

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is the foremost vital perspective of human life as an apparatus of communication to be associated with others. Everyone utilizing language to communicate contemplations, thoughts, and feelings. The foremost imperative language to consider that's for the most part utilized around the world is English. English is a worldwide language that is exceptionally critical for everybody to master so that it is simple to communicate with individuals from diverse nations.

English may be a widespread language. Realizing the importance of mastering English, everybody is required to memorize it in education. There are four aptitudes in language learning: reading, listening, writing, and speaking. Writing is one of the foremost critical abilities that understudies must have since composing can create thoughts that need to be communicated inventively in writing.

Writing is one of the skills which must be studied for every student in the English learning process. According to Westwood (2008:56) that writing is one of the most difficult skills that the learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio-cultural competencies. Writing is one of the difficult skills in English because it uses good language and scientific language. For the most part, there are numerous issues confronted by the understudies in writing. Firstly, they are troublesome to discover a thought to write. Besides, they don't know how to display the most thought, supporting the idea, and concluding thought. Finally, they don't know about

syntactic sentences. In this way, since those general issues over, the reader seems not to get what the author implies.

Table 1.1
Student's Score on Pre-Observation Among The Second Grade of SMP Hang Tuah I Belawan

NO	Initial Name of the Students	Component in Scoring Writing					Total Score
		CO	OR	VO	LU	ME	
1	AM	17	10	10	11	2	50
2	AH	13	7	7	5	3	35
3	AS	17	7	10	11	2	47
4	AS	17	10	10	11	2	50
5	CB	17	10	10	5	2	44
6	FE	13	7	7	5	3	35
7	GB	17	14	14	11	3	59
8	AL	13	7	7	5	2	34
9	SS	17	7	10	11	2	47
10	BP	17	10	10	11	2	50
11	MA	17	14	14	11	3	59
12	MN	13	7	7	5	3	35
13	MC	17	10	10	11	2	50
14	MF	17	7	10	11	2	47
15	MZ	17	10	10	5	2	44
16	NP	17	14	14	11	3	59
17	NA	17	10	10	11	2	50
18	RD	17	10	10	11	2	50
19	RB	17	10	10	5	2	44
20	SS	13	7	7	5	2	34
21	SS	17	7	10	11	2	47
22	YP	17	14	14	11	3	59

Total Score = 1029

Total Data= 22

Mean = 46.77

Based on the preliminary survey at SMP Hang Tuah I Belawan, the researcher found that the students face problems in writing descriptive such as the lack of students' motivation and interest in learning English and the lack of students' vocabulary so make the students confuse to arrange the words to form sentences into a good paragraph.

Those problems above, the researcher is interested to use the interactive writing technique to improve students' ability in writing. According to Swartz (2001) that interactive writing is a teaching technique in which children and teacher negotiate what they are going to write and then share the pen to construct the message." Interactive writing is an agreeable occasion in which content is mutually composed and composed. The teacher employs the intuitively composing session to demonstrate perusing and composing methodologies as he or she engages children in making content. Using the interactive writing technique, teachers not only ask the children how writing works but invite them to take part, with support, within the act of composing. The center of the intuitively composing strategy is spelling, capitalization, accentuation, space between words, and word order.

In this research, the researcher chooses writing descriptive text because descriptive is one of the text genres that describe something. By descriptive text, the readers know almost point-by-point data, and occasion grouping in issue so that the readers get unused data or information. In case the understudies don't know how to build a descriptive text and don't have much lexicon, it can misjudge between writer and reader. In this way, writing descriptive text is important to educate the understudies to form understudies get it and to move forward their composing capacity in composing graphic content. Thus, they can portray anything with a great bland structure, redress linguistic, conjointly great lexicon.

1.2 The Problem of the Study

In line with the background of the study above, the research problem is formulated as follows: “Does the use of Interactive Writing technique affect the students’ ability in writing the descriptive text?”

1.3 The Objective of the Study

The objective of the study is aimed to find out whether or not the application of the Interactive Writing technique significantly affects students' writing ability.

1.4 The Scope of the Study

There are a few techniques in teaching writing: Free-writing technique, sequence picture technique, Interactive writing technique, collaborative technique, etc. The Researcher focuses on interactive writing techniques to get an understanding of the students about writing. Interactive writing is a writing process used to teach (usually younger) students how to write. The process involves the sharing of a pen between the teacher and students. Descriptive text is a text that describe a person, place, things, etc. Here, the researcher only focuses on describing a place in writing descriptive text. Writing descriptive text focused on content, organization, vocabulary, language use, and mechanics. From the component of writing descriptive, the researcher knows how the ability of each student. The researcher will research at the second grade of SMP Hang Tuah I Belawan.

1.5 The Significance of the Study

The research finding will be expected to have both theoretical and practical significance.

1. Theoretical Significance

This research is expected to be valuable information and contribution to the teaching and learning process. Interactive Writing Technique is one good technique in the teaching and learning process. It is expected to be worthwhile information to improve teaching English, especially in writing descriptive text.

2. Practical Significance

For English teacher

Conducting this research, the researcher hopes to help teachers improving students' achievement. She also expects to give alternative contributions and information of technique, especially in teaching writing for Junior High School in particular.

For the students

It is expected that it will help the students to use their background knowledge to see the context of a text.

For other researchers

For other researchers, it is expected that this finding can be a reference for them to conduct a similar research study about writing ability.

1.6 Hypothesis

Ha: There is a significant effect of using Interactive Writing on students writing ability in writing descriptive text.

Ho: There is no significant influence of using Interactive Writing on students writing ability in writing descriptive text.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Language

Language was an instrument of communication to connected and share information with others. According to Phipps and Gonzales (2004:2) that Language were more than skills; they are the medium through which communities of people engage with, make sense of and shape the world. Based on that statement, we know that language is an important element for us as a tool of communication with society.

Language is important for everyone. There are many languages in the world. Language helps them to understand themselves and the world around them. Zaenuri (2001:9) says that language helps you to understand yourself and the world around you. Without language, people will be easy getting confused with another.

2.2 Skill in English

2.2.1 Reading

Reading is critical for humans since humans generally get data through reading. It is more than basically the movement of articulating the written text. It is a process of constructing meaning from a text. Burt (2003: 33) states that Reading is essentially the process of getting information from written text. It is helping the students to read when they have the opportunities to apply their knowledge of the text they are reading to understand the different types and the information of the

written text. The students may discuss the vocabulary that they do not know while they are reading the text to get clear about the information of the text.

2.2.2 Listening

Everyone can understand and give a response to the language by listening. Barker (2010:204) said listening is the selective process of attending to hearing, understanding, and remembering aural symbols. It means that listening not just attending to hearing but also understanding and remembering information selectively. Therefore, hearing and listening are being as natural abilities, but listening different from hearing. Hearing is a simple recognition of sound but listening implies some conscious attention to the message of what is said. So, listening needs to teach due to its characteristic that usually the source message difficult to understand, comprehend and need thinking process

2.2.3 Speaking

Speaking is the oral communication to communicate with a human. It consists of producing systematic verbal utterances to convey meaning. According to Flutcher (2003:23) that speaking is the verbal use of language to communicate with others.

2.2.4 Writing

Writing is one of the language skills in which one can express one's ideas in written form. Richard Kern (2000:172) states Writing is functional communication, making learners possible to create imagined worlds of their own design." It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.

Students can convey their ideas in their minds by organizing them into a good paragraph so that others recognize them. Besides, they can think critically. The researcher concluded that writing is a complex process to have some idea and gathering them all into a good paragraph, to make them need much time and attention to get the topic and information of writing.

2.3 Writing

2.3.1 The definition of Writing

Writing is an important skill to be mastered in learning English as a foreign language and it is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs to plan what to say, plan how to say it and understand what the reader needs to know. According to Murcia, Celce-Marianne, and Olshtain, Elite (2000:142) that writing is the production of the written word that results in a text, but the text must be read and comprehend.

Another definition is given by Langan, (2011:12), He said that writing is a realistic attitude to build on the idea and it is a way to communicate with others, discover what they want to write, and explore their thought in writing. The creative ideas that are owned can make it easy for everyone to write something that can make readers interested in reading it. The writer is said to be successful if the writer can create written works that can influence the reader both in knowledge and spirituality. According to Oshima and Hogue, (2007:3) that writing is never a one-step action, it is an ongoing creative act.

Writing is a way to produce language. According to Bullock, (2006:3) that writing is an activity to explore our thoughts and emotions, to express ourselves, to entertain we write to record words and events. It means that, through writing, learners can express thought, feeling, ideas, and experiences to convey a specific purpose. The purpose of writing is to give some information.

Referring to some definitions above, the researcher concluded that writing is a way to produce language that comes from thought. By using writing, people can share their ideas, feeling, or anything that exist in their mind. It is also a creative process and good writers must learn to communicate their ideas clearly to an unseen audience. Writing will be read whenever the author is absent.

2.3.2 The Purposes of Writing

A good writer is someone who has can write for a variety of purposes to make the reader's interest in the topic. According to Whitaker (2009:2) that the most common purposes in academic writing are to persuade, analyze, inform. Besides, Whitaker (2009:2) explains the purposes of writing, as follows:

a) Persuasive Purpose

The persuasive in writing has the purpose is to make the readers believe the writer's idea to persuade them by choosing the question that must be answered and it has to give a reason and evidence and attempt to change the reader's point of view about the topic. Persuasive writing assignment consists of argumentation and position paper.

b) Analytical Purpose

Analytical academic writing has the purpose to define and evaluate the answers by choosing the best answers based on the writer's criteria. Analytical

assignment often investigating causes, examine effects, evaluate effectiveness, find out the solution of the problem, find the relationship between various ideas, or analyze other people's argument. The 'synthesis' part of the purpose comes in when putting all the parts and the answers together. An example of this kind is analysis paper and critical analysis.

c) Informative Purpose

Informative academic writing has the purpose to give information to readers and explain the answer about the topic. This kind is different from the analytical purpose which is the writer does not push the readers' point of view but extends the readers' mind.

Based on the explanation above, the researchers decide what is a primary purpose before writing something. The writers have to focus on the purpose of their writing since this will affect what language they choose and how they use it. When they have determined their purpose, they know what kind of information they need, how they want to organize and develop that information. In addition to creating good and creative writing, writers must be able to make writing that is useful for readers so that an understanding of a topic can be understood in detail.

2.3.3 The Process of Writing

The Process of writing is combining many aspects, such as developing the ideas that relate with the content is going to write, selecting the right words, grammatically should be good, and how to join word by word together to build a sentence even become a paragraph.

Besides, Harmer (2004:4-6) explains the process of writing, as follows:

1. Planning

Harmer (2004:4) stated that in the planning process, three main issues have to be thought of by students. First, the students have to decide the purpose of writing. Next, students have to think about language styles. Finally, students have to consider the content.

2. Drafting

Harmer (2004:5) stated that drafting is the first version of a piece of writing. At this point, the students should be given a lot of time, because they need to focus on the development of ideas and the organization of those ideas more than the development of perfect grammar, punctuations, or spelling.

3. Editing

Harmer (2004:5) stated that in editing the students read again what they write as a draft to check their writing if there are mistakes. After the students found the mistakes, then revise it. By doing those, the mistakes can be minimized.

4. Final version

Harmer (2004:5-6) said that the last stage is the final version. After all, the process has been done, the students make a final version. It is possible that the final version is much different from the plan and the draft has been made before. It happens since there is much change in the editing process. Any unimportant information stated in the draft can be deleted.

2.2.4 The components of Writing

Writing has some components that should be done by the writer to get good writing. Kane (2000:15) stated that there are five significant components of writing, they are content, organization, vocabulary, grammar, and mechanics.

1) Content

Kane, (2000:15) stated that content should be clear so that the readers can understand the message conveyed and get information from it. Good content should be well unified and completed.

2) Organization

Heaton, (2000:135) stated that organization is the ability to develop ideas and topics which relevant in a united form. Organization writing involves coherence, an order of importance, general to specific, specific to general, chronological order, and spatial pattern.

3) Vocabulary

Hughes, (2003:101) stated that vocabularies are a collection of words that are arranged into sentences, paragraphs, or essays. Good writing consists of appropriate words so that there is no misunderstanding from the audiences when they read his writing.

4) Grammar

Harmer, (2001:35) stated the writer should master grammar so that she can result from good writing. Good writing is writing that has correct sentences, using appropriate tenses, words, and others.

5) Mechanics

Kane (2000:15) stated that mechanics refers to the appearance of words, to how they are spelled or arranged on paper. Mechanics consists of capitalization, spelling, and punctuation.

2.4 Teaching in English

2.4.1 Approach

Approach is a theory of how the language is taught. The Teaching approach is like the form or the way we teach or how we do it. According to Richards and Rodgers (2007) that an approach refers to the general assumptions about what language is and about how learning a language occurs. It represents the sum of our philosophy about both the theory of language and the theory of learning. In other words, an approach to language teaching describes:

1. The nature of language
2. How knowledge of a language is acquired
3. And the conditions that promote language acquisition.

2.4.2 Strategies

According Encyclopedia Strategy is the science or art of planning and directing large military movements and operations. According to E. Stones and S. Morris teaching strategy is a generalized plan for a lesson that includes structure, desired learner behavior in terms of goals of instruction and an outline of planned tactics necessary to implement the strategy. For Example: 1. Blackboard is a strategy to provide visual structure during a lecture or discussion. 2. Free writing is a strategy for encouraging students to explore ideas in writing. 3. Debate is a teaching strategy in which students organize planned presentation for various view points.

2.4.3 Method

Method is a way of doing something and practical implementation of an approach. According to Anthony's model (1963) that an overall plan for the

orderly presentation of the language of language material, no part of which contradicts, and all of which is based upon, the selected approach. A theory is put into practice at the level of a method. It includes decisions that:

The particular skills to be taught

The roles of the teacher and the learner in language teaching and learning

The appropriate procedures and techniques

The content to be taught

And the order in which the content will be presented

2.4.4 Technique

According to Anthony's model (1999) that the actual implementation in a language classroom. In teaching, teachers must have many techniques known in teaching to improve the ability of students. They could take the form of an exercise or just any activity that you have to do to complete a task. For instance, when using videos, teachers often use a technique called "silent viewing" which consists of playing the video without sound and asking students to figure out what the characters were saying.

2.5 Teaching Writing

Teaching Writing is important for students because writing is almost difficult for them. According to Harmer, (1998:79) that there are some reasons for teaching writing to students of English as a foreign language include: Reinforcement, language development, learning style, and writing as a skill. The teacher can help students to become better writer although there is the different reason of students, this is the chance for the teacher

because the teachers have a number of a crucial task to perform, Harmer, (2004:31) mentions the task writing is the following:

a) Demonstrating

The teacher has to be able to draw these features to their attention. In whatever way students are made aware of layout issues or the language uses to perform a certain written function.

b) Motivating and provoking

This is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be.

c) Supporting

A teacher needs to be extremely supportive when students are writing in class, always available (except during exam writing of course) and prepared to help students overcome difficulties.

d) Responding

When responding, we react to the content and construction of a piece supportively and often (but not always) make suggestions for its improvement.

e) Evaluating

When evaluating our students' writing for test purposes, we can indicate where they wrote well and where they made mistakes, and we may award grades.

2.6 Descriptive Text

2.6.1 The definition of Descriptive Text

There is some definition of Descriptive Text:

- 1) Oshima and Hogue, (2007:61) stated that descriptive appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. The reader can imagine the object, place, or person in his or her mind.
- 2) Knapp and Watkins, (2005:97) state that describing is also a central feature of the narrative text providing the means for developing characterization, sense of place, and key themes.
- 3) Wardiman, et.al (2008:16) states a descriptive text is a text that describes the features of someone, something, or a certain place.

Referring to some definition above the researcher conclude that descriptive text is a kind of text which describe person, place, animals, and things. Descriptive text can help the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

2.6.2 The Kinds of Descriptive Text

According to Wardiman, et.al (2008:16) that description is the way to describe anything that we like. Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even units of time.

a) Describing People

It is usually people who are interesting to readers. The person described is usually attractive because it reflects the personality and is expressed using adjectives and even adverbs.

b) Describing Place

Everyone does not know a place around the world, so describing a place is very useful for readers who do not initially know what it is and how it

comes to know the conditions of the place. Describing the place can be seen from each section specifically that can make readers interested in reading it.

c) Describing unit of time

Descriptions of units of time are often used to establish mood. Literature is full of descriptions of seasons, days, and times of the day. Notice how the description of a unit of time sets a certain mood, or emotional tone, in each of the following selections.

2.6.3 The Generic Structure of Descriptive Text

Wardiman, et. al. (2008) specify the generic structure of descriptive text into two parts, 1) Introduction is the part of the paragraph that introduces the character; and 2) Description is the part of the paragraph that describes the character. This indicates that a descriptive text has two elements, an element to identify a phenomenon (identification) and another one (description) to portray parts, qualities, or characteristics.

Besides, Wardiman, et. al. (2008) explain descriptive text consists of two elements as follows:

**Table 2.6.3
Text Elements**

Text Elements	Content
Identification	An introduction to the objects/ things described which includes who or what, when, where.
Description	A description of an object. For example the color, the size, the smell, the taste, what makes it special, etc. For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special.

	For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.
Conclusion	Summary points

2.6.4 The Language Features of Descriptive Text

Every kind of text has language features. Gerot and Wignel state that the language features usually found in a descriptive text are:

- 1) Focus on the specific participant. In describing something in written descriptive must focus only on one subject, for example, Borobudur Temple, a cat, my new house, and so on.
- 2) The use of simple present tense. In which usually found the passive voice in the descriptive text especially when describes the particular place.
- 3) The use of attributive and identifying processes. It is about the use of havi and has.
- 4) The use of frequent epithets and classifiers in a nominal group, like attractive and beautiful.

2.7 Interactive Writing Technique

2.7.1 The definition of Interactive Writing Technique

Interactive Writing is a writing process used to teach students how to write. Interactive writing is a very effective way for teachers to help students begin to learn to write. There are some definitions of Interactive Writing Technique:

- a) Swartz, Klein, and Shook, (2001:1) stated that interactive writing technique is a cooperative event in which teacher and children jointly compose and write text. Not only do they share the decision about what they are going to write, but they also share the duties of the scribe.
- b) McCarrier, Pinell, and Fountas (2000) defined interactive writing as an instructional approach where a group or a class of students create a meaningful text while attending to sounds, letters, and words. Interactive writing is intertwined as a cognitive and social process where the teacher and the students work collaboratively through meaningful interactions to transcribe a message.

Referring to some definitions above, the researcher concludes that the Interactive Writing Technique is a technique in learning English where students and teachers talk and negotiate about what they and make students build on individual ability in writing. Interactive writing helps students advance their writing skills as using the same pen as the teacher, immediately after their example, creates the right mindset for the child to copy the technique of the teacher correctly. By directly following the guide of the teacher the child will understand much more.

2.7.2 The Types of Interactive Writing Technique

Interactive Writing Technique has many types. According to Swartz, Klein, and Shook, (2001:10) that there are three types of interactive writing technique:

- a) Transcription

Transcription is a type of interactive writing that is particularly suited to very young children. Transcription avoids long discussions on what to write and helps maintain focus on the actual process and the word work involved.

b) Innovation

The task in this type of interactive writing is to change some part of a text that is familiar or has been read previously. The same structure, pattern, or language is used, but a different ending or twist might be added so that the children are encouraged to be creative.

c) Negotiation

In this type of interactive writing wholly new original text is created. The teacher and the children work together to develop a writing piece based on a shared book or experience. All aspects of the writing are negotiated: topic, genre, word choice, and word order.

2.7.3 Focus of Interactive Writing Technique

The rationale for a focus on interactive writing because it calls upon students to record certain words in a text (along with the teacher taking responsibility for recording others), interactive writing requires strategizing around word choice and, in particular, spelling. According to Bonnemort (2015), there is some focus of Interactive Writing Technique:

- 1) Compose and remember text by repetition
- 2) Think about word parts and connections between words
- 3) Capitalization, space between words, spelling, punctuation
- 4) Edit and revise the text

2.7.4 Steps of Interactive Writing Technique

Interactive Writing is a technique that can influence students. Students need to have an active learning experience to develop their writing skills. McCarrier, et.al. (2000:73) stated some step of the Interactive Writing Technique:

- 1) Provide active learning experiences
- 2) Establishing the topic (talking)
- 3) Composing the text (negotiating)
- 4) Writing the text (constructing)
- 5) Reread, revise, and proofread the text
- 6) Revisit the text to support word solving
- 7) Summarize the learning
- 8) Extend the learning

2.7.5 The benefits of Interactive Writing Technique

Interactive writing involves the teacher sharing a pen - or another writing instrument - with students. The teacher records familiar words so that students easily develop the words into writing. There are several opinions by experts about the benefit of interactive writing technique:

- 1) Kronenberg (2014:9) stated that the dominant role of students in generating ideas for writing, take turns going up to the board and writing letters, words, or sentences while the class supports the writer.
- 2) Roth and Guinee (2011:335) stated that Children who participate actively in writing text and read it many times in the process, the intention is that they create a text that is accessible and readable.

- 3) McCarrier (2000:8-9) stated that everyone in the group sees the process of producing a piece of writing, the student who read and write very little independently have a chance to see themselves as readers and writers.

From the explanation above that interactive writing can influence students' ability in writing because the children participate actively in writing text.

2.8 Previous Study

Many studies have been performed by the researcher related to the use of strategies, techniques, or media, in motivating the students to learn English writing. Some of them are mentioned with their report as follows:

- 1) Samsinar in her research entitled *The Use of Field Trips Method in Teaching Writing Descriptive Text of The Second Year Students of SMA Negeri 2 Libureng Bone* states the compare with this research, while Samsinar used *Field Trips Method* to improve students' writing ability in writing descriptive text. The Researcher will use the Interactive Writing Technique to improve students' ability in writing descriptive text. Basically, both technique is almost the same because they gave the comfortable zone of the student to write the descriptive text and it was also very helpful for the student to activate their prior knowledge in writing. The research findings indicated the results of the reasearch: the mean score of pre-test experimental class is 45.47 and the means score of post-test is 71.82. it shows that the experimental class experiences improvement in their writing test and the hypothesis testing indicates that the score of the

experimental class students is higher than the control class. From this study, I as a researcher make this study as my reference.

- 2) Mardhatillah in her research entitled *The Effectiveness of Using Zone of Proximal Development (ZPD) Approach to Improve Students' Writing Ability at The Second Grade IPA of Madrasah Aliyah Negeri (MAN) Pinrang* concluded that Zone of Proximal Development (ZPD) is a method applied in learning groups or pairs. Students are generally easier and more fun to learn in a group or pair and there is social interaction with other friends spurs the formation of new ideas and enriches students' intellectual development. To compare with the research, while Mardhatillah used Zone of Proximal Development (ZPD) in writing descriptive text. Researchers use the Interactive Writing Technique in writing descriptive text. Basically, both techniques are the same, because in the techniques there is an interaction between student and teacher when writing process. The research findings indicated the results of the research: the mean score of the pre-test experimental class is 42.47 and the means score of the post-test is 76.42. it shows that the experimental class experiences improvement in their writing test and the hypothesis testing indicates that the score of the experimental class students is higher than the control class. From this study, I as a researcher make this study as my reference.
- 3) Sulistiana in her research entitled *The Effectiveness of Using Peer Editing Technique to Improve The First Year Students' Skill in Writing Descriptive Text at SMAN 8 Makassar* concluded that peer editing technique is an interactive process of reading and commenting on a

classmate's writing. And make suggestions for improvement. The research is the same as this research, which uses interactive writing techniques in writing descriptive text. Because the techniques emphasize interactive activities when students are in the writing process. The research findings indicated the results of the research: the mean score of the pre-test experimental class is 40.28 and the means score of the post-test is 73.60. it shows that the experimental class experiences improvement in their writing test and the hypothesis testing indicates that the score of the experimental class students is higher than the control class. From this study, I as a researcher make this study as my reference.

Referring to previous findings above indicates that the interactive writing techniques will bring reality to the classroom and make interaction meaningful. Interactive writing techniques will succeed in connecting teachers and students in the writing process to construct a written text. Therefore, the researcher decides to use interactive writing techniques to improve students' writing ability in writing descriptive text.

2.9 Conceptual Framework

Based on the explanation above, teaching students' writing ability using Interactive Writing Technique meant that the teacher used the Interactive Writing Technique in the class to teach Writing in descriptive text. The Interactive Writing Technique contributed to the teaching technique to help the teacher convey the material easily. This technique helped the students to activate their prior knowledge by arousing their curiosity about the statements provided by the teacher.

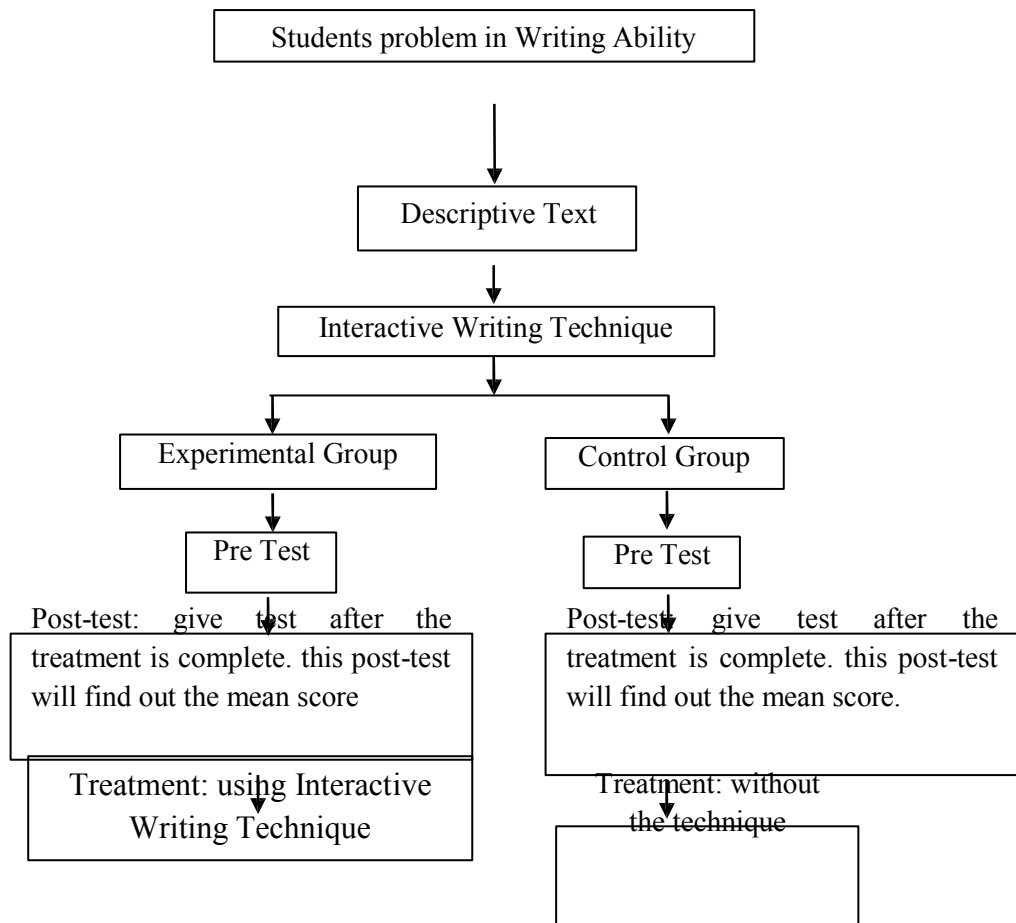


Figure 1 Conceptual Framework of the Effect of Interactive Writing Technique on Writing ability.

CHAPTER III
METHODOLOGY OF RESEARCH

3.1 Research Design

The design of this was experimental quantitative. To collect the data, groups of students were involved. The experimental group taught by using the Interactive Writing Technique. While the control group taught by explaining the method as usual in class.

The research design can be figured as follows:

Table 3.1
Table of research design

Group	pre-Test	Teaching	post-Test
Experimental group	√	Interactive Writing Technique	√
Control group	√	without the technique	√

3.2 The Population and Sample

3.2.1 Population

Best (2002:13) states that a population was a group of individuals, namely: person, object, or item from which samples were taken for the measurement. The population of this research was all the second-grade students of SMP Hang Tuah I Belawan in the academic year 2020/2021 that consist of 224 students into eight classes.

3.2.2 Sample

A sample was a limited number of cases (Corbetta, 2003:211). The researcher was researched in 2 classes which are VIII-1 as the experimental class and VIII-2 as the control class. As usual, each class consists of 32 students, but now in a pandemic situation, each class consists of 10 students. The researcher applied the interactive writing technique in the experimental class, while the control group only apply the method as usual in the learning process.

3.3 The Instrument of Data Collection

The researcher finds out about the students' writing ability by giving a writing descriptive test to describe a specific place. The writing tests are pre-test and post-test. The pre-test was used to investigate students writing ability before treatment. Besides, the post-test was used to evaluate how far the students writing ability after treatment applied.

3.4 The Technique of Collecting Data

There were some steps in collecting the data for this research. The researcher has used the test in the data collection technique. The test was going to use to measure the persons' competence and to achieve the objective. The data was going to collect by giving the writing descriptive test. The writing test is going to be conducted Pre-test and Post-test.

3.4.1 Pre-Test

Before started the experiment, the researcher has given a pre-test to the students in the controlled and the experimental class with the same test, to

know the students' ability in writing descriptive text. Students write a descriptive text with a topic that is determined.

3.4.2 Treatment

After given the pre-test, the researcher has applied the Interactive Writing Technique to the experimental class, while this technique did not applied to the control class.

3.4.3 Post-Test

After given the treatment, the researcher has given the post-test to the students. The test was also the same as the pre-test with a different topic. Thus, the score of the post-test was to compare with the pre-test before.

3.5 The Technique of Analyzing Data

After calculating the data from the test, the data has analyzed by using some steps, they are:

- 1) Calculating the score of the pre-test and post-test in the experimental and control groups.
- 2) Tabulating data from the scoring of the experimental and control group.
- 3) Interpreting the result of writing descriptive test

3.5.1 Testing Hypothesis

The researcher stated a hypothesis to be tested, formulates an analysis plan, analyzes sample data according to the plan and accepts or rejects the null hypothesis, based on the results of the analysis. To know the difference between the two groups, the writer used a t-test using the formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[\frac{s_1^2 + s_2^2}{n_1 + n_2 - 2}\right] \left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

Where:

t = the effect

M_x = mean of the experimental group

M_y = mean of the control group

$\sum x^2$ = the deviation square of the experimental group

$\sum y^2$ = the deviation square of the control group

N_x = the sample of the experimental group

N_y = the sample of the control group

3.6 Validity

3.6.1 The Validity of the test

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity is defined as the extent to which an instrument measured what was claimed to measure. Arikunto (2006:168) states the validity is a measurement that shows the levels of the instrument's validity. An instrument can be said valid if it can measure what is supposed to be measured. There are three types of validity: (1) content validity, (2) criterion-related validity, (3) construct validity. This study used content validity. In this case, the researcher used content validity. It refers to the degree to which the test measures. Thus, by applying content validity, the writer knew whether the test items are valid or not to behavioral objectives.

The researcher used analytical scoring to assess students' ability in writing descriptive text. In analytical scoring, scripts are rated on several aspects of writing, such features as content, organization, vocabulary, language use, and

mechanics. The following table is the analytical scoring rubric was used by the researcher to assess writing adopted from Weigle, (2002:114).

**Table 3.6.1
Analytical Scoring Rubric Adopted from Weigle (2002:114).**

Components of Writing	Level	Criteria
Content	30-27	Excellent to very good: acquainted with knowledge, substantive, through going development of thesis relevant to the topic.
	26-22	Good to average: some knowledge of subject, adequate range, limited knowledge of thesis, mostly relevant to the topic but deficiency detail.
	21-17	Fair to poor: limited knowledge of subject, little substance, insufficient for developing the topic.
	16-13	Very poor: does not show knowledge of subject, non-substantive, not relevant, or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, concise, well-organized logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequence.
	13-10	Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing and developing.
	9-7	Very poor: does not communicate, no organization, not enough to evaluate.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, mastery of word form, appropriate register.
	17-14	Good to average: adequate range, infrequent errors of word/idiom form choice, usage and meaning bewildered or obscured.
	13-10	Fair to poor: limited range, frequent errors

		of word/idiom form, choice, usage but meaning bewildered or obscured.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language Use	25-22	Excellent to very good: effective multiplex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple constructions several errors of agreement, tense, number, word form/function, articles, pronouns, preposition but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple/complex constructions, frequent errors or negation, agreement, tense, number, word order/function, article, pronouns, preposition, an/or fragments, run-ons deletions, meaning confused or obscured.
	10-5	Very poor: nearly no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.
Mechanics	5	Excellent to very good show mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: several errors of spelling, punctuations, paragraphing but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning unclear or obscured.
	2	Very poor: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting unreadable or not enough to evaluate