

## **ABSTRACT**

### **THE APPLICATION OF AN INTERACTIVE COMPREHENSIBLE WRITTEN INPUT-OUTPUT INSTRUCTION FOR TEACHING WRITING AT TERTIARY EDUCATION LEVEL IN LAMPUNG UNIVERSITY**

**By**

**Lia Annisa Mahdalena**

This study was aimed at finding out whether there was a difference on students' writing ability before and after the application of an Interactive Comprehensible Written Input-Output Instruction as well as to investigate whether this instruction affected students' aspects of writing in particular. In addition, it was aimed at exploring whether there would be a difference on students' prediction of Narrative and Anecdote Text as a part of this instruction. This research was conducted to 36 students in Tertiary Education Level majoring Mathematics Education in Lampung University in 2016/2017 academic year in the odd semester. To collect the data, the researcher administered writing tests and collected students' writing drafts. Then, the data were analyzed both quantitatively and qualitatively.

The results showed there was a significant difference on students' writing ability before and after the application of this instruction. The t-test revealed that t-value was higher than that of in t-table and the two tail significance showed that  $p < 0.05$ . Referring to the criteria,  $H_{01}$  was rejected. Furthermore, it was found that this instruction affected students' aspects of writing particularly. It could be seen that there was an improvement on each aspect of writing with the highest improvement was on content aspect (2.18), followed by organization aspect (2.03), language use aspect (1.83), vocabulary aspect (1.22), and mechanics aspect (0.5). Then the result also showed that t-value of each writing aspect was higher than that of in t-table and the two tail significance showed that  $p < 0.05$ . Referring to the criteria,  $H_{02}$  was rejected. The last but not least, there was also a difference on students' prediction of two texts that it was easier for them to predict the continuation of the story in Narrative Text rather than in Anecdote one. It could be seen there were four groups who could predict the continuation of the story as pretty close as in the original Narrative text, while there were only two groups who could predict the continuation of the story as pretty close as in the original Anecdote one. In accordance with those findings, it is suggested that English teachers/lecturers apply this instruction since it may help students comprehend reading text intensely and produce their writing better.