

Thesis Title	A Comparative Study of Controlled and Free Writing English Compositions of M.6 Students
Name	Naiyana Ponim
Degree	Master of Arts (Linguistics)
Thesis Supervisory Committee	Kanchana Prapphal, Ph.D. Dhanan Chantrupanth, M.A. Kanittha Vanikieti, M.A.
Date of Graduation	19 May B.E. 2536 (1993)

ABSTRACT

This study compared the proficiency level of M.6 students in writing topic controlled and free writing English compositions and the extent of difference, if any, in each aspect of the compositions which included content, organization, vocabulary, language use and mechanics. The relationship between each type of test and the Cambridge Test was also examined to confirm the correlation of the two tests with a standardized one. Thirty two M.6 students taking the Arts Program at Satriwithaya School were randomly selected from sixteen classes to write two controlled and two free expository writing compositions. The ESL Composition Profile developed by Jacobs et al (1981) was used as a rating scale.

The findings of this study can be summarized as follows :

1. There was a significant difference between the proficiency level in writing topic controlled composition and that in free writing at a confidence level of .05. The results indicated that the proficiency level in free writing was significantly higher than that in the topic controlled writing in these four aspects : content, organization, vocabulary, and language use. There was no significant difference in the aspect of mechanics.

2. There was a significant interrelationship between the controlled writing test and the Cambridge Test at the .05 level in every aspect of composition: content, organization, vocabulary, language use and mechanics.

3. The correlation coefficient between the free expository writing test and the Cambridge Test was significant at the .05 level in all aspects of composition: content, organization, vocabulary, language use and mechanics.

This study suggests that the M.6 students' writing ability could be developed through the method of free writing. To teach composition effectively, teachers of English writing should provide the students opportunities to write freely as much as possible especially in expository writing. Therefore, this method should be included as an integral part of writing activities in writing courses at the upper secondary level.