CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research questions, research purposes, significance of the research, research framework, hypothesis, and previous studies.

A. Background of Study

Writing is one of the fundamental abilities necessary to teach English. According to Klein (1985), writing is the ability to express ideas through symbols using a pen and paper. The paper's representation will have significance and content that the writer can communicate to others. In addition, writing abilities are difficult to teach since they require mastery of grammatical and rhetorical methods and conceptual and evaluative factors (Heaton, 1989). In addition, writing competence is the capacity that enables writers to put their ideas into words in a meaningful way and to comprehend the message. As said previously, writing is about communicating content and representing oneself.

Writing is the hardest language skill achieved by students and taught by the teachers teaches (Alwasilah, 2004). It should be formal, use a wide range of words, be written for people who can't see the writer directly, and avoid repetition (Brown, 1994) cited in Weigle (2002). In addition, the writer needs to consider some aspects to develop quality writing. Weigle (2002) states that writing has five parts: content, structure, vocabulary, language use, and mechanics. Moreover, the writer should cover these aspects.

Meanwhile students still need help to produce a good writing. It is based on a preliminary survey in a Junior High School in Bandung. Students at this school frequently struggled to develop ideas for writing and did not know what to write if they wanted to begin writing. Some students were also frustrated when they could not find the right words. Individuals have trouble with writing for a variety of reasons, including difficulty with conventions, capitalization, proper grammar, spelling, punctuation, and some of the most

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fundamental and introductory parts of writing (Ghabool, Edwina, and Kashef, 2012).

The issues mentioned above can be addressed, and student writing abilities increased through the practice of interactive writing. In an interactive writing session, the teacher and students construct a story or text on a chart or piece of writing paper (Mc Carrier et al, 2000). Simply put, the interactive writing technique requires students to take an active role in the writing process and the accumulation of knowledge. Anything they create on paper is under its control. As Bonnemort (2012) described, interactive writing is direct and explicit teaching in constructing a text to scaffold students as they explore print conventions and assist them in learning how to word work. In interactive writing, the teacher models the writing process for the students and then invites their input while providing guidance. Spelling, capitalization, punctuation, spacing between words, and word order are the primary focuses of the interactive writing technique.

Several researchers have discussed interactive writing techniques to improve students' writing skills. The first research by Heryanti (2018) examines a comparative study on teaching recount text using interactive writing and guide writing techniques. The research used descriptive comparative to compare which technique effectively taught recount text to the eighth-grade junior high school students in Pare-Pare. The second research, by Coloquit et al. (2020), discusses improving students' English writing proficiency through interactive writing. The research aims to determine the effectiveness of interactive writing techniques in intensifying basic writing skills to produce low-level proficiency in basic writing for college students and employees. The study was conducted at the University of Nueva Caceres, Philippines, by using mix method design. The last research by Wirhayati (2020) discusses the development of writing skills in English department students through interactive techniques. The descriptive qualitative method and the data of this research were from the third semester of students at English Literature Pamulang University and the students' writing or essays.

However, this study differs from previous studies in some ways. The last goal of the research was to use two techniques in teaching writing to 8th-grade junior high school students and college students. The method used also shows a distinction. This study employs the pre-experimental method, whereas previous studies employed classroom descriptive comparative, mixed method, and case study approaches. Meanwhile, only one technique was used in this study to teach writing. The genre of the text also different, the previous research used recount text and paragraph essay, whereas in this study used descriptive text in teaching writing. The researcher chooses descriptive text because it is one of the genres of text that describes something, an animal, or a thing. Readers learn about a problem's details, facts, and event sequence through descriptive text. If students do not understand how to create a descriptive text, there may be misunderstandings between the writer and the reader. Moreover, with interactive writing technique facilitates students' understanding of the genre (William, 2017).Thus, teaching students to write descriptive text is essential.

B. Research Questions

Following the subsequent research questions will be addressed in this study:

1. What is the students' writing skill before using interactive writing technique?
2. What is the students' writing skill after using interactive writing technique?
3. How significant is the difference between students' writing skills before and after using interactive writing technique?

C. Research Purposes

The purposes of this research are:

1. To figure out the students' writing skills before using interactive writing technique.

2. To figure out the students' writing skills after using interactive writing technique.

3. To figure out the significant difference between students' writing skills before and after using interactive writing technique.

D. Research Significance

The value of this study is recognized to have both theoretical and practical:

1. Theoretically, this study can be a reference for other researchers interested in utilizing interactive writing techniques in the classroom.

2. Practically, the findings of this study are anticipated to make some crucial contributions to those involved. Initially, the researcher expected that this study would help teachers develop their students' writing abilities and offer alternate strategies for teaching writing to junior high school students. Second, the researcher anticipated that interactive writing technique would assist students in overcoming their beliefs that writing is not a challenging activity and the difficulty of writing in English subject.

E. Research Limitation

This research focuses on the use of interactive writing techniques to get an understanding of writing. Here, descriptive text writing focuses on content, organization, grammar, and mechanic. The descriptive text focuses on describing things, places, and people. This research conducted at the first-grade students of SMP Al Amanah in Bandung.

F. Research Framework

According to Ghaith (2002), writing is a process with many parts that lets writers explore and build their thoughts and ideas. Because writing is a process in which genre rules significantly impact what we write, these aspects need to be part of learning activities (Harmer, 2004). Based on these definitions, writing is a method of communicating through text in which we, as authors, express our thoughts and ideas based on the genre and the portions of the text that apply. In

this study, interactive writing strategies used to teach writing descriptive text are utilized to assess students' writing abilities.

Nunan (1992) stated writing fluently and expressively is the most difficult of the four language skills for all students, regardless of whether they are first, second, or foreign language students. As a result, English, primarily for writing, is the foreign language for students at SMP Al Amanah Cileunyi in Bandung. They have to write down everything that comes to mind. They must also organize their thoughts in the paragraph. They must also consider the aspects of their writing. Weigle (2002) supports that writing has five elements: content, organization, vocabulary, language use, and mechanics.

Interactive writing can solve students' writing problems, mainly to improve students' writing skills. A group of researchers and teachers affiliated with Ohio State University created interactive writing in 1991 (McCarrier et al., 2000). According to Calella & Jordano (2002), interactive writing is a group practice led by a teacher that teaches students about the writing process and how written language works. When the teacher and students use interactive writing techniques, they share the pen as they approach the board to write, and the teacher then calls them to the board. Swiney and Velasco (2011) also stated that when students participate in interactive writing, they come to the front of the class when the teacher calls them to write their sentences on the board.

By using the interactive writing technique in the classroom, teachers can coach students as they write by demonstrating it first. According to Pinnel & McCarrier (1994), interactive writing techniques utilizing writing ability allow teachers to prove how to think about the audience while allowing their students to link or experiment with the work.

G. Hypothesis

In quantitative research, a hypothesis is a statement in which the researcher conducts a guess or conjecture regarding the result of a link between features or characteristics (Creswell, 2012). It is reasonable to expect

considerable improvement in students' writing abilities after instructing them to engage in interactive writing techniques. Furthermore, this study employs a two-variable design, with students' writing ability serving as the dependent variable (represented by "Y") and interactive writing technique serving as the independent variable (defined by "X") that influences it. The research hypothesis is proposed: "Teaching Writing Descriptive Text by Using Interactive Writing Technique to Improve Students' Writing Skill."

Using the IBM SPSS 20 version, a paired sample T-Test with a significance level of 5% was performed (0.05). Here is the formulation for hypothesis determination (Rahayu, 2016).

H0: there is no significant difference on students' writing skill before and after using interactive writing technique.

Ha: there is significant difference on students' writing skill before and after using interactive writing technique.

When determining the hypothesis with the Paired Sample T-Test, the null hypothesis is rejected if the t-count is greater than the t-table. It means there is a significant difference in students' writing skills before and after using interactive writing techniques. In other words, if the t-count is less than the t-table, it may be assumed that the null hypothesis is accepted. It means there is no significant difference in students' writing abilities before and after using interactive writing techniques in the classroom.

H. Previous Studies

Three researchers have published several studies on the effectiveness of using interactive writing techniques in educational settings. The study's authors successfully argued that engaging with various text genres and interactive writing techniques increases students' writing abilities.

Mardiana Heryanti conducted the first study (2018), entitled *"A Comparative Study on Teaching Writing in Recount Text By Using Interactive Writing and Guided Writing Technique at The Eighth Grade at SMPN 2 Lanrisang Pinrang"*. Using a descriptive comparative research approach, the

study compared guided writing with interactive writing. Based on the mean scores of the two classrooms, the interactive writing style is more effective than the guide writing technique, mainly when teaching recount texts, as demonstrated by the student's performance in both classes.

The following study is by Coloquit et al. (2020) entitled "*Improving Students' English Writing Proficiency through Interactive Writing Technique.*" They applied a mixed-methods approach to examine the growth in content, mechanics, organization, diction, elaboration, and support of pre- and post-test writing samples from English majors. Students from the University of Nueva Caceres in the Philippines participated in the research. It showed that incorporating interactive writing activities across the entire process in a college classroom improved students' writing skill.

The last study was done by Wirhayati (2020), entitled "*Interactive Teaching in Writing Sessions of English Department Students.*" This study focuses on writing ability growth among Pamulang University English majors. Qualitative research methods, including interviews, questionnaires, and a review of relevant documents, were used in this study. Findings indicated that students' paragraph-writing skills might be upgraded by incorporating interactive learning techniques into the writing process.

However, this research is different from research done in the past because the interactive writing technique is only one of the many techniques that would be utilized to improve students' writing skills. The type of writing used in this investigation is descriptive text, whereas the other studies relied on recount texts and essays. The approach that was used is another crucial point of differentiation. The pre-experimental process is utilized in this research, whereas in the earlier research, it used the classroom descriptive comparative, mixed, and case study methods. Moreover, the target of this research is 7th-grade junior high school students, whereas, in the previous research, the participants were 8th-grade students of junior high school and college students. As a result, the findings of this research are distinct from those of earlier research.