COMPARATIVE STUDY BETWEEN PEER ASSISTED LEARNING STRATEGY AND GUIDED WRITING STRATEGY IN TEACHING WRITING
(An Experimental Study on the Eleventh Grade of SMA Negeri 1 Teras, Boyolali in the Academic Year of 2014/2015)

GIGIH JANTOKO
K2210030

Thesis
Submitted to the Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Getting the Undergraduate Degree in English Education

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2017
PRONOUNCEMENT

I would like to certify that the thesis entitled “Comparative Study between Peer Assisted Learning Strategy and Guided Writing Strategy in Teaching Writing (An Experimental Study on Tenth Grade Students of SMA Negeri 1 Teras, Boyolali in the Academic Year of 2014/2015)” is really my own work. It is not a product of plagiarism or made by others. Everything related to others’ works is written in quotation, the sources of which are listed on the bibliography.

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

Surakarta, July 2017

Gigih Jantoko
APPROVAL OF THE CONSULTANTS

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

TITLE : Comparative Study between Peer Assisted Learning Strategy and Guided Writing Strategy in Teaching Writing (An Experimental Study on Tenth Grade Students of SMA Negeri 1 Teras, Boyolali in the Academic Year of 2014/2015)

NAME : GIGIH JANTOKO

NIM : K2210030

On :

Approved by:

Consultant 1

Dr. Ngadiso, M.Pd.
NIP. 19621231 198803 1 009

Consultant 2

Hefy Sulistyawati, S.S., M.Pd.
NIP. 19781208 200112 2 002
APPROVAL OF THE BOARD EXAMINERS

This thesis has been examined by the Board of the Examiners of Teacher Training and Education Faculty of Sebelas Maret University Surakarta and has been approved to fulfill one of the requirements for obtaining the Undergraduate Degree in English Education.

Day:
Date:

Board of Examiners:
1. Chairman
   Teguh Sarosa, S.S., M.Hum.
   NIP. 19730205 200604 1 001

2. Secretary
   Prof. Dr. Joko Nurkamto, M.Pd.
   NIP. 19610124 198702 1 001

3. Examiner 1
   Dr. Ngadiso, M.Pd.
   NIP. 19621231 198803 1 009

4. Examiner 2
   Hefy Sulistyawati, S.S., M.Pd.
   NIP. 19770720 200112 1 001

Signatures:

Teacher Training and Education Faculty
Sebelas Maret University

The Dean
ABSTRACT

This research aims at revealing whether: (1) there is a significant difference between Peer Assisted Learning Strategy and Guided Writing Strategy to teach writing and (2) Peer Assisted Learning Strategy is more effective than Guided Writing Strategy to teach writing. This research was conducted using experimental research method. This research was conducted at SMA Negeri 1 Teras in the academic year of 2014/2015. The samples are class XI IIS 3 as the experimental class which consists of 30 students, and class XI IIS 1 as the control class which consists of 30 students. The research instrument used to collect the data in this research is writing test. The data were analyzed by using t-test formula. The computation of the test shows that t observation $(t_0) = (5.12)$ is higher than t table $(58, 0.05) = (2.00172)$. Therefore, it can be concluded that there is a significant difference in writing skill between the students taught using Peer Assisted Learning and those taught using Guided Writing. The mean of experimental group is 78.3, while the mean of control group is 75.2. Therefore, it can be concluded that Peer Assisted Learning is more effective than Guided Writing to teach writing.

Key words: peer assisted learning, guided writing, writing skill, teaching writing
MOTTO

If you feel yourself hitting up against your limit remember for what cause you clench your fists. Remember why you started down this path, and let that memory carry you beyond your limit.

- All Might -

I don't mind losing to someone, but I won't be beaten by myself.

- Emiya Shirou -
DEDICATION

This thesis is dedicated to:

- My beloved Mother
- My beloved Father
- My older Brother
- My older Sisters
- My younger Sister
- All my friends
ACKNOWLEDGEMENT

Praises and thanks are to Allah SWT, The Lord of Universe, who always blesses the writer in finishing his thesis as a partial requirement for getting the Undergraduate Degree of Education in English Department.

The writer would like to express his special gratitude for them who have given him their help, guidance, and support in writing this thesis.

1. Prof. Dr. Joko Nurkamto, M.Pd. as the Dean of Teacher Training and Education Faculty of Sebelas Maret University who approved this thesis.
2. Teguh Sarosa, S.S., M.Hum. as the head of English Education Department of Teacher Training and Education Faculty.
3. Dr. Ngadiso, M.Pd. the first consultant, for the advice, patience, motivation, and correction in writing this thesis.
4. Hefy Sulistyawati, S.S., M.Pd. the second consultant, for the advice, patience, motivation, and correction in writing this thesis.
5. Prof. Dr. Joko Nurkamto, M.Pd. the academic consultant, for the motivation, kindness, and advice.
6. All lecturers in English Education Department, for the valuable knowledge.
7. Mr. Wakimun, M.Pd, the headmaster of SMA Negeri 1 Teras Boyolali, for allowing the writer to conduct the research.
8. Mrs. Endang Setyorini, S.Pd., the English teacher of SMA N 1 Teras, Boyolali who has allowed him to conduct a research in her class.
9. The students of XI IIS 1 and XI IIS 3 of SMA Negeri 1 Teras, Boyolali who have sincerely helped the writer to do the research.
10. His father, Daryanto Widyo S. for his great love, unlimited patience, pray and support.
11. His mother, Martin Haryanti for her great love, unlimited patience, pray and support.
12. His sisters, Nores Hartanti, S.Pd., Endras Widyastuti, A.Md., and Ambar Rohmawati for their great love, pray and support.
13. His classmates, Class A 2010, for their motivation and care during learning together.

14. Fire Friends (Mitro, Cercet, Arpen, Bolot, Adam, Ngithut, Thothot, Kriwul, Nggesut, Brewie, Fariz) for their help, suggestions, laughing, cares and also for the happiness.

15. All of his friends in English Education Departments, for the supports and everlasting friendship.

   The writer realizes that this thesis is still far from being perfect, so he accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers and improvement of teaching English.

   Surakarta, July 2017

   Gigih Jantoko
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER</td>
<td>i</td>
</tr>
<tr>
<td>PRONOUNCEMENT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL OF THE CONSULTANTS</td>
<td>iii</td>
</tr>
<tr>
<td>APPROVAL OF THE BOARD 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>x</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xii</td>
</tr>
<tr>
<td><strong>CHAPTER I INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Identification of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>C. Limitation of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>D. Problem Statement</td>
<td>5</td>
</tr>
<tr>
<td>E. Objectives of Study</td>
<td>6</td>
</tr>
<tr>
<td>F. Benefit of the Study</td>
<td>6</td>
</tr>
<tr>
<td><strong>CHAPTER II LITERATURE REVIEW</strong></td>
<td>7</td>
</tr>
<tr>
<td>A. The Review of Writing</td>
<td>7</td>
</tr>
<tr>
<td>1. The Nature of Writing</td>
<td>7</td>
</tr>
<tr>
<td>2. The Purpose of Writing</td>
<td>8</td>
</tr>
<tr>
<td>3. Criteria of Good Writing</td>
<td>10</td>
</tr>
<tr>
<td>4. The Micro and Macro Skills of Writing</td>
<td>11</td>
</tr>
<tr>
<td>5. The Teaching of Writing</td>
<td>14</td>
</tr>
<tr>
<td>6. Assessing Writing</td>
<td>21</td>
</tr>
<tr>
<td>7. The Teaching Material</td>
<td>23</td>
</tr>
</tbody>
</table>
B. Review of Peer Assisted Learning ........................................28
   1. Definition of Peer Assisted Learning ..........................28
   2. Teaching Step of Peer Assisted Learning ......................29
   3. Strengths of Peer Assisted Learning ..........................35
   4. Weakness of Peer Assisted Learning ..........................35
C. Review of Guided Writing ..............................................36
   1. Definition of Guided Writing ..................................36
   2. Teaching Steps of Guided Writing ............................37
   3. Strengths of Guided Writing ..................................41
   4. Weakness of Guided Writing ..................................41
D. Rationale .................................................................41
E. Hypothesis ...............................................................44

CHAPTER III RESEARCH METHODOLOGY ..................................45
A. Method of The Research ..............................................45
B. Setting of The Research ..............................................45
C. Subject of The Research ..............................................46
D. Technique of Collecting Data .....................................46
E. Technique of Analyzing the Data ..................................49

CHAPTER IV RESEARCH RESULT AND DISCUSSION .................55
A. Data Description .........................................................55
   1. The Data of Students Taught Using Peer Assisted Learning ............................................55
   2. The Data of Students Taught Using Guided Writing ........................56
B. Prerequisite Tests .........................................................57
   1. Normality Test .......................................................58
   2. Homogeneity Test ....................................................58
C. T-Test ...........................................................................59
D. Discussion of the Results .............................................60

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION ......64
A. Conclusion .................................................................64
B. Implication ...............................................................64
C. Suggestion .........................................................................................66

BIBLIOGRAPHY ........................................................................................68

APPENDICES ..........................................................................................72
LIST OF TABLES

Table 2.1 Writing Scoring Rubric ................................................................. 21
Table 3.1 Research Schedule..........................................................................43
Table 3.2 Questions for Writing Test Readability .........................................45
Table 3.3 Analytic Scale of Writing Test ........................................................46
Table 4.1 The Frequency Distribution of Data A1 .......................................51
Table 4.2 The Frequency Distribution of Data A2 .......................................52
Table 4.3 Summary of Normality Calculation .............................................53
Table 4.4 Summary of Research Data..........................................................54
Table 4.5 Summary of Homogeneity Calculation ........................................54
Table 4.6 Summary of t-test Calculation .......................................................55
LIST OF FIGURES

Figure 4.1 Histogram and Polygon of Data A₁ ..................................................51
Figure 4.2 Histogram and Polygon of Data A₂ ..................................................52
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Syllabus for Grade XI</td>
<td>72</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Lesson Plan of the Experimental Group</td>
<td>80</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Lesson Plan of the Control Group</td>
<td>110</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Writing test instruction</td>
<td>132</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Readability of Writing Test</td>
<td>133</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Result of Readability of Writing Test</td>
<td>134</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Post-test Scores of Experimental and Control Groups</td>
<td>136</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Descriptive Statistics of Experimental Group</td>
<td>139</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>Descriptive Statistics of Control Group</td>
<td>141</td>
</tr>
<tr>
<td>Appendix 10</td>
<td>Prerequisite Test of Experimental Group and Control Group</td>
<td>143</td>
</tr>
<tr>
<td>Appendix 11</td>
<td>Computation of t-test of Post-test of the Experimental and Control Groups</td>
<td>149</td>
</tr>
<tr>
<td>Appendix 12</td>
<td>Students’ Answer Sheet</td>
<td>151</td>
</tr>
<tr>
<td>Appendix 13</td>
<td>Standard Normal Distribution Table</td>
<td>157</td>
</tr>
<tr>
<td>Appendix 14</td>
<td>Lilliefors table</td>
<td>158</td>
</tr>
<tr>
<td>Appendix 15</td>
<td>Chi-square distribution table</td>
<td>159</td>
</tr>
<tr>
<td>Appendix 16</td>
<td>t-distribution table</td>
<td>160</td>
</tr>
<tr>
<td>Appendix 17</td>
<td>Legalization</td>
<td>161</td>
</tr>
</tbody>
</table>