A COMPARATIVE STUDY BETWEEN INTERACTIVE WRITING AND GUIDED WRITING IN TEACHING WRITING

(An Experimental Study at the 8th Grade of SMP N 1 Nguter in the Academic Year of 2015/2016)

A THESIS

GEDIS WIRANUR PUTRI

K2212031

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2016
PRONOUNCEMENT

I would like to certify that this thesis entitled “A Comparative Study between Interactive Writing and Guided Writing in Teaching Writing (An Experimental Study at the 8th Grade of SMP N 1 Nguter in the Academic Year of 2015/2016)” is not a product of plagiarism or made by others. Anything related to others’ work is written in quotations, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic punishment.

Surakarta, August 2016

Gedis Wiranur Putri
APPROVAL

This thesis is approved by the consultants to be examined by the Board of Thesis Examiners of English Education Department of Teacher Training and Education Faculty of Sebelas Maret University.

Title : A Comparative Study between Interactive Writing and Guided Writing in Teaching Writing (An Experimental Study at the 8th Grade of SMP N 1 Nguter in the Academic Year of 2015/2016)

Name : Gedis Wiranur Putri
NIM : K2212031

On :

Approved by:

Consultant 1
Dr. Ngadiso, M.Pd
NIP.196112311988031009

Consultant 2
Kristiandi, S.S., M.A.
NIP. 1977072001121001
APPROVAL OF THE EXAMINERS

This thesis has been examined by the Examiners of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta and has been accepted as a partial fulfillment of the requirements for achieving the Undergraduate Degree of Education in English Education Department.

Date :

Day :

The Board of Examiners:

1. Chairman
   Teguh Sarosa, S.S., M.Hum.
   NIP. 197302052006041001

2. Secretary
   Dewi Cahyaningrum S.Pd., M.Pd.
   NIP. 1988032320130201

3. First Examiner
   Dr. Ngadiso, M.Pd.
   NIP. 19611231988031009

4. Second Examiner
   Kristiandi, S.S., MA
   NIP. 197707202001121001

Teacher Training and Education Faculty
Sebelas Maret University

Dean

Prof. Dr. H. Yoko Wurkamto, M.Pd
NIP 196101241987021001
ABSTRACT


This study was aimed at finding out: (1) whether there is a significant difference in writing skill between students taught using Interactive Writing and students taught using Guided Writing; and (2) whether Interactive Writing is more effective than Guided Writing to teach writing. The research method used in this study is a quasi-experimental research design. This research was conducted at SMP N 1 Nguter in the academic year of 2015/2016. The population of the research is the eighth grade of SMP N INguter. The samples are class VIII D as the experimental class which consists of 26 students and class VIII E as the control class which consists of 26 students. The research instrument used to collect the data in this study is test. The data were analysed by using t-test formula. The computation of the t-test shows that t observation (to) = 3.766 is higher than t table (50, 0.05) = 1.671. Therefore, it can be concluded that there is a significant difference in writing skill between the students taught using Interactive Writing and the students taught using Guided Writing. The mean score of experimental group is 71.88, while the mean score of control group is 66.46. Therefore, it can be concluded that Interactive Writing is more effective than Guided Writing to teach writing.

Key words: interactive writing, guided writing, writing skill.
MOTTO

Laughter is timeless
Imagination has no age
Dreams are forever

(Tinkerbell)

“Oh Allah, I am indeed harsh, so make me gentle;
I am weak, so make me strong,
And I am miserly, so make me generous.”

- Umar Ibn Al Khattab -
DEDICATION

This thesis is dedicated to:

1. My beloved parents
2. My little sister.
ACKNOWLEDGEMENT

First of all, the writer praises Allah SWT for His blessing to me that I can finish this thesis successfully. This thesis cannot be done without the assistance and guidance from many people. Therefore, the writer would like to offer her sincere thanks to:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret University.
2. Teguh Sarosa, M.Hum as The Head of English Department of Teacher Training and Education Faculty
3. Dr. Ngadiso, M.Pd., the writer’s first consultant, for his guidance and critical corrections during his busy schedule to make this thesis better.
4. Kristiandi, S.S., M.A. as the writer’s second consultant, for his guidance and advices.
5. Dewi Cahyaningrum S.Pd., M.Pd., the researcher’s academic consultant, for the motivation, kindness, and advice.
6. Sumardi, S.Pd, the Headmaster in SMP N 1 Nguter, who has given the writer permission for conducting the research.
7. Semiari, S.Pd., the English Teacher in SMP N 1 Nguter, for her sincerity in guiding the writer during the research. Thank you for the lesson.
8. The English Education Department Lecturers for patiently giving valuable knowledge and experience for these years.
9. The writer’s family, her beloved parents, for the prayers, supports, and patience.
10. Rohmad Setia Suryana, the writer’s most favorite thesis-reminder. Thank you for the help and thank you always supporting the writer to finish the thesis soon.
11. Her best friends, Ika, Cindy, Denty. Ariska, Nita, Fani, Ratna, for being her second family.

12. Mayang and Mb. Rera, thank you so much for a lot of help that is given to the writer.

13. The A Class of English Education Department 2012 for the togetherness and memories for more than 4 years.

The writer is the one who is responsible of any errors that may remain in this work. Therefore, constructive feedback, comments, suggestions, and criticism are gratefully welcome for the betterment of this thesis. The writer hopes this thesis will give some knowledge for the reader and can contribute for further research in the future.

Surakarta, August 2016

Gedis Wiranur Putri
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF THE RESEARCH</td>
<td>i</td>
</tr>
<tr>
<td>PRONOUNCEMENT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>LEGALIZATION OF EXAMINERS</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xv</td>
</tr>
</tbody>
</table>

## CHAPTER I INTRODUCTION

A. Research Background ........................................... 1
B. Problem Identification ....................................... 6
C. Problem Limitation ............................................. 7
D. Problem Statements ............................................. 7
E. Objectives of the Study .................................... 7
F. Benefit of the Study ......................................... 8

## CHAPTER II LITERATURE REVIEW

A. Writing .................................................................. 9
   1. Definition of Writing ....................................... 9
   2. Aspects of Writing ......................................... 10
   3. Macro and Micro Skills of Writing ....................... 11
B. Teaching Writing .......................................................... 12
   1. Writing in Language Teaching........................................ 12

C. Interactive Writing ......................................................... 15
   1. Definition of Interactive Writing ................................. 15
   2. Principle of Interactive Writing ..................................... 16
   3. Procedure of Interactive Writing .................................. 19
   4. Advantages of Interactive Writing ................................. 23
   5. Disadvantages of Interactive Writing ............................. 23
D. Guided Writing .............................................................. 24
   1. Definition of Guided Writing ....................................... 24
   2. Procedure of Guided Writing ..................................... 25
   3. Advantages of Guided Writing ..................................... 27
   4. Disadvantages of Guided Writing .................................. 27
E. Teaching Writing Using Interactive Writing Compared to Guided Writing .................................................. 28
F. Review of Related Research .............................................. 29
G. Rationale ........................................................................... 32
H. Hypothesis ......................................................................... 33

CHAPTER III RESEARCH METHODOLOGY
A. The Setting of the Research .............................................. 34
B. The Method of the Research ............................................. 34
C. The Subject of the Research .............................................. 36
   1. Population ...................................................................... 36
   2. Sample ........................................................................... 36
   3. Sampling ......................................................................... 36
D. Techniques of Collecting Data .......................................... 37
E. Techniques of Analyzing Data ........................................... 41
   1. Normality Test .............................................................. 41
   2. Homogeneity Test .......................................................... 42
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Description of the Data ............................................. 45
   1. Pre-test Scores...................................................... 45
      a. Experimental Group......................................... 45
      b. Control Group................................................. 48
   2. Post-test Scores.................................................... 50
      a. Experimental Group......................................... 50
      b. Control Group................................................. 53

B. Prerequisite Testing .................................................. 55
   1. Pre-test Scores...................................................... 55
      a. Similarity of Two Classes................................. 55
      b. The Result of Normality Test......................... 55
      c. The Result of Homogeneity Test................... 56
   2. Post-test Scores.................................................... 56
      a. The Result of Normality Test......................... 56
      b. The Result of Homogeneity Test................... 57

C. Hypothesis Testing ................................................... 58
   1. The First Hypothesis ............................................. 58
   2. The Second Hypothesis ....................................... 59

D. Discussion of Research Findings .................................. 60

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion ............................................................... 62
B. Implication ............................................................... 62
C. Suggestion ............................................................... 64

BIBLIOGRAPHY ................................................................... 65
APPENDICES ...................................................................... 68
LIST OF TABLES

Table 2.1  Hyland’s Principle Orientation of L2 writing .............................14
Table 2.2  The general difference of Interactive Writing and Guided Writing........................................................................................................28
Table 3.1  The schedule of the research.............................................................34
Table 3.2  Readability of writing test .................................................................38
Table 3.3  Scoring rubric for writing test ............................................................38
Table 4.1  The frequency distribution of experimental group pre-test scores ....46
Table 4.2  The frequency distribution of control group pre-test scores..........49
Table 4.3  The frequency distribution of experimental group post-test scores ......51
Table 4.4  The frequency distribution of control group post-test scores ..........53
Table 4.5  The result of normality test for experimental and control groups pre-test scores........................................................................................................55
Table 4.6  The result of normality test for experimental and control groups post-test scores........................................................................................................56
LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Lesson plan of the experimental group</td>
<td>68</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Lesson plan of the control group</td>
<td>80</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Writing test instruction</td>
<td>92</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Readability of writing test</td>
<td>94</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Result of readability of writing test</td>
<td>95</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Pre-test scores of experimental and control groups</td>
<td>96</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Descriptive statistics of experimental and control groups pre-test scores</td>
<td>97</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Normality test of pre-test of experimental and control groups</td>
<td>105</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>Homogeneity test of pre-test of experimental and control groups</td>
<td>109</td>
</tr>
<tr>
<td>Appendix 10</td>
<td>Computation of t-test of pre-test of experimental and control groups</td>
<td>112</td>
</tr>
<tr>
<td>Appendix 11</td>
<td>Post-test scores of experimental and control groups</td>
<td>114</td>
</tr>
<tr>
<td>Appendix 12</td>
<td>Descriptive statistics of post-test scores of experimental and control groups</td>
<td>116</td>
</tr>
<tr>
<td>Appendix 13</td>
<td>Normality test of post-test of experimental and control groups</td>
<td>120</td>
</tr>
<tr>
<td>Appendix 14</td>
<td>Homogeneity test of post-test of experimental and control groups</td>
<td>124</td>
</tr>
<tr>
<td>Appendix 15</td>
<td>Computation of t-test of post-test of experimental and control groups</td>
<td>127</td>
</tr>
<tr>
<td>Appendix 16</td>
<td>Students’ answer sheet</td>
<td>129</td>
</tr>
<tr>
<td>Appendix 17</td>
<td>Standard normal distribution table</td>
<td>137</td>
</tr>
<tr>
<td>Appendix 18</td>
<td>Lilliefors table</td>
<td>138</td>
</tr>
<tr>
<td>Appendix 19</td>
<td>Chi-square distribution table</td>
<td>139</td>
</tr>
<tr>
<td>Appendix 20</td>
<td>t-distribution table</td>
<td>140</td>
</tr>
</tbody>
</table>
Appendix 21  Photographs.............................................................. 141
Appendix 22  Legalization.............................................................. 143