

SKRIPSI
**A COMPARATIVE STUDY ON TEACHING WRITING IN
RECOUNT TEXT BY USING INTERACTIVE WRITING
AND GUIDED WRITING TECHNIQUES AT
THE EIGHTH GRADE AT
SMPN 2 LANRISANG
PINRANG**



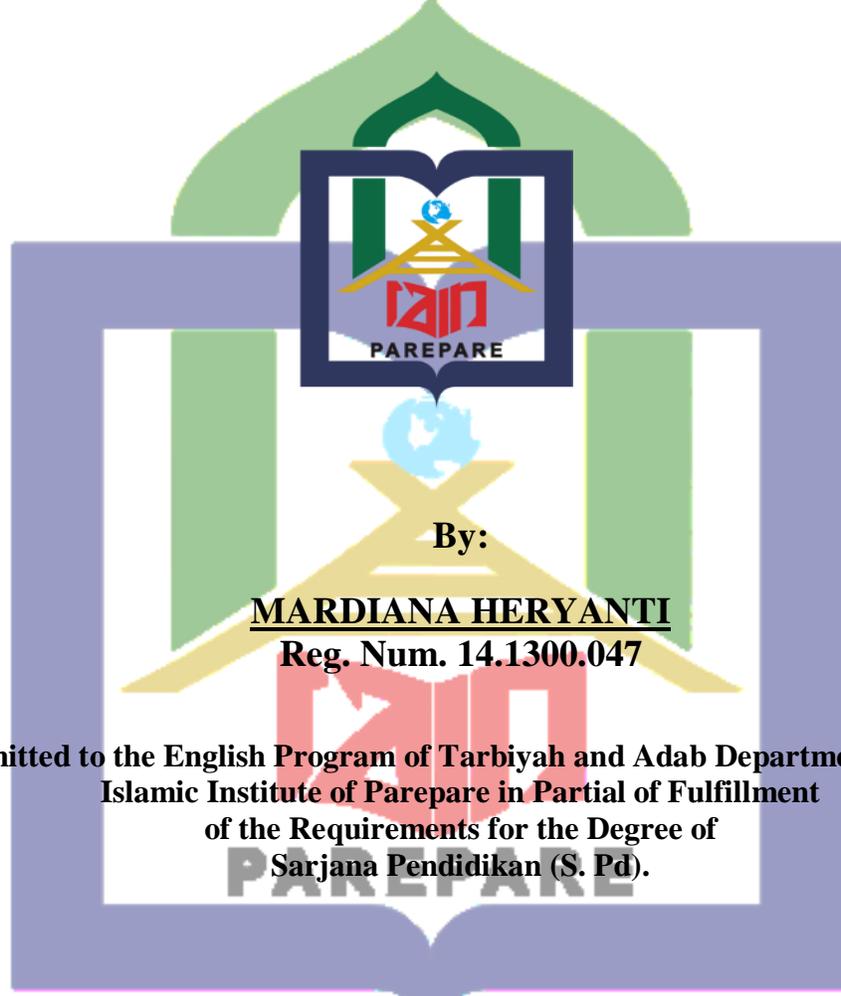
By:
MARDIANA HERYANTI
Reg. Num. 14.1300.047

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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MARDIANA HERYANTI

Reg. Num. 14.1300.047

**Submitted to the English Program of Tarbiyah and Adab Department of State
Islamic Institute of Parepare in Partial of Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan (S. Pd).**

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of Sarjana Pendidikan (S. Pd).**

English Program

Submitted by

**MARDIANA HERYANTI
Reg. Num. 14.1300.047**

PAREPARE

To

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

ENDORSEMENT OF CONSULTANT COMMISSIONS

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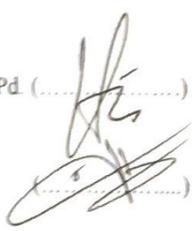
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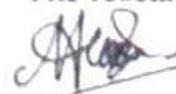
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The researcher realizes that this Skripsi has not been perfect, both in terms of material or presentation. The suggestion and constructive criticisms are expected in the completion of this Skripsi. The researcher hopes that this Skripsi can provide things that are useful and add insight to the reader, especially for the researcher.

Parepare, 12 November 2018

The researcher



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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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Stated this skripsi was her own writing and if it can be proved that it was copied, duplicated or complied by any others people, this skripsi and the degree that has been gotten would be postponed.

PAREPARE

Parepare, 12 November 2018

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ABSTRACT

Mardiana Heryanti (14.1300.047). *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, Skripsi, English Program of Tarbiyah and Adab Department, State Islamic Institute Of Parepare (Supervised by Abdul Haris Sunubi and Mujahidah).*

The researcher would compare between using interactive writing and guided writing techniques on teaching writing, especially in recount text. The aims of this research were to find out whether there was any significant difference between teaching writing in recount text by using interactive writing and guided writing techniques and to know which one technique was more effective to use in teaching writing between interactive writing and guided writing. The subject of research was the students of VIII.1 at SMPN 2 Lanrisang Pinrang that consist of 23 students in which the students divided into two groups to apply interactive writing and guided writing techniques where interactive writing class consist of 11 students and guided writing class consist of 12 students. The subject of research was taken by using purposive sampling.

The research used descriptive comparative as design of research to compare the using of interactive writing and guided writing techniques. The data of research collected by using writing task in the form of recount text and the data of research would be analysis by using quantitative analysis.

The result of this research was indicated by the students' mean score of interactive writing class (79.27) and guided writing class (66.33). Thus, the mean score of interactive writing class was higher than guided writing class and it can be conclude that interactive writing technique was more effective than guided writing to use in teaching writing and there was any significant difference between teaching writing in recount text by using interactive writing and guided writing techniques at the eighth grade at SMPN 2 Lanrisang Pinrang. It was indicated that null hypothesis was rejected and alternative hypothesis was accepted.

Keywords: Writing, Interactive Writing, Guided Writing.

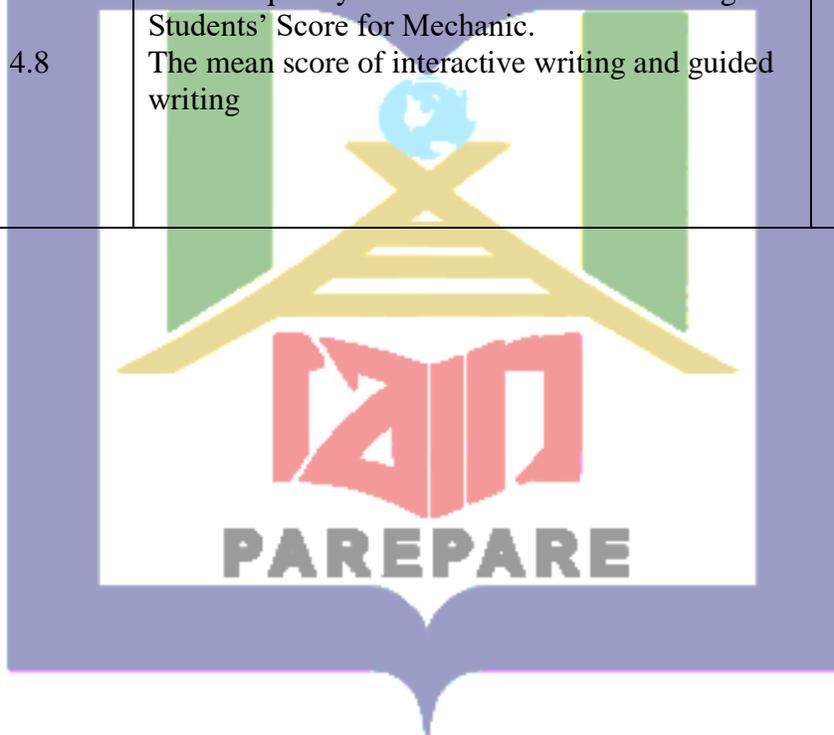
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CHAPTER I

INTRODUCTION

This deals with background, problem statement, objective of the research, and significance of the research.

1.1 Background

English as International language is spoken almost all over the world. In the global era, English takes an important role as communication language used in many sectors of life, such as trading, bilateral relationship, politic, science, technology and many others. In fact, people use the language to express their feelings, ideas, and desires. English has become the language used by many people over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information and technology.

Teaching English in this era has undergone numerous changes and more innovative. Nowadays, some trends are coming up in English Language Teaching such as Teaching with Technology, Teacher-Connect with Web, and many more. The change is made to suit the situation and the needs of the learners. The change is also made to meet the goal of learning English. The use of these trends is not only to make the teaching learning process easier but also to enhance the will of learning English without compulsion.

The high demand of English obliges teacher to find the appropriate technique to teach English. In English, there are four components of language skills covering listening; speaking, reading and writing that should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated. These steps are based on the process of language acquisition which human is

stimulated by listening, and then language is imitated by speaking. Reading is the third process after human recognizes the written form and understands the information, meaning that they have reading ability. The ability of reading will attract the human to produce written form of the language. It is called writing activity, the ultimate step of acquiring language. Writing is the most complex process than the other three skills: listening, speaking, and reading.

In this research, the researcher will do the research that focused on teaching writing because writing skill is an important skill that must be mastered by English learners as they master other skills. However, the fact shows that the ability of students to write is far from the expectation. The students feel that writing is a difficult skill to master. Therefore, Heaton said that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.¹ The statement is also supported by Hedge that writing is more complex than speaking. She said that compared with speech, effective writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammar devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structure to create a style which is appropriate to the subject matter and the eventual readers. It means that there are many aspects that should be mastered by students to produce a good writing. They have to be able to develop and organize the idea, correctly choose the vocabulary, and use appropriate grammar to build correct sentences. According to Manchon that writing involves both conceptual and linguistic

¹J. B. Heaton, *Writing English Language Tests: Longman Handbooks for Language Teacher* (New York: Longman, 1989), p. 5.

processing.² Writing also involves a linguistic processing. Thus, writing is also perceived as a tool for learning language. It means that when students write, they will activate their previous knowledge of what they have learned in reading or listening activity related to the linguistics concerning with grammar, vocabulary, and spelling. It will increase students' linguistics knowledge so they can reinforce their language acquisition. Nowadays, there are many interesting teaching techniques which can be applied. Teacher must be selective to choose the most effective and appropriate teaching techniques which suit with the condition and the need of the students. In this research, the researcher will try to compare two techniques in teaching writing. The purpose of this research is to find out the difference between the both techniques and to find out which technique is more effective to teach writing.

The first technique is Interactive writing. Interactive writing is one of technique that use in teaching writing, which are interactive writing is a form of shared writing or language experience lesson in which the teacher and students compose a story or text and share the pen in writing the words down on a chard board or writing paper. The main point of interactive writing is to make the students active learning writing. In interactive writing, students are required to give ideas, evaluating or correcting, and editing. The purpose of interactive writing is to provide opportunity for students to work on new and unknown words within familiar contexts and with the support of the teacher. The role of teacher is to encourage the students with some activities which promote interaction among students with the other students. The teacher plays role in monitoring and guiding the process, talking to students through

²Rosa M. Manchon, *Writing in Foreign Language Contexts : Learning, Teaching, and Research* (Canada: British Library, 2009), p. 86.

various writing conventions that the group encounters while they write. In the other side, some students have difficulty continuing their friend's work.

The second technique that will be used for comparison is Guided Writing. Another common teaching technique which is usually used to teach writing is guided writing. Guided writing is the technique in teaching writing where the teacher demonstrate the students the process of writing sentence or paragraph using proper English convention then the students given opportunities to use their strategy in their own work. This technique facilitates the teaching and learning of individual students. It means that the teacher have big opportunity to monitor and control the students' work. The teacher is allowed to give immediate feedback and the opportunity to discuss further areas as improvement

In this case, there are some difference applications between the both techniques interactive writing and guided writing such as: the interactive writing technique focused on student center strategy whereas guided writing technique focused on teacher centre strategy. In interactive writing, the teacher's role as the controller, motivator and facilitator and the students' role is the central of activity whereas in guided writing, the teacher's role as the guide and the students' role as respond to teacher's stimuli.

The researcher will compare the both of techniques in teaching writing because of some reasons. The researcher is interested to find out the difference between the both of technique and to find out which techniques are more effective to use in teaching writing and also the researcher is interested to do the research in SMPN 2 Lanrisang Pinrang because the techniques have never been applied in SMPN 2 Lanrisang Pinrang and the techniques are applicable to be used in Junior High

School. Based on the background of study above, the researcher is interested in carrying out the research entitled: A Comparative Study on Teaching Writing in Recount Text by Using Interactive Writing and Guided Writing at the Eighth Grade at SMPN 2 Lanrisang Pinrang.

1.2 Problem Statements

Based on background, the researcher formulated problem statements as follow:

- 1.2.1 Is there any significant difference between teaching writing in recount text by using interactive writing and guided writing techniques at the Eighth Grade at SMPN 2 Lanrisang Pinrang?
- 1.2.2 Which one technique is more effective to use in teaching writing between interactive writing and guided writing?

1.3 Objective of the Research

Based on the problem statements above, the objectives of the research are:

- 1.3.1 To know whether there is any significant difference between teaching writing in recount text by using interactive writing and guided writing techniques at the Eighth Grade at SMPN 2 Lanrisang Pinrang.
- 1.3.2 To know which one technique is more effective to use in teaching writing between interactive writing and guided writing.

1.4 Significance of the Research

1.4.1 Theoretical significance

The result of the research is expected to expand the knowledge of teachers in teaching writing by using interactive writing and guided writing techniques and as a

reference to other researchers who want to use interactive writing and guided writing in teaching writing.

1.4.2 Practical significances

1.4.2.1 For the teachers

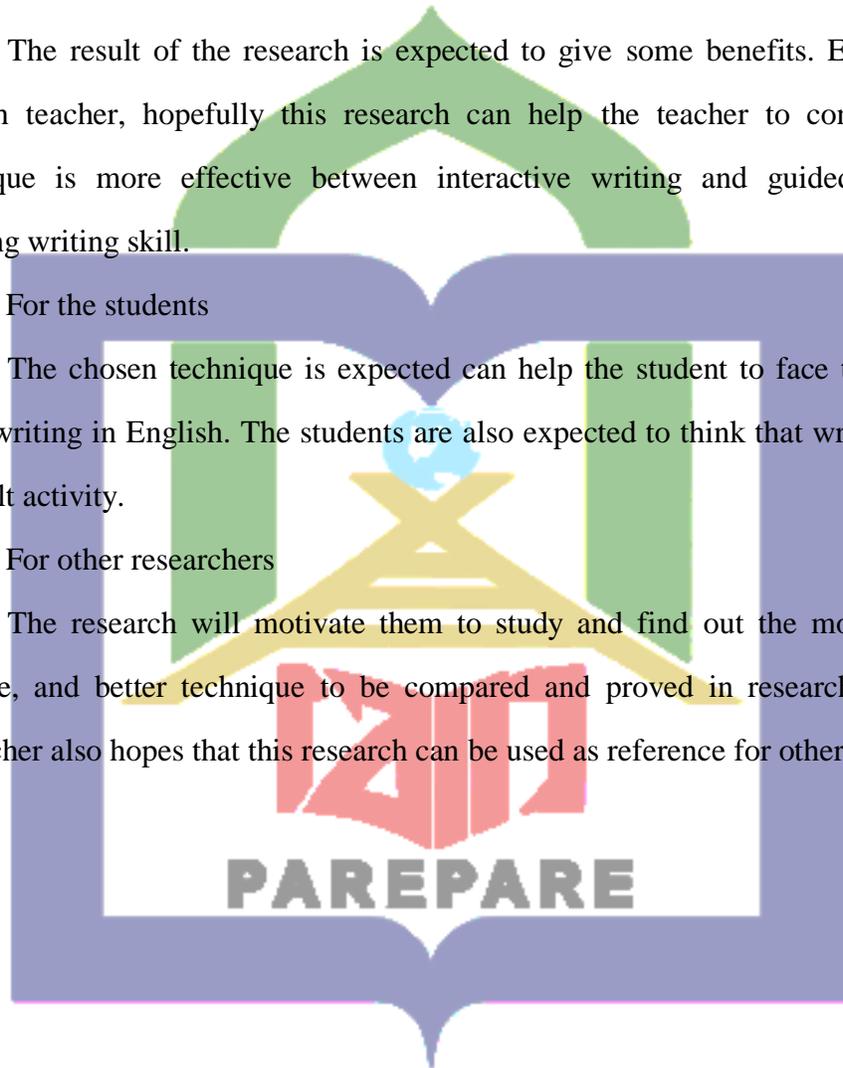
The result of the research is expected to give some benefits. Especially for English teacher, hopefully this research can help the teacher to consider which technique is more effective between interactive writing and guided writing in teaching writing skill.

1.4.2.2 For the students

The chosen technique is expected can help the student to face the difficulty when writing in English. The students are also expected to think that writing is not a difficult activity.

1.4.2.3 For other researchers

The research will motivate them to study and find out the more effective, suitable, and better technique to be compared and proved in research study. The researcher also hopes that this research can be used as reference for other research.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with Some pertinent ideas, some previous related research findings, conceptual framework, hypothesis, variable and operational definition of variable.

2.1 Some Pertinent Ideas

2.1.1 The Concepts of Writing

2.1.1.1 Definition of Writing

Writing is the way to communicate with another people through the text. According to Nystrand said that writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects.³ It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to communicate to the readers through his sentences. Whereas, Harmer states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.⁴ Based on the statement, it means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom. From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. In other words, writing is closely

³Nystrand, *Writing English Language Test* (New York: Longman, 1989), p. 75

⁴Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p. 86)

related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

2.1.1.2 The Process of Writing

In classroom activity there are four basic of writing that planning (pre-writing), drafting (writing), revising, editing. Prewriting means the preparation before writing. It includes making a plan what to write, getting ideas, and selecting the similar ideas and supporting ideas. There are some activities to provide the learning experiences for the students, such as:

1. Group brainstorming

The members of group express ideas about the topic. Spontaneity is important here. Students may cover familiar ground first and then move off to more abstract or wild territories.

2. Clustering

Students from words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible clusters. Clustering is a simple yet powerful strategy.

3. Rapid free writing

Individual students freely and quickly write down single words and phrase about the topic. The time limit keeps the writers' mind ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

4. Wh-questions

Students generate *who*, *why*, *what*, *where*, *when* and *how* questions about the

topic. More such questions can be asked of answers to the first string of wh-questions, and so on. This can go on indefinitely.

Drafting include arranging the ideas into hierarchical order. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writers' ability to visualize an audience. Although writing in the classroom is almost always for the teacher, the students may also be encouraged to write for different audience, among who are peers, other classmate, friends and family members. A conscious sense of audience can dictate a certain style to be used. Students should also have in mind a central idea that they want to communicate to the audience in order to give direction to their writing.

Revising, when the students revise, they review their text on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

Editing, at this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, example and so on. Formal editing is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages.⁵

⁵Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), p. 316-317.

2.1.1.3 The characteristics of writing

There are some characteristics of writing that writing is different with speaking. Generally people learn a language to speak but they don't know how to write, because writing is not a natural activity. Also writing unlike speech is displaced in time, originally writing evolved since it makes possible the transmission of a message from one place to another place and from one point of the time to another, the message has been written can be received and referred back to at any time. Another characteristic of writing that one consequence of the displacement of writing in space and time is that the writer and reader will be physically separated. The physical separation of writer and reader puts the writer in a very different position from that of face to face communication. In writing the feedback from the reader will always be delayed and it will be too late to change or increase the written message.

The writer has an advantage which the writers are able to monitor their own performance and to make corrections and improvement without the reader being aware of this process of self-correction, so they have a lot of time and effort to make a good message. However, writing concerns the explicitness of the message, because the writer and reader are physically separated, it is important that the writer should be explicit and not take for granted shared knowledge with the reader. Different types of writing have developed conventions for making shared knowledge explicit.⁶

2.1.2 Teaching Writing

There are some pointers for teachers in implementing teaching writing, those are: (1) teacher modeling, (2) relating process to product, (3) working within

⁶Michael H. Long and Jack C. Richards, *Methodology in Tesol: A Book of Reading* (USA: Heinie&Heinie Publishers, 1987), p. 260.

institutional constraints, (4) catering to diverse students needs, (5) exploiting the use of computers in process writing.

2.1.2.1 Teacher modeling means that the teacher should model the writing process at every stage and teach specific writing strategies to students through meaningful classroom activities.

2.1.2.2 Relating process to product means that the teacher guides students in achieving specific writing goals. Although students have to make a different draft from the earlier draft because of revision, they will begin to understand the result expected in every stage.

2.1.2.3 Working within institutional constraints means that teaching the process skill can be done through stages such as planning, drafting, responding, revising or editing within a regular two- period composition lesson. Process skill can be repeated until it reaches the improvement.

2.1.2.4 Catering to diverse students needs means that the teacher should implement a flexible programmer to cater to different student needs. The teacher may also decide to have students enter into different writing groups as planners, drafters, responders, revisers or editors during a writing session. A student may be with the planners for one writing task, but move to be with the editors later for the same or another task, according to his or her need or developmental stage in writing.

2.1.2.5 Exploiting the use of computers in process writing means that teaching writing in responding or editing stage, the teacher can use computer and OHP. By using computer, students will easily delete the wrong words and replace them without writing other words in a text anymore.⁷

⁷Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, p. 352

In teaching writing, the teacher should be able to make the students write their ideas well. The teacher should consider writing skills that the students have to master.

2.1.3 Good Writing

Good writing in language involve knowledge the convention of written discourse in culture as well as the capability to choose the appropriate words that convey one's meaning. There are some characteristic of a good writing. A text or paragraph may these for to be understood as a visible division of the subject method. The deviation is initially a convenience to the reader; it prepares him turn attention to something new. In writing a good text or paragraph should have four qualities, such as:

2.1.3.1 Completeness

A complete text or paragraph contains details as fact such as name are specifics individual, data, figures, cost, location, signal or statistical detail. Completeness means the controlling idea thoroughly develop by the use of particular information. Also, in a good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what is going on.

2.1.3.2 Unity

Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the ideas the written form.

2.1.3.3 Coherences

The last characteristic of the text or paragraph is coherence. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process. Whenever we think about object systematically we

are compiled to realism, that certain things, come coherence is the clear and orderly presentation of ideas. It means that in a good writing has to contain clearly identifiable ideas and themes. A good writer must have requirement to result in comprehensible and acceptable piece of writing.⁸

In good writing, there are some general components in writing that must be pay attention, such as:

1. Content: Content should be clear so that the readers can understand the message conveyed and get information from it. A good content should be well unified and completed.
2. Organization: Organization is the ability to develop ideas and topic which relevant in a united form. Organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.
3. Vocabulary: Vocabularies are collection of words that are arranged into a sentences, paragraph, or essay. Good writing consists of appropriate words in order that there is no misunderstanding from the audiences when they read his writing. Sometimes, the students will get difficult to express their feeling and ideas without vocabulary.
4. Grammar: Grammar is the important thing in English language in order to connect with another people in the world, so that the writer should master grammar in order that she can result good writing. Good writing is writing that has correct sentences, using appropriate tenses, words, and others.

⁸Dwi Nur Indah, “ Improving Writing Recount Text by Using Photographs of the Eleventh Year Students of SMA 1 Batangan Pati” (Published Thesis; Faculty of Language and Arts Education, IKIP PGRI: Semarang, 2010), p. 13-14.

5. Mechanics: Mechanics refers to the appearance of words, to how they are spelled or arranged on paper. Mechanics consists of capitalization, spelling, and punctuation and also mechanic is the use of the graphic convention of the language.⁹

2.1.4 The Concepts of Interactive Writing

2.1.4.1 Definition of Interactive Writing

Interactive writing is one of technique that use in teaching writing, which are interactive writing is a form of shared writing or language experience lesson in which the teacher and students compose a story or text and share the pen in writing the words down on a chard board or writing paper. According to Callella and Jordano states interactive writing is teacher-guided group activity designed to teach children about the process of writing and how written language works.¹⁰ In applying interactive writing technique, the teacher and students share the pen as they write a short text together, students participate in the writing as they come to the board to write hen called by the teacher. In interactive writing, students participate in writing as they come to in front of the class on the board to write their sentence when they called by the teacher.¹¹

The teacher use interactive writing to make a text with students and write the text on butchers or whiteboard. The text is composed by the groups and teacher guides students as they write it word by word. Interactive writing is used to show how

⁹M. V Rodriques, *Perspective of Communication and Communicative Competence* (New Delhi: Concept Publishing Company, 2000), p. 188

¹⁰Trisha Calella and Kimberly Jordano, *Interactive Writing : Students and Teachers “ sharing the pen” to Create Meaningful Text* (Huntington Beach : Creative Teaching Perss, 2002), P. 3.

¹¹Ruth Swinney, Patricia Velasco, *Connecting Content and Academic Language for English Learners and Struggling Students* (California: Corwin, 2011), p. 47.

writing works and demonstrate students how to construct words using their knowledge of sound-symbol correspondences and spelling patterns.¹² Interactive writing has been described by Swartz as a teaching method in which students and teacher negotiate what they are going to write and then share the pen to construct the message. Interactive writing is a cooperative event in which text is jointly composed and written. The teacher uses the interactive writing session to model reading and writing strategies as he or she engages students in creating text.¹³

In sum up, interactive writing is a form of shared writing in which students share their language experiences through writing activity to compose a story by using the appropriate elements of writing such as content, organization, vocabulary, mechanics, and grammar with scaffold from the teacher and encourage the students to actively share their ideas, evaluate or correct, and edit to create a good writing.

2.1.4.2 Procedure of Interactive Writing

There are some procedures of interactive writing which take place in writing class as follow:

1. The teacher decides on the text that is concerned. In this research, the research focuses on recount text.
2. The teacher gives explanation about recount text. It helps students to have brainstorming. Then, the teacher facilitates a conversation with the whole class to discuss the topic. Then, the students and teacher discuss the outline of their writing (establishing the topic session)

¹²Gail Tompkins, Rod Campbell & friends, *Literacy for the 21st Century: A Balanced Approach* (Australia: Pearson Australia, 2015), p. 405.

¹³Interactive Writing, *Free Encyclopedia* ,https://en.wikipedia.org/wiki/Interactive_Writing (Accessed on April 19th 2018)

3. The teacher groups the students, then demands them to make a draft. The students negotiate with their group how to say what they want to write (drafting session).
4. The teacher invites the group to take turn write their sentences. The students one by one come and write their own sentences. The other students continue their previous friends' sentence so they must be able to organize their ideas together. Continuing the previous sentence, the teacher scaffolds them dealing with the aspect to be concerned during writing and scaffolds them in making revision of their sentence. The teacher is allowed to give further needed explanations (constructing text session).
5. After the text is complete, the teacher reads aloud the text. Then, the teacher revises the whole text dealing with its content, organization, vocabulary, grammar, and mechanics. Alternatively, the teacher leads the students to revise the text. At the same time, the teacher can give needed explanation about aspect to be concerned in writing (revising session).

2.1.5 The Concepts of Guided Writing

2.1.5.1 Definition of Guided Writing

Guided writing is a technique in which the learners imitate the model text given by the teacher.¹⁴ Guide writing will help students produce appropriate texts even with fairly limited English. However, as their language level improves, we need to make sure that their writing begins to express their own creativity within a genre, rather than merely imitating it. This guided writing sequence shows how students at a

¹⁴Ken Hyland, *Second Language Writing* (Cambridge: Cambridge University Press, 1996), p.

fairly early level can be helped to write within a certain genre so that when they do the final writing task, they have everything they need to do it successfully.¹⁵

Guided writing is free writing limited to structuring sentences, often in direct answers to questions, the result of which looks like a short piece of discourse, usually a paragraph. Moreover, the exercises are language-based; they usually concentrate on the vocabulary building, reading comprehension, grammar, and even oral skills that are culminated in a piece of writing. Guided writing lesson is a lesson where the teacher demonstrates the students the process of writing sentence or paragraph using proper English conventions then students given opportunities to use these strategies in their own work.¹⁶

Based on the theory above, it means that guided writing is free writing limited to structuring sentences in which the result looks like a short piece of text where the teacher's roles are to guide and demonstrate the process of writing to structuring sentences, direct answers to questions and language-based exercises which concentrates on vocabulary building, reading comprehension, grammar, and even oral skills that are culminated in a piece of writing through modeling, support, and practice.

2.1.5.2 Procedure of Guide Writing

There are some procedures in applying guided writing as follows:

1. Teacher provides a text as a model and briefly explains how a text can be used as a model for writing.

¹⁵Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2007), p. 113-114

¹⁶Simpson Carol, *Daily Guided Writing* (New Jersey: Educational Publishers, 1998), p. 1.

2. Students choose the topic and develop the ideas in brainstorming. The teacher helps the students to build up an outline.
3. Students make a text draft based on the class outline. The students are guided group by group. The teacher also helps the students to get an idea.
4. Students are asked to write a new text individually.
5. Students learn teacher's feedback and revise the error.

2.1.6 Recount text

2.1.6.1 Definition of Recount Text

Recount text is a text that tells us about a part of experience. A recount text has an orientation, a series of events and reorientation. Also, recount text is a text that telling the reader about one story, action, or activity.¹⁷ Recount is text function as for telling an incident in the past. The purpose of recount text is to list and describe past experience by retelling events in the order in which they happened.

2.1.6.2 The Generic Structure of Recount Text

1. Orientation: This part consists of introduction the participant, place and time. This part provides the reader with background information needed to understand the text. The first paragraph give background information about who, what, where, and when.
2. Sequence of events: This part consists of describing series of events that happened in the past.
3. Re-orientation: This part consists of a summary statement and the sequence of events or retell about what happened in the end.

¹⁷Artono wardiman, Masduki, and M. Sukirman, *English in Focus 2 for Grade VIII Junior High School* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,2008), p.16.

2.1.6.3 Common Grammatical Features of Recount text

There are five common grammatical features of recount text.¹⁸

1. Focus on specific Participants.
2. Use of the Material Processes.
3. Circumstances of time and place.
4. Use of past tense.
5. Focus on temporal sequence.

2.1.6.4 Example of Recount Text

Terrible Day

Orientation : Last Sunday was a terrible day. My cousins and I were playing football in front of house together to spend our time.

Event : First, it was really fun until I kick the ball too strong, so led into a window and I broke the window. Suddenly we heard a loud voice, the owner came to us and he was shouted on us. Then one of my cousins told us to run, we all run, suddenly we heard a bark sound. The owner let his dog to chase us. The dog chased me and bit my leg.

Reorientation: My cousins took me to the doctor and told my parents. The doctor said that I was exposed to rabies. Then I was hospitalized for one more week.

¹⁸Gerrot and Wignell, *Making Sense of Functional Grammar : An Introductory Workbook* (Australia : Gred Stabler AEE, 1998), p. 194.

2.2 Some Previous Related Research Findings

In constructing this research proposal, the researcher was considering some previous finding to support the researcher's proposal, especially in writing.

The research about interactive writing had been done by Ulfi Isnaeni, a student of Alauddin State Islamic University of Makassar, her research about “The Influence of Using Interactive Writing Technique on Students' Writing Ability in Writing Descriptive Text at the Second Grade of SMPN 1 Awangpone”. In her research, she had found that there is an influence of using interactive writing technique on students' writing ability in descriptive text, she concluded, using interactive writing technique makes the students easy to write because they were helped interactively by other student and teacher when they found difficulties. Also, the technique helped students to participate in the composition and construction of the text by sharing the pen with the teacher and build on individual student abilities in writing.¹⁹

The research about guided writing had been done by Leena, Anshari and Ferry, in their research about Applying Guided Writing Technique in English Teaching to Develop Ability of Grade X Students at SMKN 2 Palu. In their research, they had concluded that guided writing technique can be applied to develop the students' writing skill. The students are able to make good improvement on their writing because teaching and learning activities are focused on solving the students' problem in composing a composition. The students are interested in writing class and

¹⁹Ulfi Isnaeni, “The Influence of Using Interactive Writing Technique on Students' Writing Ability in Writing Descriptive Text at the Second Grade of SMPN 1 Awangpone” (Published Thesis; English Education Department, Alauddin State Islamic University Makassar: Makassar,2016), p. 49.

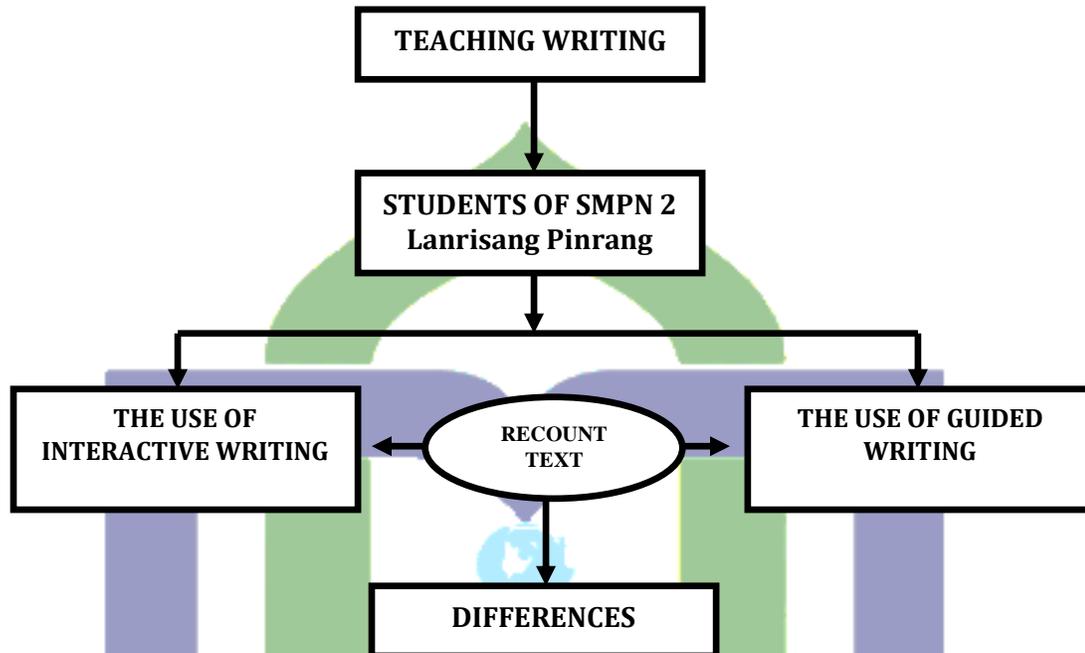
they felt more comfortable and relax, furthermore their motivation and self esteem increased.²⁰

Based on the previous findings above indicates that both technique, interactive writing and guided writing are able to improve students' writing skill, which are interactive writing success in connecting teacher students in writing process to construct written text whereas guided writing success to solve students' problem in written text. In this case, from the both previous related research findings, the researcher have found the same and difference with this research. The difference is the research that have been done by Ulfi only uses interactive writing technique and the research by Leena and friends only use guided writing technique, so that the both previous related research findings use one technique one by one whereas in this research, the researcher will use the both techniques interactive writing and guided writing to compare the both techniques in teaching writing in order to know the difference between interactive writing and guided writing and to find out which techniques are more effective to use in teaching writing. However, the both previous related research findings have the same with this research which are all the research have the same focused that is writing.

²⁰Leena Noer, Anshari S and Ferry R, "Applying Guided Writing Technique in English Teaching to Develop Ability of Grade X Students at SMKN 2 Palu", *E-Jurnal Bahasantodea*, vol. 3 no. 2 (April 2015), p. 84.

2.3 Conceptual Framework

The conceptual framework of this research is illustrated as follow:



Based on the conceptual framework above, the researcher did the process of teaching writing toward the students of SMPN 2 Lanrisang Pinrang by using two techniques of teaching. The techniques were interactive writing and guided writing. In this research, the researcher applied interactive writing technique until some weeks. After that the researcher applied guided writing technique until some weeks also. The use of both techniques in teaching writing would be focus in recount text. In the end of activity, the researcher find out the result from the use of both techniques in teaching writing and the researcher compared the result of the both techniques to find out the difference result between the students were taught by using interactive writing and the students were taught by using guided writing.

2.4 Hypothesis

Based on the problem statement, the researcher puts forward the hypothesis as following:

2.4.1 Null Hypothesis (H_0): There is no any significant difference between teaching writing in recount text by using interactive writing and guided writing techniques at the Eighth Grade at SMPN 2 Lanrisang Pinrang.

2.4.2 Alternative Hypothesis (H_{a1}): There is any significant difference between teaching writing in recount text by using interactive writing and guided writing techniques at the Eighth Grade at SMPN 2 Lanrisang Pinrang.

2.5 Variables and Operational Definition of Variable

2.5.1 Variables

There are three kinds of variable in this research, independent variable, dependent variable and control variable. The dependent variable in this research is teaching writing toward the students at the eighth grade students of SMPN 2 Lanrisang Pinrang. This variable is the factor which is observed and measured to determine the effect of the independent variables. In this research, the independent variable is the teaching technique (interactive writing and guided writing), whereas the control variable is made in order to the influence of independent variable toward dependent variable is not influenced by another factor. In this research, control variable is recount text.

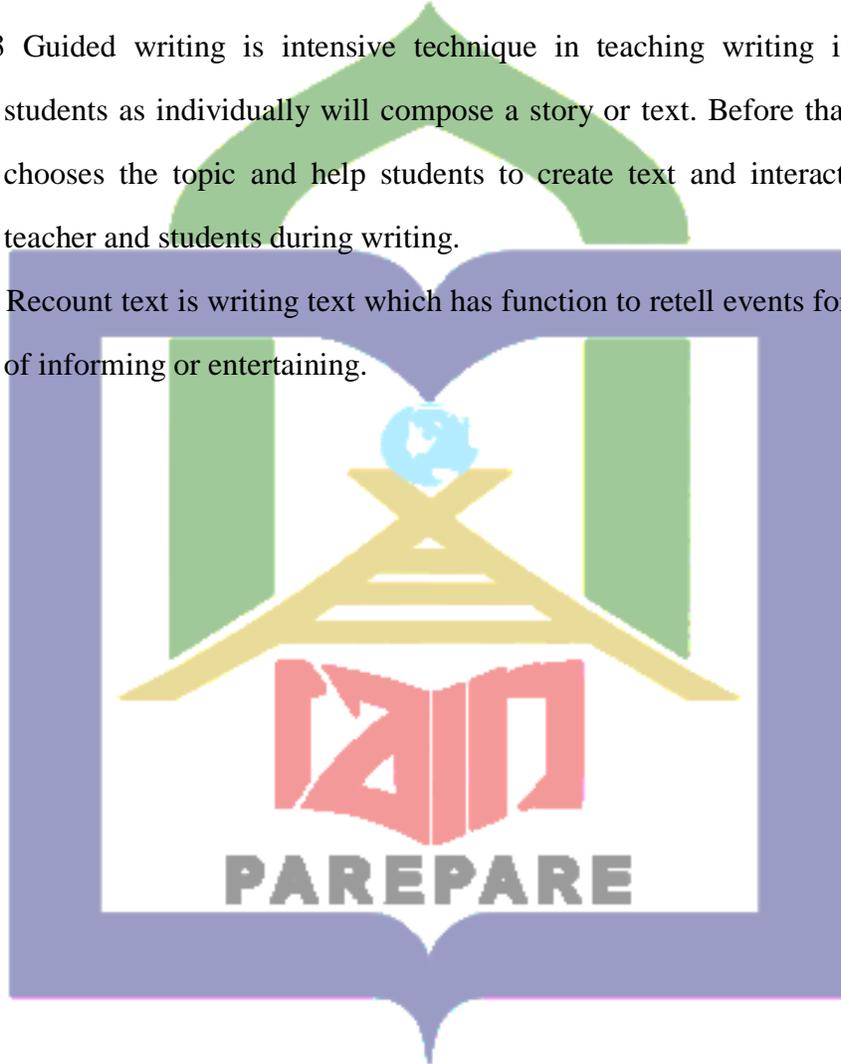
2.5.2 Operational Definition of Variables

2.5.2.1 Teaching writing is an ongoing process which time for learning facilitates in a number of ways.

2.5.2.2 Interactive writing is technique in teaching writing in which students as a group will compose a story or text, before that the teacher discussed what they are going to write and then share the pen to construct the message and the students are free to choose the topic.

2.5.2.3 Guided writing is intensive technique in teaching writing in which the students as individually will compose a story or text. Before that the teacher chooses the topic and help students to create text and interaction between teacher and students during writing.

2.5.2.4 Recount text is writing text which has function to retell events for the purpose of informing or entertaining.



CHAPTER III

RESEARCH METHODOLOGY

This deals with research design, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

3.1 Research Design

The researcher used descriptive comparative as design of research because the researcher compared two techniques of teaching that was interactive writing and guided writing techniques to know the significance difference between teaching writing in recount text by using interactive writing and guided techniques and to know which techniques are more effective to use in teaching writing.

3.2 Location and Duration of the Research

The location of research took place at SMPN 2 Lanrisang Pinrang and the researcher did the research two months for collecting data.

3.3 Population and Sample

3.3.1 Population

The population of this research was the eighth grade students of SMPN 2 Lanrisang Pinrang in academic year 2018/2019. The number of population 47 students consisted of two classes; each class consisted of 20 – 25 students.

No.	Class	Male	Female	F
1.	VIII ₁	9	14	23
2.	VIII ₂	7	17	24
The Total of Population				47

(source: SMPN 2 Lanrisang Pinrang)

3.3.2 Sample

In this research, the researcher used technique of purposive sampling of the eighth grade students of SMPN 2 Lanrisang Pinrang, the researcher chooses the class VIII₁ based at the instance because the students of VIII.1 were able to represent students of another class in teaching writing and the students almost have the similarity of knowledge in teaching English. The total of sample is 23 students in which the sample divided into two groups to apply interactive writing and guided writing techniques. In interactive writing class consist of 11 students and in guided writing class consist of 12 students.

3.4 Instrument of the Research

The instrument for collecting data in this research was a task of writing in the form of recount text, after use both techniques interactive writing and guided writing in teaching writing.

3.5 Procedure of Collecting Data

The researcher gave students writing task in recount text to collect the data, but before that the researcher taught the students by using both techniques interactive writing and guided writing. In the first activity, the researcher applied interactive writing technique in teaching writing until fourth meetings. After the researcher had applied interactive writing, the researcher gave a writing task to the students. Next, the researcher continues the process of teaching writing by using guided writing technique until fourth meetings and the researcher gave a writing task to the students. In the end of process of teaching writing by using interactive writing and guided writing the researcher finds out the result of writing task from the both of techniques.

Finally, the researcher compared the result of writing task from interactive writing and guided writing techniques.

3.6 Technique of Data Analysis

In analyze the data collected, the researcher applied quantitative analysis. There are some formulas applied in this research to process the data follows:

3.6.1 Classifying the students' score into the following criteria.

1. Organization (Orientation, Events and Conclusion)

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outline by reader), supporting evidence given for generalization; conclusion logical and complete.
2.	Good to adequate	17-15	Adequate title, introduction and conclusion; body of essay is acceptable, but some evidence may be lacking some ideas aren't fully develop; sequence is logical but transitional may be absent or misused.
3.	Adequate to fair	14-12	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not

4.	Unacceptable-not	11-6	be fully supported by the evidence given; Problems of organization interfere. Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical effort at organization.
5.	College-level work	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outline by reader).

2. Punctuation, spelling and mechanics

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Correct use of English writing conventions; left and right margins, all needed capitals, paragraph, indented, punctuation and spelling very neat.
2.	Good to adequate	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.

3.	Adequate to fair	14-12	Some problems with writing conventions or adequate punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
4.	Unacceptable-not	11-6	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
5.	College-level work	5-1	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, and severe spelling problems.

3. Grammar

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Native-like fluency in English grammar; correct use of relative clauses, preposition, modals, article, verb forms, and tense sequencing; no fragments or run- on sentence.
2.	Good to adequate	17-15	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them no fragments or run on

3.	Adequate to fair	14-12	<p>sentence.</p> <p>Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments presents.</p>
4.	Unacceptable-not	11-6	<p>Numerous serious grammar problems interfere with communication of the writer' side as; grammar review of some areas clearly needed; difficult to read sentences.</p>
5.	College-level work	5-1	<p>Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say unintelligible sentence.</p>

4. Content

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	<p>Essay addresses the assigned topic, the ideas are concrete and thoroughly developed: no extraneous material, essay reflects thought.</p>
2.	Good to adequate	17-15	<p>Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.</p>

3.	Adequate to fair	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
4.	Unacceptable-not	11-6	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
5.	College-level work	5-1	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.

5. Vocabulary

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Precise vocabulary usage of parallel structures; concise; register well.
2.	Good to adequate	17-15	Attempts variety; good vocabulary; not wordy; register ok; style fairly concise.
3.	Adequate to fair	14-12	Some vocabulary misused; lack awareness of register; may be too wordy.
4.	Unacceptable-not	11-6	Poor expression of ideas problems in vocabulary; lack variety of structure
5.	College-level work	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety. ²¹

²¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California: Pearson Education, 2004), p. 244-245

3.6.2 Finding out the mean score used the following formula:

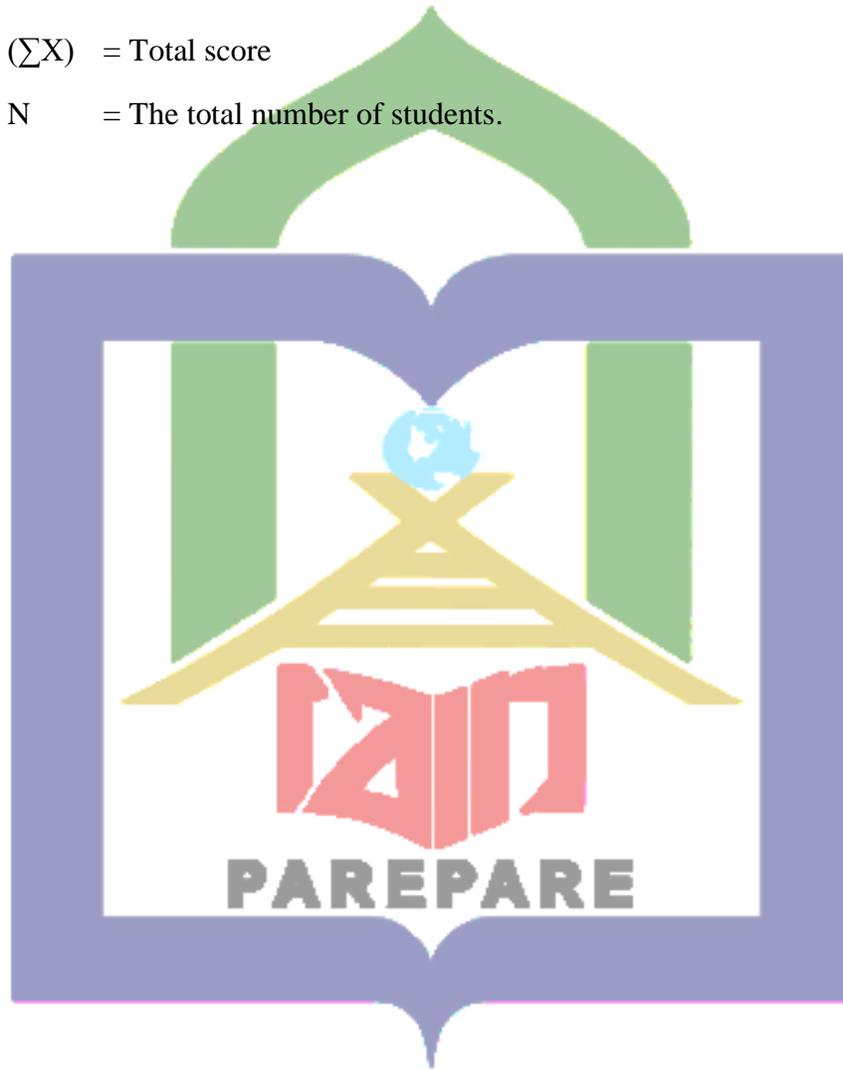
$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean

$(\sum X)$ = Total score

N = The total number of students.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This deals with the result of research findings and discussions.

4.1 Research Findings

4.1.1 The Result Of Students' Scores Were Taught By Using Interactive Writing And Guided Writing Techniques.

The result of research aimed to compare two techniques of teaching that was interactive writing and guided writing techniques. Both of techniques interactive writing and guided writing had applied in the process of teaching writing that focused on recount text. The subject of research was the students of VIII.1 at SMPN 2 Lanrisang Pinrang that consist of 23 students in which the subject divided into two groups in applying both techniques interactive writing and guided writing. In interactive writing class consist of 11 students and in guided writing class consist of 12 students.

The way to get the students' learning result was to give students a task after the researcher had applied both of techniques interactive writing and guided writing in the classroom. The researcher needed ten days to do this research because the first technique was applied until five days and the second technique was applied until five days also. Interactive writing was the first technique that applied in the process of teaching writing and guided writing was the second technique that applied in the process of teaching writing. The researcher took the score of students in teaching writing after apply both of techniques interactive writing and guided writing one by one toward the same subject.

The result of students' score in teaching writing especially to make a recount text by using interactive writing and guided writing techniques were presented in the table below:

Table. 4.1 Students' score in interactive writing

Name	Components					Students' Score (X_1)
	C	O	V	G	M	
Fitria	18	19	16	17	17	85
Rapiana	13	16	16	15	12	72
Almarini	18	19	16	17	17	87
Nayla	18	18	19	17	13	85
Nur Hanisah	13	16	16	15	12	72
Innah Ramadani	18	19	16	17	17	87
Nur Annisa	18	18	19	17	13	85
Kahar	17	16	15	16	15	77
M. Taufiq	17	16	15	16	15	77
M. Syawal	17	16	15	16	15	77
Taslim	14	10	15	14	13	66
JUMLAH						872

The table above shows that the results of students' scores were taught by using interactive writing in classroom activity. It could be seen that most of students had gotten the best score in task and there was students got the low score that was 66 and there are five students got the high score that was 85 until 87 after using interactive writing technique in process of teaching writing.

Commonly, some of students had the same score in task because the process of getting score was done by a group. Each group consists of 2-3 students. Therefore, all students in a group had composed a recount text cooperatively. After that, they had to arrange their sentences one by one to compose a good writing and the score took cooperatively.

Although, the process of getting score were done as cooperatively but the all students in a group were active in the process of writing because they had to make one sentence one by one, then they had to arrange their sentences in order to make a text in the form of recount text. Also, from the table, it could be seen that the students' scores were 66, 72, 77, 85, and 87 from the five groups and the sum of all scores from the member of groups were 872.

Table. 4.2 The students' score in guided writing.

Name	Components					Students' Score (X_2)
	C	O	V	G	M	
Nurul Widya	13	17	15	15	16	76
Putri Olivia	6	13	6	12	11	48
Raoda Tuljannah	10	15	11	11	12	59
Almareni	15	16	17	17	14	79
Awaliah	12	15	9	11	13	57
Meriyani	16	18	16	17	17	84
Nirmayani	16	16	15	16	18	81
Andika	14	8	10	10	11	53
M. Ikzhan	14	13	12	9	10	58
Wahidin	10	6	13	12	14	55
An'nur	14	15	12	15	15	71
Muh. Syarifudin	15	17	12	16	15	75
JUMLAH						796

The table above shows that the result of students' score were taught by using guided writing technique in the process of teaching writing especially to compose a text in the form of recount text. The result of students' scores could be seen that all students had the difference scores and there were some students got the score under 60. The high score was 84 and the low score was 48 and the sums of all scores from the students were 796.

The students had difference score in guided writing technique because they had to compose a text in the form of recount text as individually. They did not have a

chance to share their ideas to their friends because they had to responsibility toward their text as individually and sometimes, they would get difficult to write a text and the researcher as a teacher did not have much time to help students in writing text one by one. Also, the students of guided writing class consist of 12 students. It was much to control them in the process of teaching writing one by one. Therefore, the result of students' score in the table above showed that there were some students got the low scores.

Next, the frequency distribution and percentage of writing components in interactive writing class and guided writing class were presented in the table below:

Table 4.3 The Frequency Distribution and Percentage of Students' Score for Content.

No	Classification	Score	Interactive Writing Class		Guided Writing Class	
			F	(%)	F	(%)
1.	Excellent to good.	20-18	5	45.5%	0	0%
2.	Good to adequate.	17-15	3	27.3%	4	33.3%
3.	Adequate to fair.	14-12	3	27.3%	5	41.6%
4.	Unacceptable-not.	11-6	0	0%	3	25%
5.	College-level work.	5-1	0	0%	0	0%
Total			11	100%	12	100%

The table 4.3 shows that the frequency distribution and percentage of students' score for content in interactive writing class and guided writing class. From the table above, it shows that it had significant difference of the percentage of the students' score which in interactive writing 45.5% students were in the excellent to

good classification, 27.3% students were in the good to adequate classification and 27.3% students were in adequate to fair classification whereas in guided writing, there is no students get the excellent to good classification but only 33.3% were in good to adequate classification and 41.6% were in adequate to fair classification. The percentage of students in interactive writing class and guided writing class shows that the students' ability on teaching writing in recount text especially in content assessment using interactive writing was better than guided writing.

Table 4.4 The Frequency Distribution and Percentage of Students' Score for Organization.

No	Classification	Score	Interactive Writing Class		Guided Writing Class	
			F	(%)	F	(%)
1.	Excellent to good.	20-18	5	45.5%	1	8.3%
2.	Good to adequate.	17-15	5	45.5%	7	58.3%
3.	Adequate to fair.	14-12	0	0%	3	25%
4.	Unacceptable-not.	11-6	1	9.1%	1	8.3%
5.	College-level work.	5-1	0	0%	0	0%
Total			11	100%	12	100%

The table 4.4 shows that the frequency distribution and percentage of students' score for organization in interactive writing class and guided writing class. From the table above, it shows that it had significant difference of the percentage of the students' score which in interactive writing 45.5% students were in the excellent to good classification whereas in guided writing only 8.3% students were in excellent to good classification. Also, in interactive writing 45.5% students were in the good to

adequate classification and there was no students were in adequate to fair classification whereas in guided writing, 58.3% students were in good to adequate classification and 25% students were in adequate to fair classification. The percentage of students in interactive writing class and guided writing class shows that the students' ability on teaching writing in recount text especially in organization assessment using interactive writing was better than guided writing.

Table 4.5 The Frequency Distribution and Percentage of Students' Score for Vocabulary.

No	Classification	Score	Interactive Writing Class		Guided Writing Class	
			F	(%)	F	(%)
			1.	Excellent to good.	20-18	2
2.	Good to adequate.	17-15	9	81.8%	4	33.3%
3.	Adequate to fair.	14-12	0	0%	4	33.3%
4.	Unacceptable-not.	11-6	0	0%	4	33.3%
5.	College-level work.	5-1	0	0%	0	0%
Total			11	100%	12	100%

The table 4.5 shows that the frequency distribution and percentage of students' score for vocabulary in interactive writing class and guided writing class. From the table above, it shows that it had significant difference of the percentage of the students' score which in interactive writing 18.2% students were in the excellent to good classification, and 81.8% students were in the good to adequate classification whereas in guided writing, there is no students get the excellent to good classification but only 33.3% were in good to adequate classification and 33.3% were in adequate

to fair classification. The percentage of students in interactive writing class and guided writing class shows that the students' ability on teaching writing in recount text especially in vocabulary assessment using interactive writing was better than guided writing.

Table 4.6 The Frequency Distribution and Percentage of Students' Score for Grammar.

No	Classification	Score	Interactive Writing Class		Guided Writing Class	
			F	(%)	F	(%)
			1.	Excellent to good.	20-18	0
2.	Good to adequate.	17-15	10	90.9%	6	50%
3.	Adequate to fair.	14-12	1	9.1%	2	16.7%
4.	Unacceptable-not.	11-6	0	0%	4	33.3%
5.	College-level work.	5-1	0	0%	0	0%
Total			11	100%	12	100%

The table 4.6 shows that the frequency distribution and percentage of students' score for grammar in interactive writing class and guided writing class. From the table above, it shows that it had significant difference of the percentage of the students' score. Either of interactive writing and guided writing class, there is no students get the excellent to good classification. In interactive writing 90.9% students were in the good to adequate classification whereas in guided writing only 50% were in good to adequate classification. The percentage of students in interactive writing class and guided writing class especially in good to adequate classification shows that

the students' ability on teaching writing in recount text especially in grammar assessment using interactive writing was better than guided writing.

Table 4.7 The Frequency Distribution and Percentage of Students' Score for Mechanic.

No	Classification	Score	Interactive Writing Class		Guided Writing Class	
			F	(%)	F	(%)
1.	Excellent to good.	20-18	0	0%	1	8.3%
2.	Good to adequate.	17-15	6	54.5%	4	33.3%
3.	Adequate to fair.	14-12	5	45.5%	4	33.3%
4.	Unacceptable-not.	11-6	0	0%	3	25%
5.	College-level work.	5-1	0	0%	0	0%
Total			11	100%	12	100%

The table 4.7 shows that the frequency distribution and percentage of students' score for mechanic in interactive writing class and guided writing class. From the table above, it shows that it had significant difference of the percentage of the students' score which in guided writing 8.3% students were in the excellent to good classification, 33.3% students were in the good to adequate classification and 33.3% students were in adequate to fair classification whereas in interactive writing, there is no students get the excellent to good classification but only 54.5% were in good to adequate classification and 45.5% were in adequate to fair classification. The percentage of students in interactive writing class and guided writing class shows that the students' ability on teaching writing in recount text especially in mechanic assessment using interactive writing was better than guided writing.

4.1.2 The Comparison between Mean Scores of Interactive Writing and Guided Writing Class.

After calculating the students' score in interactive writing class and guided writing class. Next, the researcher found the mean score of both classes interactive writing and guided writing and the mean score of both classes interactive writing and guided writing were compared to answer the problem statement in which the first problem statement that whether there was any significant difference between teaching writing in recount text by using interactive writing and guided writing and the second problem statement that which technique was more effective to use in teaching writing between interactive writing and guided writing. The mean score of both classes interactive writing and guided writing were presented below:

1. The mean score of interactive writing class

$$X_1 = \frac{872}{11} = 79.27$$

2. The mean score of guided writing class

$$X_2 = \frac{796}{11} = 66.33$$

Table. 4.8 The mean score of interactive writing and guided writing class.

Class	Mean Score
Interactive Writing	79.27
Guided Writing	66.33

Table 4.8 above shows that the mean score of students' task in interactive writing was 79.27, it was indicated in good score classification and the mean score of students' task in guided writing was 66.33, it was indicated in good score classification. Thereby, the mean score of both techniques interactive writing and guided writing were good classification but the table shows that the mean score of the students' task in interactive writing was higher than the mean score of the students' task in guided writing ($79.27 > 66.33$). It means that the use of interactive writing was

more effective than guided writing technique in teaching writing especially to compose a recount text and there was any significant difference between teaching writing in recount text by using interactive writing and guided writing techniques and it could be conclude that the alternative hypothesis was accepted and null hypothesis was rejected.

4.2 Discussion

The research aimed to describe the significant difference between using interactive writing and guided writing techniques in teaching writing especially about recount text of class VIII.1 students of SMPN 2 Lanrisang Pinrang and to know which one technique was more effective to use in teaching writing between interactive writing and guided writing techniques.

The use of interactive writing technique and guided writing technique were able to develop the students' achievement in teaching writing. It was supported by the some previous related research findings, such as, Ulfi Isnaeni said that using interactive writing technique made the students easy to write because they were helped interactively by other student and teacher when they found difficulties. It means that in interactive writing students more interesting in teaching writing because, if they found problems in teaching, they could get the solution from the teacher and other students. So, they were able to develop their achievement in teaching writing. Also, in guided writing, Leena, Anshari and Ferry state guided writing technique could be applied to develop the students' writing skill. The students were able to make good improvement on their writing because teaching and learning activities were focused on solving the students' problem in composing a composition. The students were interested in writing class. Both techniques interactive writing and

guided writing were able to develop the students' writing achievement in teaching writing but the result of research showed that the use of interactive writing technique was more effective than guided writing technique on teaching writing in recount text.

The process of teaching writing using interactive writing technique as writing teaching technique in SMPN 2 Lanrisang Pinrang could make the students felt more fun and they were not bored in the classroom because they could share their ideas with other students and compose a text together. Whereas the students were taught by using guided writing sometimes would feel bored and difficult to compose a story because they only composed a text individually.

Interactive writing is a form of share writing in which students share their language experiences through writing activity to compose a story by using the appropriate elements of writing such as vocabulary, spelling, punctuation, and grammar with scaffold from the teacher and encourage the students to actively share their ideas, evaluate or correct, and edit to create a good writing. The students are given opportunity to construct a text together. The students take turn to write their ideas in form of sentence. Thus the students have an active role in the writing process. By giving them chances to take turn to write, it facilitates them to practice writing. They may learn how to create sentence that are relevant to the previous one, appreciate different opinion, express their idea with their friends, identify and revise the error. It makes the situation in the class not boring, because there is interaction among the students. On the other hand, the leaning process in Guided Writing is tightly controlled by the teacher. The teacher involves deciding the topic, guiding the students to draft the structure of the text, and helping to make the first and the last sentence. In guided writing, teacher gives text as a model and students can follow the

text to produce a good text. It works well for student with low learning interest because teacher provides scaffold. However, it makes students less active in writing process. They tend to imitate the model text which is provided by the teacher.

In the implementation of Interactive Writing technique, the students share and develop their ideas in group discussion. The use of interactive writing gave students opportunities to be active and work cooperatively because interactive writing leads the students to be active during the lesson from the beginning until the end. The students should negotiate by sharing their ideas and opinion about what they were going to write to their friends in a group. It was supported by Swinney (2011) mention that in interactive writing, the text is composed by the groups and teacher guides students as they write it word by word. It means that every student in a group should arrange and share their ideas in their mind to compose a text in the form of recount text and students were active during interactive writing. The students had to write their own sentences one by one in front of the class. Interactive writing gave students a chance to share their language experience through writing activity to compose a story and encourage the students to be active to participate in sharing their ideas. In interactive writing, all students were hoped to involve in giving ideas, evaluating or correcting and editing. In Interactive Writing, the students had to think what they know about the topic and they shared the ideas and negotiate with their group what they want to write. The teacher's role during interactive writing was as the facilitator to guide the student to express their ideas. It helped the students who have a problem in write a text. Therefore, in the interactive writing class, students were active in the all of writing process. In implementation interactive writing technique there were some advantages and disadvantage such as; interactive writing

provides a model of the writing process for students, scaffolding their abilities to write for various audiences. In addition, interactive writing has the potential to increase vocabulary and language structure. The other advantages in implementation interactive writing technique such as; The students will use English to interact in the classroom, the students will use English to obtain, process, construct, and provide subject matter information spoken and written form and the students collaboratively revise and restructure an interactive writing project. Interactive writing can be a valuable instructional technique that greatly not only does it engage the students, but also improves their language development, writing, and spelling skills. Concerning with the learners, they have observed by implementing interactive writing continuously, the students' vocabulary, grammar, and writing skill as well as their confidence increase whereas the disadvantage of interactive writing that the weaknesses appear when students take turn in composing the text together. They find difficulties in continuing their friend's sentences. They have to brainstorm again to adapt the previous sentences produced by their friends.

On the contrary, in guided writing technique, the students were less active in doing the writing because they follow the material was given by the teacher. It was supported by Hyland (1996) states guided writing was a technique in which the learners imitate the model text given by the teacher. It means that the students' works have similarities with the text was given by the teacher. They have a little opportunity to cooperate with other students because they only focus on following material given by the teacher. Also, the students had to compose a text in the form of recount text as individually. In guided writing technique some of the students find difficulty when they were asked to write different topic from the text. It showed that the students

write by imitating and follow the outline that given by the teacher. Therefore, when the teacher did not give an example text, the students got difficulties in writing. Sometimes, the students got difficult to compose a text and the teacher had no much time to help the students one by one if they got difficult in writing process because the students consist of 12 people in the class and it was very much. The advantage of guided writing technique was facilitating the teaching and learning of individual students and observing and responding to the needs of individuals within the group whereas the disadvantage of guided writing was the guided writing techniques lack a means of determining graduation of control or decontrol which permit smooth transition from highly manipulated writing practice to free composition and the guided writing seems to force students to write for teacher's or textbook writers' purpose but not their own. By giving example and an outline to fulfill, some students feel restricted because they do not write what they want to write. This condition may make the students depend on the teacher's idea so their creativity is not developed.

In summary, the result of the research showed that there was any significant difference on teaching writing in recount text by using interactive writing and guided writing techniques at the eighth grade at SMPN 2 Lanrisang Pinrang. Also, the use of interactive writing technique in teaching writing was more effective than guided writing technique. Also, it could be concluded that the alternative hypothesis was accepted and null hypothesis was rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

1. There was any significant difference between teaching writing in recount text by using interactive writing and guided writing techniques at the eighth grade at SMPN 2 Lanrisang Pinrang in academic year 2018/2019.
2. Interactive Writing was more effective than guided writing to use in teaching writing especially in recount text for the eighth grade students at SMPN 2 Lanrisang Pinrang in academic year 2018/2019.

Based on the result of students' mean score of interactive writing class and guided writing class. It could be concluded that there was any significant difference between teaching writing in recount text by using interactive writing and guided writing techniques. The effectiveness of using Interactive Writing to teach writing in recount text rather than guided writing could be seen from the mean score both of the groups where the mean score of students taught using interactive writing is 79.27 which was higher than the mean score of the students taught using guided writing, which is 66.33.

5.2 Suggestion

In relation to the conclusion above, the researcher would like to suggest the following points:

5.2.1 For the Teachers

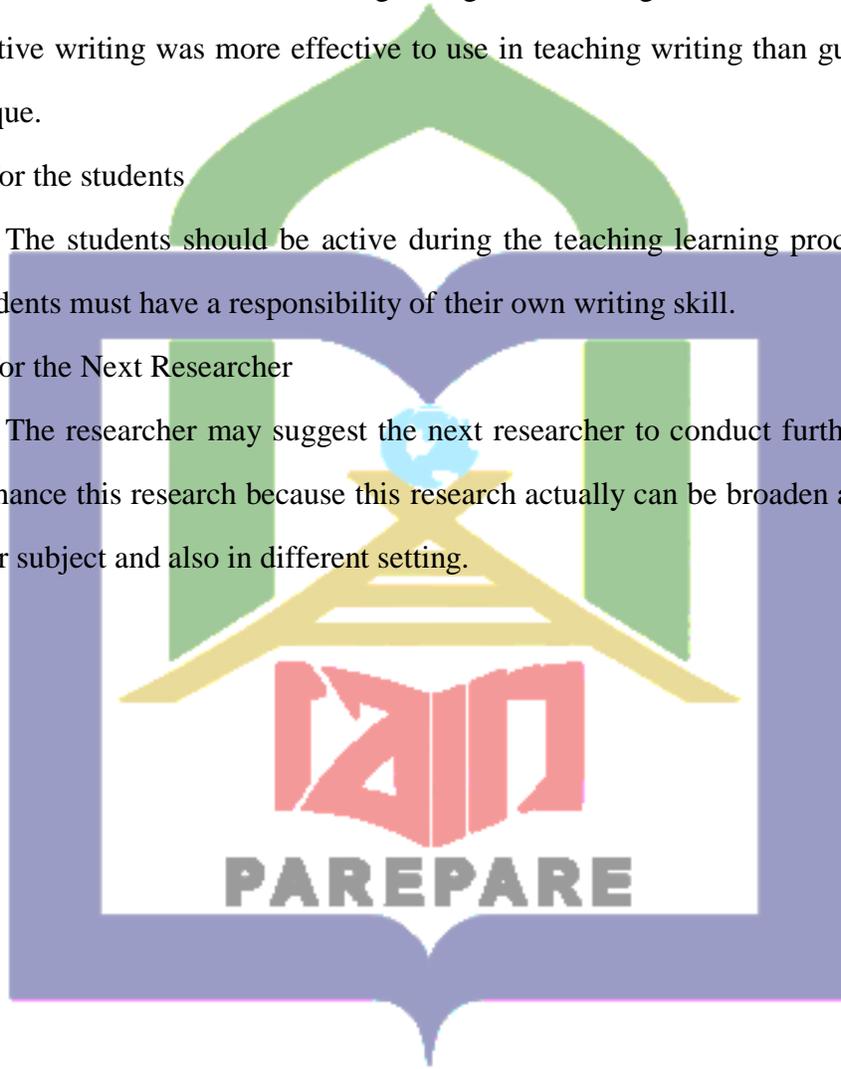
The English teachers must be creative and give motivation when teacher transfer the knowledge of English to the students so they can easily receive and understand the materials. There are some interesting techniques of teaching that can be used, such as, interactive writing and guided writing, but the result shows that interactive writing was more effective to use in teaching writing than guided writing technique.

5.2.2 For the students

The students should be active during the teaching learning process. Each of the students must have a responsibility of their own writing skill.

5.2.3 For the Next Researcher

The researcher may suggest the next researcher to conduct further study that can enhance this research because this research actually can be broaden and extended to other subject and also in different setting.



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APPENDICES

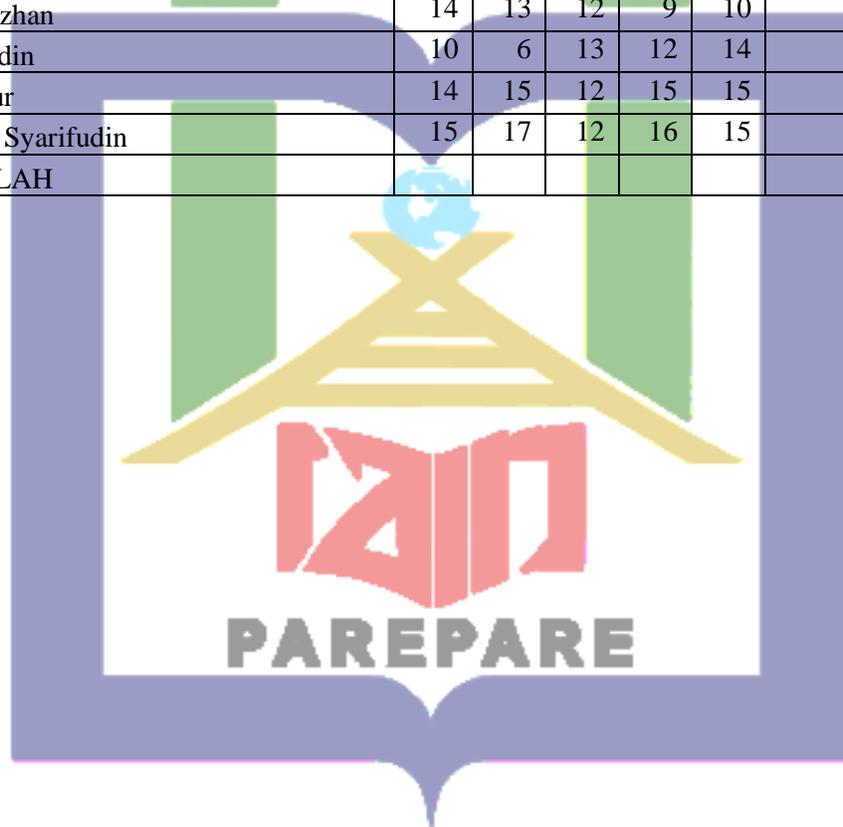
Appendix 1. The Students' score of Interactive Writing Class

Name	Components					Students' Score (X_1)
	C	O	V	G	M	
Fitria	18	19	16	17	17	85
Rapiana	13	16	16	15	12	72
Almarini	18	19	16	17	17	87
Nayla	18	18	19	17	13	85
Nur Hanisah	13	16	16	15	12	72
Innah Ramadani	18	19	16	17	17	87
Nur Annisa	18	18	19	17	13	85
Kahar	17	16	15	16	15	77
M. Taufiq	17	16	15	16	15	77
M. Syawal	17	16	15	16	15	77
Taslim	14	10	15	14	13	66
JUMLAH						872

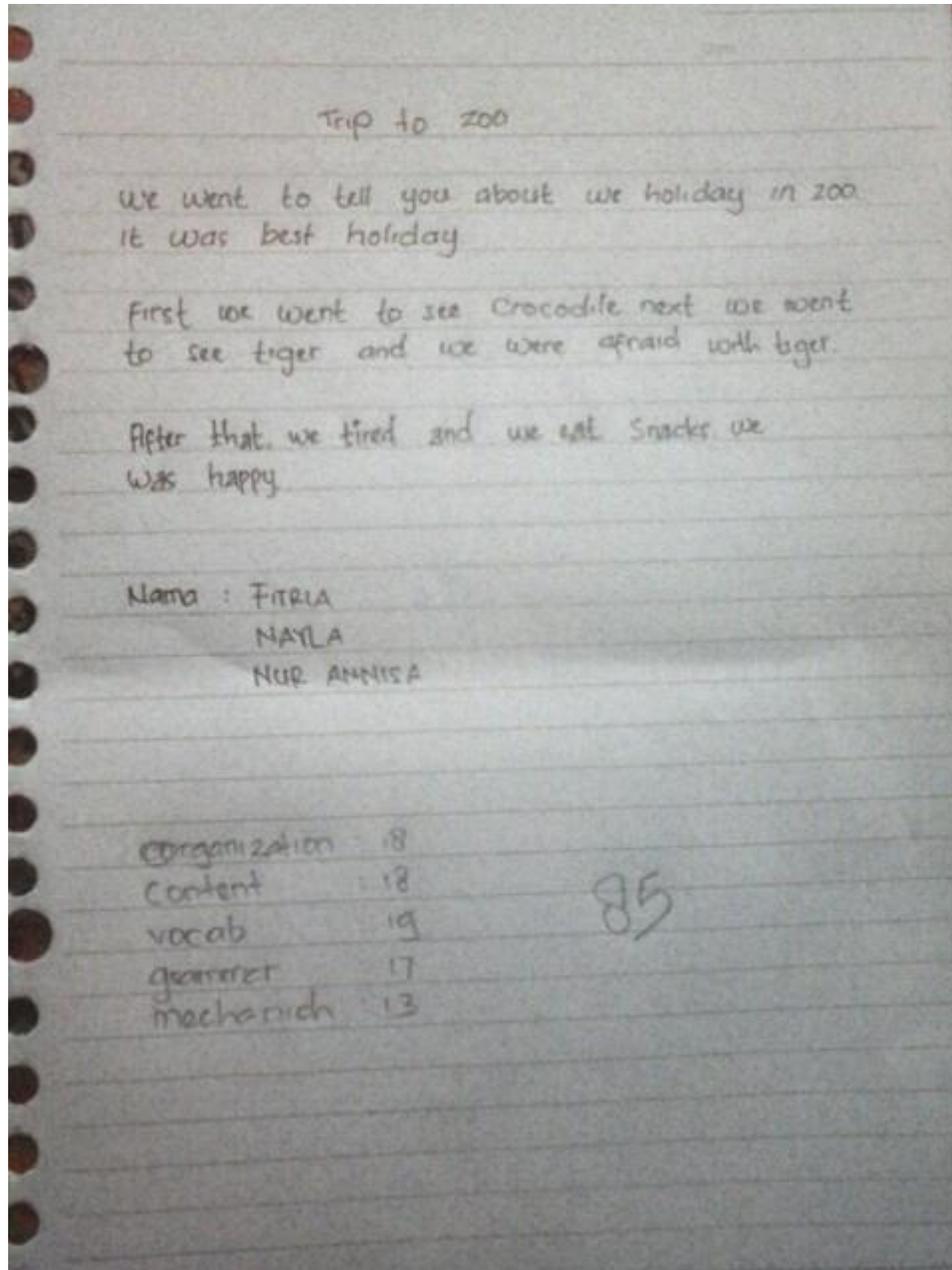


Appendix 2. The Students' Score of Guided Writing Class

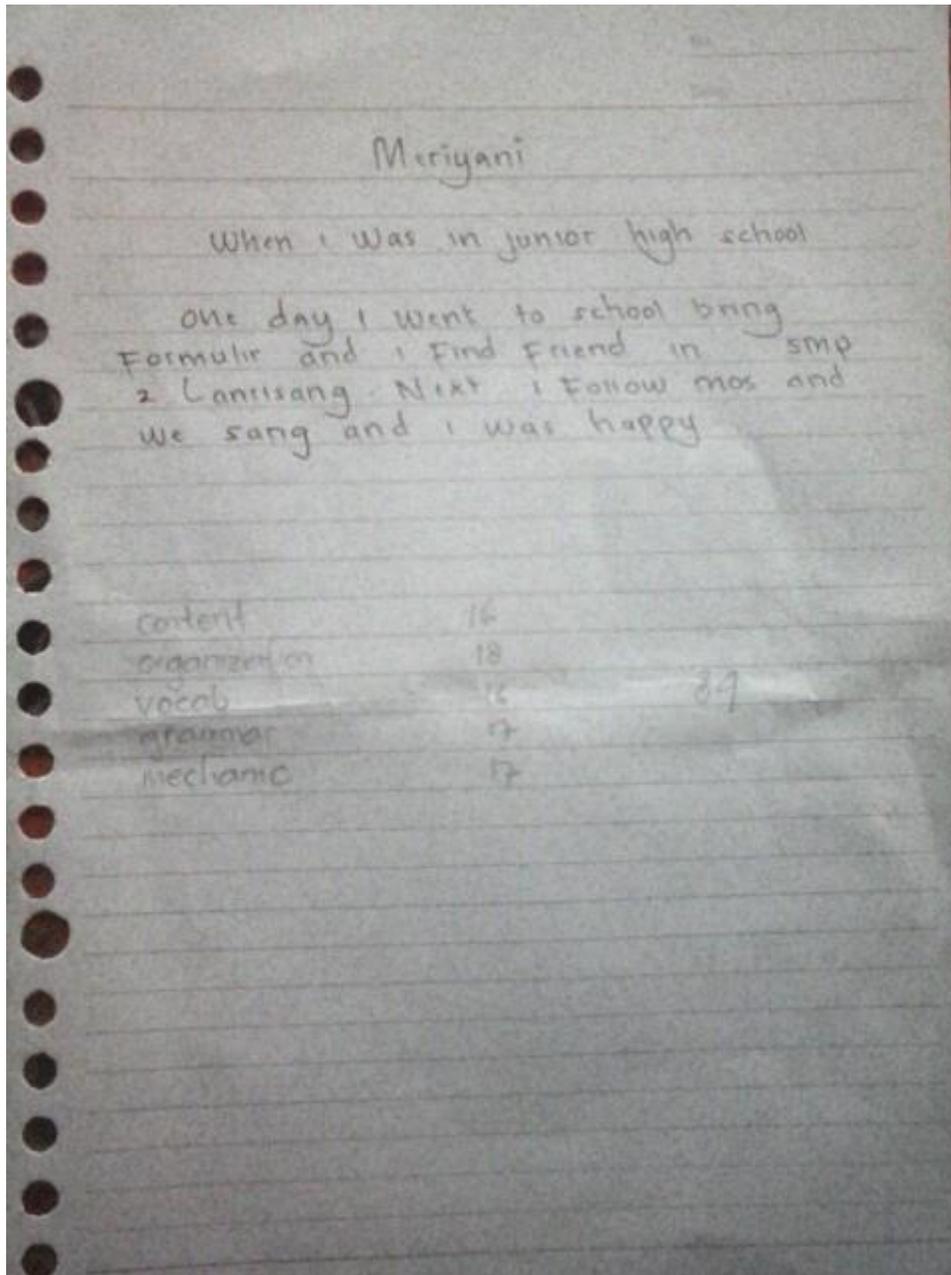
Name	Components					Students' Score (X ₂)
	C	O	V	G	M	
Nurul Widya	13	17	15	15	16	76
Putri Olivia	6	13	6	12	11	48
Raoda Tuljannah	10	15	11	11	12	59
Almareni	15	16	17	17	14	79
Awaliah	12	15	9	11	13	57
Meriyani	16	18	16	17	17	84
Nirmayani	16	16	15	16	18	81
Andika	14	8	10	10	11	53
M. Ikzhan	14	13	12	9	10	58
Wahidin	10	6	13	12	14	55
An'nur	14	15	12	15	15	71
Muh. Syarifudin	15	17	12	16	15	75
JUMLAH						796



Appendix 3. The Task of Students in Interactive Writing Class



Appendix 4. The Task of Students in Guided Writing Class



Appendix 5. Documentation











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Hal : Izin Melaksanakan Penelitian

Kepada Yth
 Kepala Daerah, KAB. PINRANG
 di
 KAB. PINRANG

Assalamu Alaikum Wr. Wb.

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Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul

"A COMPARATIVE STUDY ON TEACHING WRITING IN RECOUNT TEXT BY USING INTERACTIVE WRITING AND GUIDED WRITING TECHNIQUES AT THE EIGHTH GRADE AT SMPN 2 LANRISANG PINRANG"

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

03 Oktober 2018

A.n. Rektor

Ptt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



M. Djunaidi
 M. Djunaidi



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Pinrang, 08 Oktober 2018
Kepada
Yth, **Kepala SMPN 2 Lanrisang**
di-
Tempat.

Berdasarkan Surat Plt Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor: B.2411/In.39/PP.00.9/10/2018 tanggal 03 Oktober 2018 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

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Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul *A COMPARATIVE STUDY ON TEACHING WRITING IN RECOUNT TEXT BY USING INTERACTIVE WRITING AND GUIDED WRITING TECHNIQUES AT THE EIGHTH GRADE AT SMPN 2 LANRISANG PINRANG* yang pelaksanaannya pada tanggal 10 Oktober s/d 10 Desember 2018.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini.

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

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Asisten Administrasi Umum
SETDA
Drs. BACSAWERIGADING
Pembina Utama Muda
Nip : 19601231 1988031087

Tembusan:

1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Kantor Kementerian Agama Kab Pinrang di Pinrang;
5. Kepala Badan Kesbang dan Politik Kab Pinrang di Pinrang;
6. Plt Wakil Rektor Bid. APL IAIN Parepare di Parepare;
7. Camat Lanrisang di Jampue;
8. Yang bersangkutan untuk diketahui;
9. Arsip



PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SMP NEGERI 2 LANRISANG
Alamat : Paladang, Desa Mallongi-longi

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No. : 421.3 / 77 / SMPN.37 / 2018

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Lanrisang menerangkan bahwa:

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Mahasiswa tersebut benar telah melakukan penelitian di SMP Negeri 2 Lanrisang mulai pada tanggal 10 Oktober s/d 10 Desember 2018 Untuk menyusun skripsi yang berjudul " **A COMPARATIVE STUDY ON TEACHING WRITING IN RECOUNT TEXT BY USING INTERACTIVE WRITING AND GUIDED WRITING TECHIQUES AT THE EIGHTH GRADE AT. SMPN 2 LANRISANG PINRANG**"

Demikian surat keterangan ini di berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

10 Desember 2018
Sekolah


H. SUGIRMAN, S.Pd
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CURRICULUM VITAE



Mardiana Heryanti was born on March 05th 1996 in Liang Bunyu, Kec. Sebatik, Kab. Nunukan. She is daughter of Ridwan and Aminah. She has three sisters. Her sisters are Mia Syahidani, Asni, and Rivkha Tul Jannah. The researcher began her study in Elementary School 69 Pinrang and graduate in 2010. After that, she continued her study in SMP Negeri 2 Pinrang and graduated in 2011. Then, she continued her study in SMA Negeri 10 Pinrang and graduated in 2014. In 2014, she continued her study at State Islamic Institute of Parepare. She was majoring in English Program in Tarbiyah and Adab Department. Now she was finished her skripsi under the title **“ A Comparative Study on Teaching Writing in Recount Text by Using Interactive Writing and Guided Writing Techniques at The Eighth Grade at SMPN 2 Lanrisang Pinrang”**.

