



**THE EFFECT OF USING INTERACTIVE WRITING AND GUIDED WRITING  
STRATEGY TO TEACH WRITING SKILL FOR STUDENTS WITH  
HIGH AND LOW MOTIVATION**

**(The Case of the Paragraph Based Writing Subject of the Second Semester of  
University of PGRI Semarang Students)**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirements  
for the Degree of *Magister Pendidikan (M.Pd)*  
in English Language Education**

**by**

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I hereby declare that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions and findings included in this thesis are quoted in accordance with ethical standard.

Semarang, September 2015

Ria Tri Kusuma  
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## MOTTO

*O believers, seek assistance in patience and prayer. Truly Allah is with the people who are patient.*

*(Al Baqoroh: 153)*

## **DEDICATION**

To :

My beloved father Sadimin and mother Sukirah, for supporting  
and praying me always to finish this thesis well

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Finally, the writer realizes that this thesis is still far from being perfect. Thus, she would like to accept any suggestions for the improvement. She hopes that it would be useful for the readers.

Semarang, September 2015

Ria Tri Kusuma

## ABSTRACT

Kusuma, Ria Tri. 2015. *The Effect of Using Interactive Writing and Guided Writing Strategy to Teach Writing Skill for Students with High and Low Motivation*. First Supervisor: Dr. Dwi Anggani L.B., M.Pd, Second Supervisor: Drs. Ahmad Sofwan, Ph.D

**Key words:** paragraph based writing, interactive writing and guided writing

The objectives of the study are : 1) to find out the effectiveness of the lecturer of English Department University of PGRI Semarang teaches paragraph based writing by using interactive writing strategy and guided writing strategy ; 2) to find out if the teaching of paragraph based writing by using interactive writing strategy to students in high and low motivation can be effective ; 3) to find out if the teaching of paragraph based writing by using guided writing strategy to students high and low motivation can be effective ; 4) to find out if there is any interaction between the use of interactive writing and guided writing strategy among students with high and low motivation.

This study uses 2x2 factorial experimental design which is a development from a quasi-experimental research. The object of this research was the teaching of paragraph based writing. The subjects were the students of class 2A and 2B, each class of which was divided into two parts, they were high and low motivated students. The instruments used were test, questionnaire, and observation.

The analysis revealed that the teaching of paragraph based writing subject to the students of 2A and 2B by using either interactive writing or guided writing strategies was effective for high and low motivation students. There is significant difference in the students' achievement among high motivated students between those taught using interactive writing and guided writing, and there is significant difference in the students' achievement among low motivated students between those taught using interactive writing and guided writing as well. There is interaction among the strategy, motivation, and writing ability depending on the motivation.

The suggestion towards this research is using interactive writing strategy is more effective than guided writing strategy in paragraph based writing subject in which it is focused both on the interaction and collaboration of the lecturer and the students themselves in high and low motivation.

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## **LIST OF ABBREVIATIONS**

L1	: First Language
L2	: Second Language
WE	: Written Expression
EFL	: English Foreign Language
ESL	: English Second Language

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# **CHAPTER I**

## **INTRODUCTION**

This chapter encompasses the background of the study, the reasons for choosing the topic, the statement of the problems, the objectives of the study, the significances of the study, the scopes of the study, the definition of key terms, and the outlines of thesis proposal.

### **I.1 Background of study**

In order for students to become literate, lecturers must constantly examine how their instruction affects student achievement. Schmoker (2006) argues that literacy instruction has a direct link to student achievement and stressed the importance of educators constantly reflecting and analyzing their instruction. Clay (2005a) explains that the goal of instruction was to produce independent readers and writers so that the students continue to learn each time they read or write. Moreover, high quality instruction provided by skilled teachers makes a difference for the most struggling learners (Lyons, Fletcher, Fuchs, & Chhabra, 2006). And, Snow, Burns, and Griffin (2001) find that if students from non supportive homes received effective literacy instruction, these students could reach adequate literacy achievement levels. Clearly, teaching and learning are connected and we must continue to investigate effective literacy practices to positively impact achievement of all students, but especially struggling learners.

In addition to the studies investigating best literacy practices in writing, it is also important for educators to constantly examine how their literacy instruction affects writing achievement. Effective writing instruction can support students who are at risk for literacy failure (Craig, 2006). Clay (2005b) defines writing as constructing a meaningful message while utilizing known words and building a writing vocabulary. Within this context, students shift from writing simple messages with limited language to more complex messages with extended details (Clay, 2001).

Writing is an intricate process for novice, emergent writers to master. Most university students are classified as emergent or novice writers. They understand that messages can be written to express meaning and that others can read their messages. Novice writers have to learn how to balance graphomotor, linguistic, and cognitive demands of the task (Askew & Frasier, 1999; Clay, 2001; Craig, 2006; Williams, 2011). In addition, students must learn how to manage concepts about print and conventions that must be used flexibly during the writing process. Even though writing is a complex process, it is important for lecturers to understand how to implement effective writing instruction. As a part of this process, interactive writing could be an effective instructional tool that can affect early writing achievement (McCarrier, Pinnell, & Fountas, 2000). Interactive writing is an instructional tool where students are invited to use their own language within a supportive environment while developing critical foundational skills about letters, words, and sounds (McCarrier et al., 2000).

One type of writing instruction for early writers to consider is interactive writing. Interactive writing can be an effective instructional tool to close this literacy gap.

Hovland, Gapp, and Theis (2011) find that a disproportionate amount of time was being devoted to reading instruction in early grades while writing was given less time and attention. The purpose of this study is to investigate how a group of at-risk university students' writing achievement improves after implementing interactive writing.

The effectiveness of sharing or giving information could be seen when a person tries to communicate with other persons in written forms. The writer thinks that the information could be effective if the readers understand what the writer says in written form. It is different from spoken form; the speaker speaks to the listener directly. Here, the speaker does not have much time to think more. Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. That means they involve producing language rather than receiving it. Moreover, writing skill is more complicated than other skills in English language. Writing skill is not only talking about grammars and vocabularies but also talking about conceptual and judgment elements. Because of the difficulties, some efforts have been done to solve the problems, the purpose is to make writing become easier and interesting to learn for students.

According to prior research, Galbraith and Torrance (2004: 64) describe two important views in terms of the practical implications of writing strategies as follows: (1) *Planning strategy*, in which writers “concentrate on working out what they want to say before setting pen to paper, and only start to produce full text once they have worked out what they want to say”. Based on the planning strategy, the teacher could use available media (such as pictures, animations, and video) or instruments to assist

writing and guide students who have some ideas to express before actually beginning writing. (2) *Revising strategy*, in which writers “work out what they want to say in the course of writing and content evolves over a series of drafts”. According to this strategy, students can think of what they want to write by observing the media content and simultaneously revising their drafts.

As mentioned above, writing strategies on how to develop and formulate abstract ideas as well as use proper media or tools to assist pre-writing and successive tasks are critical issues. Guided writing is the most important factor in these strategies. Guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice (Tyner, 2004). Holdich and Chung (2003) indicate guided writing offers greater opportunities for young writers to make valuable connections between text, sentence and word level decisions and help children shape and redraft texts with particular criteria in mind. Most importantly, with such a writing strategy, the instructor should think how to guide young students into independent writing and help them discover their own

There are some ways to cope with the problems that make the students unable to write. According to the researcher, the first thing to do is to improve the teaching and learning process. The teacher should motivate the students in writing by giving some suggestions, corrections, and rewards if they made a good writing. Then the teacher can select and apply the appropriate method and technique in teaching language, which is suitable with the condition of students of second semester. According to the researcher, there are two strategies that are appropriate to the characteristics of the students of

second semester of University of PGRI Semarang by using interactive writing and guided writing strategy in teaching writing. By using one of those strategies, it is hoped that the students are able to increase their motivation in the teaching and learning process. Of course, there are many other techniques, methods, or approaches, yet those need priority.

## **1.2 Reasons for Choosing the Topic**

Teaching English as foreign language acquires special strategies, approaches, and techniques in their implementations. Several background reasons which come along to this issue are the following:

- (1) Teaching writing is teaching functional communication, making learners possible to create imagined worlds of their own design. Writing as one of four language skills is considered as a difficult skill because the writer has to make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. (Kern, 2000:172)
- (2) Paragraph based writing is a collection of sentences on the same theme or topic. Paragraph based writing can consist of just a single paragraph, although this is unusual. (Skern, 2009:35).
- (3) Interactive writing is a process utilizing scaffolded learning and instruction and it is used by the students to contribute what they know to implement while the teacher extends their understanding of how interactive writing works. (Askew and Frasier, 2000:66).

- (4) A guided-writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. It contributes to the teaching sequence as exemplified in the Primary Framework. Through guided writing, children are supported during the different stages of the writing process. (Primary National Strategy, 2007: 6).
- (5) The characteristics of university students to learn and do everything in fun way of doing writing seem to be bored enjoying writing. Thus, creative teaching and deeper materials for writing are highly needed for teaching them.
- (6) Concerning about those conditions, the researcher intends to know if integrating peer feedback in paragraph based writing is helpful for academic writing which enables students to create a meaningful text in writing.

### **1.3 Research Questions**

In attempting to investigate the ways of interactive writing and guided writing strategies in teaching writing skill to the students' paragraph based writing, it is necessary to answer the following questions:

- (1) How is the effect of interactive writing strategy to teach paragraph based writing to students with high motivation?
- (2) How is the effect of guided writing strategy to teach paragraph based writing to students with high motivation?
- (3) How is the effect of interactive writing strategy to teach paragraph based writing to students with low motivation?

- (4) How is the effect of guided writing strategy to teach paragraph based writing with to students low motivation?
- (5) How is the effect of interactive writing and guided writing strategy to teach paragraph based writing to students with high motivation?
- (6) How is the effect of interactive writing and guided writing strategy to teach paragraph based writing to students with low motivation?
- (7) How is the effect of high and low motivation students on interactive writing strategy in teaching paragraph based writing?
- (8) How is the effect of high and low motivation students on guided writing strategy in teaching paragraph based writing?
- (9) How is the interaction among interactive and guided writing strategy in teaching paragraph based writing to students?

#### **1.4 Objectives of the Research**

The present study aims at as follows:

- (1) To measure the effect of interactive writing strategy to teach paragraph based writing to students with high motivation
- (2) To measure the effect of guided writing strategy to teach paragraph based writing to students with high motivation
- (3) To measure the effect of interactive writing strategy to teach paragraph based writing to students with low motivation
- (4) To measure the effect of guided writing strategy to teach paragraph based writing to students with low motivation

- (5) To measure the effect of interactive writing and guided writing strategy to teach paragraph based writing to students with high motivation
- (6) To measure the effect of interactive writing and guided writing strategy to teach paragraph based writing to students with low motivation
- (7) To measure the effect of high and low motivation students of interactive writing strategy in teaching paragraph based writing
- (8) To measure the effect of high and low motivation students of guided writing strategy in teaching paragraph based writing
- (9) To measure the interaction among interactive and guided writing strategy in teaching paragraph based writing to students

### **1.5 Significances of the Research**

- (1) Theoretically this research hopefully extends the meaningful knowledge for lecturers in teaching English for students generally and especially teaching paragraph based writing using interactive writing and guided writing strategies.
- (2) Practically the materials of paragraph based writing using interactive writing and guided writing strategies hopefully can assist lecturers to teach English for university students more easily and attractively.
- (3) Pedagogically this study is hopefully helps to improve university students' paragraph based writing skill especially good writing academic.

## **1.6 Scope of the Study**

Only the small scope is taking a part in this study. The researcher chooses a lecturer as the subject and two classes of the second semester students of *University of PGRI Semarang* as the object of the study. This study only focuses on the use of interactive writing and guided-writing strategy to teach paragraph based writing in the second semester of the academic year of 2014/2015. The researcher decides to take “*interactive writing strategy or guided writing strategy*”.

## **1.7 Definition of Key Terms**

Terminologies of this research are described orderly. Those descriptions avoid the readers’ misperception.

- (1) Paragraph based writing is a written text, which is a very important part of university study. (Zemach and Rumisek, 2005:5)
- (2) Interactive writing strategy is a cooperative event in which teacher and children jointly compose and write text. Not only do they share the decision about what they are going to write, they also share the duties of scribe. The teacher uses the interactive writing session to model reading and writing strategies as he or she engages children in creating text.(Slate, 2000:1)
- (3) Guided writing strategy is a strategy of writing, which is used to provide instructional materials or relevant media to help students write. For example, in traditional writing instruction, the instructor generally guides student to express ideas by providing paper-based text, pictures or video media related to the writing subject. (Lan et al, 2011:149).

- (4) The second semester students are the students who have connection with their university and have both great hope to become educated persons and high responsibility and are ready to do some research related to the major they masters.
- (5) University of PGRI Semarang is a teacher's training and educational university, which provides qualified teacher's candidates who are ready to develop and increase the educational quality and proclaim good teachers' welfare reached in Indonesia.

## **1.8 Outline of Thesis**

This thesis consists of five chapters. Chapter one consists of the Background of the Study, Reasons for Choosing the Topic, Statement of Problems, Objectives of the Study, Significances of the Study, Scope of the Study, Definition of Key Terms, and Outline of Thesis Proposal.

The reviews of related literature of the study are presented in chapter two. They are Previous Studies, Theoretical Reviews, and Theoretical Framework. The first reviews deals with some previous studies related to present study. The second term covers Nature of Writing, The EFL Writing, Teaching Writing Methodology, Writing Approaches, interactive Writing, Steps of Interactive Writing, Guided Writing Strategy, Use of Guided Writing Strategy, Reading Literature in Writing, and Students' Belief in Writing.

The method of the research is realized in the third chapter. It elaborates the Research Design, Population and Sampl, Unit of Analysis, Method and Technique of Collecting Data, and Technique of Analysing Data.

The Findings and Discussion are explained in the fourth chapter. It explains the research findings and discussion of the research

The Conclusion and Suggestion are enlightened in the fifth chapter. It concludes and suggests all discussion which is explained in the fourth chapter.