students (23.25%) who achieved KKM. In Cycle 1 Meeting 2, there were 13 students (30.23%) achieved KKM. In Cycle 1 Meeting 3, there were 17 students (39.53%) achieved KKM. This findings shows that there a slight improvement of the students' vocabulary

mastery from meeting 1 up to meeting 3 in Cycle 1 of the implementation of guided writing to the teaching of vocabulary.

In Cycle 2 Meeting 1, there were 22 students (51.16%) who achieved KKM. In Cycle 2 Meeting 2, there were 31 students (72.09%) who achieved KKM. In Cycle 2 Meeting 3, there were 35 students (81.39%) who achieved KKM. This findings shows that there a significant improvement of the students' vocabulary mastery from meeting 1 up to meeting 3 in Cycle 2 of the implementation of controlled composition to the teaching of vocabulary.

c. Reflection of Cycle 2

Based on the results of the analysis of both teaching and learning process and the student' vocabulary scores in Cycle 2, it could be inferred that controlled composition could improve the students' vocabulary mastery. This can be examined from the criteria of success defined in this study.

In Meeting 3, there were 35 students (81.39%) achieved; the average and participations have reached the English passing grade. Whereas, the teaching English was considered successful if 75% of the students have reached the English passing grade, 67. It means that the students have already achieved the criteria of success. Because the students have already achieved the criteria of success, the researcher decided not to continue the teaching to the next cycle.

The researcher showed the indicators the students' improvement in this cycle from the students were more enthusiastic in learning, the teaching and learning atmosphere was exciting because the students made conversation about their favorite food and drink, the students' writing were getting better, the students were able to spell the vocabularies, the students understood the meaning English words., the students were also able to pronounce English words quite good, so the researcher decided the students' vocabulary mastery improved significantly.

E. Discussion

This classroom action research was conducted based on the problems of the students found in the six grade of SDN 027 Samarinda, based on the pre-observation done by the writer in that school on Monday 4 February 2013 . The problems of the students were they felt difficult to spell, understand the meaning and pronounce English words. The vocabulary formative score was still low. It did not reach KKM /Kriteria Ketuntasan Minimal .The students' average score were 60.7, there were only 9 of 43 students could categorized to reach KKM. Based on the result above, the researcher knew that the students had problem and to overcome those problems by implemented controlled composition in teaching vocabulary.

The result of the students' participation shows that in Cycle 1, there were 60% students who participated actively in the teaching and learning process in the first meeting, there were 65% students involved in learning process in the

second meeting, and there were 72% students who participated actively in the teaching and learning in the third meeting. The result of the students' participation shows that in Cycle 2, there were 79% students who participated actively in the teaching and learning process in the first meeting, there were 79% students involved in learning process in the second meeting, and there were 88% students who participated actively in the teaching and learning in the third meeting. The result of the students' participation can be seen in the diagram below.

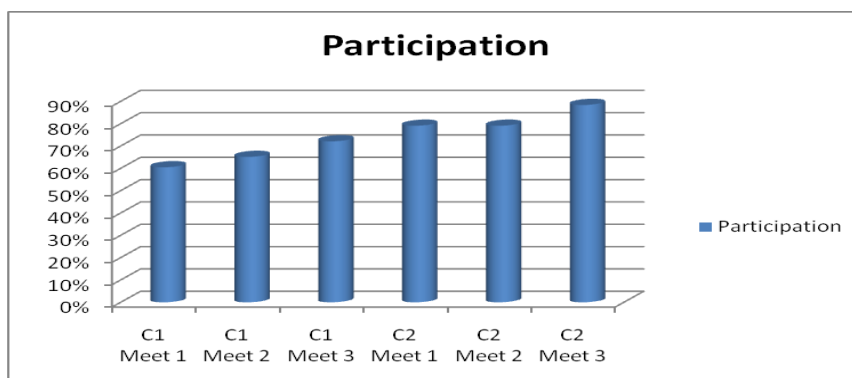


Diagram 1: The result of the students' participation

The result of the students' vocabulary mastery shows that the average score of preliminary study was 61.51, the average score of the students' vocabulary in the first cycle was 78,07, and the average score of the students' vocabulary in second cycle was 85,74.

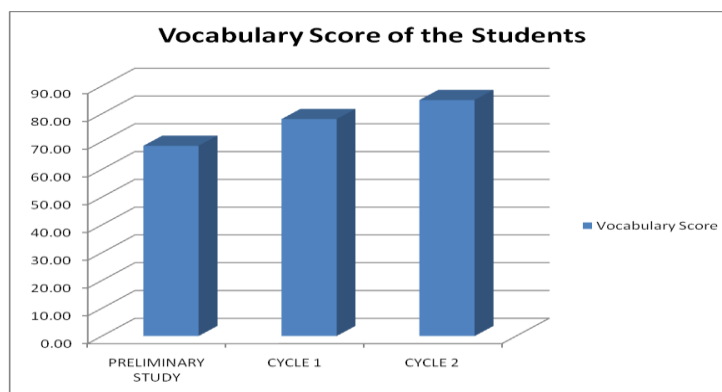


Diagram 2: The Result of the Students' vocabulary mastery

The data obtained from the students' vocabulary mastery showed that 39 students (90.69%) achieved the minimum adequacy criteria (67.0), while 4 students (9.30%) achieved below 67.0. It means that it was above the stated criteria of success, which required 70% of the students got at the same as or above the minimum adequacy criteria.

Concerning the implementation of the action, there were some revisions on the teaching procedure and media in the teaching of vocabulary from the first cycle to the second cycle.

Some adjustments were made to improve the implementation of controlled composition in cycle 2. They were:

1. Instruct the students bring dictionary;
2. Give more examples of English sentence / paragraph;
3. Guide the students find the meaning of words in the dictionary and write a paragraph;
4. Motivate the students;
5. Tell the students the topic for the following meeting.

Those adjustments brought a good impact to the implementation of control composition in Cycle 2. It could be inferred that controlled composition could improve the students' vocabulary mastery. This can be examined from the criteria of success defined in this study. First, the students had been more active in the teaching and learning process as seen on the observation checklist and field notes that all activities were implemented appropriately. Second, the mean score of the students' vocabulary obtained in the test of cycle 2 was 90.69% who achieved KKM, it was greater than or equal to 67.

In the preliminary study, it was only 9 students (20.9%) who achieved KKM. In the end of Cycle 2 Meeting 3, it shows that 81.39% of the students achieved the English passing grade. Whereas, this study was considered successful if 75% of the students have reached the English passing grade. It means that the students' scores achieved the criteria of success. Some reflections that the teacher could note in Cycle 2 were:

1. The students were more enthusiastic.
2. The teaching and learning atmosphere was exciting because the students made conversation about their favorite food and drink.
3. Their writing was getting better.
4. The students' vocabulary mastery improved significantly.
5. The students were able to spell the vocabularies.
6. The students understood the meaning English words.
7. The students were also able to pronounce English words quite good.

This result was in line with the statement of Raimes (1983) that most controlled composition tasks deal with punctuation, indentation, connecting words, and spelling. Controlled composition focuses the students' attention on specific features of the written language. It is good method of reinforcing grammar, vocabulary and syntax in context. In controlled composition, the students are given a passage to work without have to concern with content, organization, finding ideas, and forming sentences. They just write the given

passage down, making a few specified changes which usually related to grammatical or structural nature.

This result was also in line with the result of Taubah (2011) and Vayyey (2010) proved that guided writing could improve the student's writing skill. Through guided writing, the students showed great interest to be actively involved and practicing in the teaching and learning process. The students were able to construct sentences correctly. They also used more vocabularies. The improvements of the mean scores showed that there was an improvement on the student's achievement.

F. Conclusions

This classroom action research was done to overcome the problems in teaching of vocabulary in the sixth grade students of SDN 027 Samarinda. Controlled composition was implemented done well by the teacher of SDN 027 Samarinda. Controlled composition was implemented and gave impacts in: (a) increasing the students' vocabulary mastery significantly, (b) making the students able to spell the vocabularies, (c) making the students understand the meaning English words, and (d) making the students able to pronounce English words quite good. Controlled composition improved the students' vocabulary mastery; it was only 20.9% of the students who achieved the English passing grade in the preliminary study, but then 81.39% of the students achieved the English passing grade in the end of cycle 2.

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