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

(A Thesis)

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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BANDAR LAMPUNG
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ABSTRACT

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

By

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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.

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

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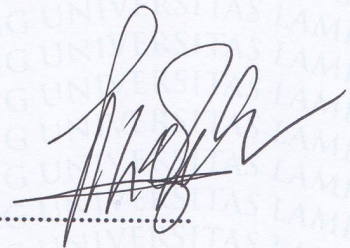The Chairperson of Master
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LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

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CURRICULUM VITAE

The researcher's name is Lia Annisa Mahdalena. She was born in Sungailiat, Bangka, on April 23rd, 1993. She is the last child of a harmonious and wonderful couple, Rabu Zainuddin and Hatidjah.

She started her study at TK Aisyiyah Bustanul Athfal Bandar Lampung in 1998. Then, she entered SDN 4 Sukajawa Bandar Lampung and graduated in 2005. In the same year, she continued studying at SMPN 2 Bandar Lampung and completed the three-year study program in 2008. Then she continued her study at SMAN 9 Bandar Lampung and finished three years later.

In 2011, she was admitted as S-1 student of English Education Study Program at Teacher Training and Education Faculty of Lampung University and obtained her bachelor's degree in 2015. In the same year, she was admitted as a student of the 3rd batch of Master's Degree Program in English Language Teaching at Lampung University.

DEDICATION

This thesis is sincerely dedicated to:

My beloved parents, Rabu Zainuddin and Hatidjah

My beloved siblings

My beloved brother and sisters-in-law

My beloved nieces and nephews

My beloved best friends

My fabulous friends of the 3rd batch of Master in English Language Teaching and Study Program

My almamater, Lampung University

MOTTO

"So, verily, with every difficulty, there is relief.

Verily with every difficulty there is relief."

(QS. Al-Insyirah: 5-6)

ACKNOWLEDGEMENTS

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I. INTRODUCTION

This chapter is concerned with the background of the problems, research questions, objectives, uses, scope, and definition of terms.

1.1. Background

As it has been known that writing is considered to be the last acquired skill among four basic skills of English language learning. Compared with listening, speaking, reading, writing is generally regarded as the most difficult of the four skills. This is because according to Nunan (2003: 88), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. These things turn to be difficulties in writing students generally posses. In addition, Richards and Renandya (2002: 303) state the difficulty of writing lies not only in generating and organizing ideas, but also in translating these ideas into readable text. They argue the skills involved in writing are highly complex and L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.

Those difficulties are in line with what the researcher found in the pre-observation done at Tertiary Education Level majoring Mathematics Education in Lampung University. It was found that most of the students still got difficulty in writing. In accordance with the result of the interview done to several students, it was

revealed that one of basic problems faced was they did not know the point to start their writing. It was added by getting stuck after a quite hard effort to start it. This phenomenon needed to take into account since writing is one of the most important skills that students need to master for college level work (Alharbi, 2015). Thus, they should be prepared with these skills before moving deeper to the college level. That preparation needs to be considered since the beginning of college level because they are required to write numerous papers that tend to be used for learning assessment later.

Seeing this, it can be assumed that writing is one of activities that are productive and expressive. Thus, writing skill does not come automatically and it needs an idea. To get the idea, it can be from the written input that is read by the writer as the clue to construct the idea. In this way reading provides them with the basic ideas for writing (Hirvela and Du, 2013). From the written input provided while the students read, they can memorize the correct schematic structures and linguistic features of different types of text, which assist students to read and plan their own writing (Promnont and Saowalak, 2015).

According to Krashen's Reading Input Hypothesis (1993) cited in Cho and Janina (2015), large amounts of reading should lead to gain in writing ability. To be able to write, one does not only need relevant information, but also knowledge of how to organize the information. A rhetorical understanding about the way information is organized in a text can form the basis for developing reading skills. A further extension and incorporation of this understanding obtained from reading the text into the writing process seems justified (Varaprasad, 1994).

Krashen emphasized the importance of the quantity of input repeatedly. Learners can receive lots of language knowledge by a large number of input and then consolidate the knowledge to master it in the end. Krashen (1985) in Alsulami (2016) insisted that the only way to acquire a second language was through exposure to sufficient input knowledge. It is supported by VanPattern (1996) in Yang (2011) pointing out that input is the most important concept in the process of acquiring a second language. Only given enough input, learners can actively intake the knowledge of language and then gradually build the capacity of language in order to express their ideas. Interestingly, the quantity of input is not just enough to optimize writing ability.

Swain's research with French immersion students in Canada demonstrated that in spite of many years of comprehensible input in French, the second-language students showed less grammatical and syntactic proficiency than their native-speaking peers. Swain (1985) in Alsulami (2016) argued that one reason the learners made so many grammatical errors in their second language was because they produced less of the language. These findings lessened the validity of the Input Hypothesis. This study sets out to prove the validity of the Output Hypothesis and the importance of using a target language as part of the language-acquisition process.

Swain (1985) in Alsulami (2016) contends that comprehensible input needs to be supported by a meaningful comprehensible output, that is, through producing language, either written or spoken, we are giving the learners the opportunity to practice with their input and thus facilitating language acquisition/learning. The

proponents of learner output are not dismissive of the idea of the necessity of comprehensible input, but argue that in order to develop both accuracy and fluency in the target language, both comprehensible input and comprehensible output are required (Khatib, 2011; Yufrizal, 2001).

All these suggest that reading is a process of input and writing is a process of output, and the importance of the integration of these two process are obvious (Li Jimei, 2013) in Li (2015). Reading only provides the potential possibility for writing and how to write well requires the intake of both the language proficiency and the writing skill, which usually comes after persistent reading and conscious noticing (Qi, 2014) in Li (2015). Since English is considered to be the second/foreign language for the students, the theories about comprehensible input and output can be the consideration for the students in learning English.

In relation to comprehensible input and output, Ellis (1997) in Sarem and Yusef (2014) states that children are able to acquire new knowledge which is slightly beyond their current competence as a result of the interaction with more competent interlocutors. It is believed that through interaction, learners can enhance both their cognitive abilities as well as their productive skills in language. To provide the interaction, a promising alternative instruction is appeared, that is, Cooperative Learning. Some studies on the relationship between Cooperative Learning and students' writing ability reveal positive findings which generally state that incorporation of Cooperative Learning to teaching writing is a good method to promote the enhancement of the students' writing achievement. Cooperative Learning strategy makes the students active in pairs and group work

discussion. In the cooperative classroom, students are able to share ideas with each other. They are able to work together to accomplish shared goals and do the assignment cooperatively rather than competitively and individualistically (Sabarun, 2011).

One of the other findings also stated that Cooperative Learning provides a platform for students to analyze and synthesize ideas which could lead to a higher level thinking and understanding (Kaur, 2000) in Ismail and Tengku (2009). Besides, Cooperative Learning had helped them in terms of generating ideas and realizing their own errors when writing (Mariam and Napisah, 2005) in Ismail and Tengku (2009). The advantages of Cooperative Learning mentioned previously show that in a group, there will be an interaction among the students and within the interaction, there will be comprehensible input and ouput that benefit the students to be proficient in English.

Assuming that there is a problem with the students' ability to use language, particularly writing (which is essential skill for any learner), the type of group work employed seeks to use the students' input (reading) to influence their output (writing). Within groups, the students are given specific writing tasks to complete. The writing tasks present problems and open knowledge gaps that can only be addressed with recourse to reading. Thus, reading is done with a purpose and also with the knowledge that the particular section that the learner has been working on will contribute to the group's overall objective of producing a specific written task.

Within the non-threatening and supportive environment of a group, students gain confidence to experiment and contribute with the language at their disposal. The students no longer passively accept input, but question what they receive and seek to produce written work. Thus, Cooperative Learning might be used to provide comprehensible input and output for the students. This is in line with what Yufrizal (2013) states that Cooperative Learning Groups are one way for new learners of English to receive plenty of understandable input and output. Taking some benefits of combining comprehensible input-output through Cooperative Learning in relation to provide interaction, there were some previous studies discussing the use of comprehensible input and output in English learning.

The first study was done by Khatib (2011). He conducted a study to find out the extent to which elementary EFL learners' output promoted their learning of the English simple present tense. The experimental group engaged in two output tasks: a reconstruction task, in which they individually reconstructed in written form the text they had been exposed to, and a picture description task, in which they worked in pairs to produce a written description of three pictures, while the control group only answered comprehension questions based on the texts. The result indicated that experimental treatment led to statistically significant gains on both the immediate posttest and the delayed posttest (though only a trend toward significance was observed in the case of the delayed posttest), but the control treatment did not. Thus, offering more output opportunities over time might be the key to the efficiency of learner output in the acquisition of the target language form.

The second study was done by Promnont and Saowalak (2015). He conducted a study on the development of eleventh grade students' reading, creative writing abilities, and satisfaction taught through the Concentrated Language Encounter Instruction Model III. The students began with a reading stage and continued through a writing task stage systematically, that is, the students independently produced a text based on the text they have read, discussed, and performed with guidance and support from their teacher. The result showed that the experimental eleventh grade student group taught through the CLE Instruction Model III could improve their English in reading and creative writing skills significantly.

The third study was done by Ferdous (2015). He conducted a research about effectiveness of two types of instructional treatments, input enhancement, and output treatment via text reconstruction activity. The learners in the non-output group engaged in comprehension of reading texts containing the target forms and underlined the target forms (as an input enhancement technique). The learners in the output group were given the same grammatical explanation and same reading texts. However, they were given the opportunities to reconstruct the texts in pair as accurately as possible. The results suggested that although input enhancement techniques had benefits for learners' linguistic development, the output treatment due to its reflective nature and higher cognitive demand could lead learners to higher linguistic development.

In accordance with those previous studies, it can be inferred that the use of comprehensible input instruction could benefit the students' linguistic development. In addition, when comprehensible input instruction was supported

with output instruction, the result could improve the acquisition of the target language form and also reading and creative writing skills significantly. This suggests that the combination of those two instructions is fruitful. However, those researchers just concerned on the improvement of the achievement and on reconstructing text individually and in pair. In the present study, the researcher would like to combine comprehensible written input instruction with output instruction into one instruction and put the students in Cooperative group learning so that there will be much input and comprehensible input the students will have.

To make the students more focused on the available written input, the researcher provided unfinished written input and asked the students to predict the continuation of it and this idea will bring them to reconstruct and produce other versions of that written input. The aim of predicting activity is to explore students' understanding of the provided written input and it becomes the point to reconstruct the text for optimizing students' writing ability. Moreover, the researcher also provided the students with an opportunity to share their work with the other groups so that there would be much input and comprehensible input through feedback given and this would result in a better production of writing.

Thus, the researcher proposed an Interactive Comprehensible Written Input-Output Instruction. It is an instruction done in a group which provides the students with unfinished written input through reading text and offers opportunity to predict the continuation of the written input followed by reconstructing that text through writing. In addition, the students would be given the opportunity to maximize their input and output through exchanging the draft, giving feedback,

and revising their writing. In brief, the main focus of this instruction is sharpening students' ability of predicting input as a basis for producing output.

This instruction is inspired by Swain's proposal (1985) in Alsulami (2016) and her proponents (Yufrizal, 2001; Khatib, 2011; and Li Jimei, 2013 in Li (2015)) to support comprehensible input with comprehensible output to facilitate language acqusition/learning. It is added by Ellis (1997) in Sarem and Yusef (2014) stating that through interaction, learners can enhance both their cognitive abilities as well as their productive skills in language. Interaction also provides learners with opportunities to receive comprehensible input and feedback as well as to make changes in their own linguistic output (Gass, 1997; Long, 1996; Pica, 1994). That instruction hopefully can optimize students' writing ability and develop their accuracy and fluency in writing.

1.2. Research Questions

Related to the background stated before, the researcher formulated the following research questions:

1. Is there any difference on students' writing ability before and after the application of an Interactive Comprehensible Written Input-Output Instruction?

2. Does an Interactive Comprehensible Written Input-Output Instruction affect students' aspects of writing?

3. Will there be any difference on students' prediction of Narrative Text and Anecdote Text as a part of Interactive Comprehensible Written Input-Output Instruction?

1.3. Objectives

In accordance with the formulation of the research questions, the objectives of this research were as follows:

1. To find out whether there is a difference on students' writing ability before and after the application of an Interactive Comprehensible Written Input-Output Instruction.

2. To investigate whether Interactive Comprehensible Written Input-Output Instruction affects students' aspects of writing.

3. To explore whether there will be a difference on students' prediction of Narrative Text and Anecdote Text as a part of Interactive Comprehensible Written Input-Output Instruction.

1.4. Uses

The findings of this research might have been useful both theoretically and practically.

1. Theoretically, the finding of this research might be useful for supporting the previous theory about Comprehensible Input and Output for optimizing writing ability.

2. Practically, the result of this research is expected to provide teachers/lecturers with a new insight that might be taken as a guideline in teaching reading and writing so that the students are able to comprehend English texts well and optimize their writing ability.

1.5. Scope

This research was concerned on investigating students' writing ability as a result of applying Interactive Comprehensible Written Input-Output Instruction. This study was conducted to one class in Tertiary Education Level majoring Mathematics Education in Lampung University in 2016/2017 academic year. For the treatments, the researcher used two different genres of text, that is, Narrative Text and Anecdote Text. They were chosen because both texts had fulfilled one of the criteria of input for acquisition, that is, input must be interesting.

Moreover, they had essential ending parts which determined the successful of one reading text and giving the opportunity to predict that certain part would be challenging. This would make the students process the provided written input intensely by thinking critically and connecting ideas in the previous paragraphs to form a resolution and think an unusual and interesting ending by combining the idea from the students in a group.

Furthermore, the aim of comparing prediction of those texts was because in Narrative text, the students were just asked to predict the continuation of the story by overcoming the problem presented, while in Anecdote text, they were asked to not only overcome the problem presented, but also think to overcome it in an unusual one that resulted in an amusing incident. These activities would train the students to process provided written input intensely and carefully. Then the researcher would evaluate students' writing ability in accordance with some aspects of writing, such as content, organization, vocabulary, language use, and mechanics.

1.6. Definition of Terms

Several terms used in this research were defined as follows:

1. *Writing* is the ability to arrange the graphic system such as letters, words, and sentences to convey ideas in a coherent whole by processing models provided as one of its ways.

2. *Teaching writing* is teaching the students how to express their ideas in a written form by processing models provided as one of its ways.

3. *Comprehensible written input* is understandable message/idea gained by understanding of input language from a reading text that contains 'a bit beyond' the current level of competence (i+1).

4. *Comprehensible written output* is understandable message/idea seen through the production of meaningful language (writing).

5. *Cooperative Learning* is a teaching method by which learners study by helping one another in small groups in their learning process in order to achieve a common objective.

6. *Interactive Comprehensible Written Input-Output Instruction* is an instruction done in a group which provides the students with written input through reading text and offers opportunity to predict the continuation of the written input followed by reconstructing that text through writing. It is also followed by exchanging the drafts, giving corrective feedback, and revising the drafts.

7. *Narrative text* is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

8. *Anecdote Text* is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.

9. *Application* is an action of putting something to practical use. In this study, it is an action of teaching writing by using Interactive Comprehensible Written Input-Output Instruction.

10. *Effect* is a change as a result of an action. In this research, it is the difference in the result of applying Interactive Comprehensible Written Input-Output Instruction on students' writing ability in terms of its five writing aspects in particular in which the posttest score is higher than that of in the pretest.

11. *Prediction* is thinking about what might be coming next by considering some preceding clues. In this current study, the students are asked to think what be coming next at the end of the story (resolution of the story) from unfinished text provided by the researcher. To do this, they have to consider some preceding clues given in the previous paragraphs.

That is the introduction of this research. Then the next chapter will discuss the literature review of this research.

II. LITERATURE REVIEW

This chapter deals with the concept, theory, and previous researches which are related to the present study as follows.

2.1. Writing

In defining what is meant by writing, some experts have their definitions. Murcia, et al. (2000: 142) say that writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place. In addition, Hyland (2003: 3) defines writing as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher.

Furthermore, Nunan (2003: 88) defines writing as the process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs. Basically, there are some fundamental components in writing. According to Jacob et al (1981), there are five aspects of writing needed taking into serious attention as follows.

1) Content

   In writing, content refers to the topic, idea or message in the text. Content can determine whether or not writing is good. Good writing can convey ideas or messages to the readers. Therefore, a good writing should have a good content.

2) Organization

In writing, organization refers to arrangement or form of the text. Organization can determine whether or not writing is good. Writing is good in which the idea is arranged coherently. Coherent means the idea is connected in logical sequence. Therefore, good writing should have a good organization.

3) Grammar

In writing, grammar refers to a set of rules to help writers construct sentences coherently. Grammar can determine whether or not writing is good. Therefore, good writing should have a good grammar.

4) Vocabulary

In writing, vocabulary refers to a list of word choice used in the text. Vocabulary can determine whether or not writing is good. Writing will be understandable if the writer has good list of words and is able to use the words appropriately. The ideas of writing can be conveyed through the vocabulary used. Therefore, a good writing should have appropriate vocabulary used.

5) Mechanics

Mechanics refers to the use of particular conventions in written language. Mechanics includes spelling, punctuations, and capitalization. Mechanics can determine whether or not writing is good. Improper application of mechanics can make readers misunderstand about the message of the text.

Based on theories of writing above, it can be stated that writing is a process of thinking, inventing, expressing, exploring, and communicating thoughts, ideas, and messages into clear statement, paragraph, or text. There are five aspects of writing, that is, content, organization, grammar, vocabulary, and mechanics.

2.2. Teaching Writing

Richards and Renandya (2002: 316) state that process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting) and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.

Nunan (2003: 92-94) says that there are four principles for teaching writing which can be adapted to many different learning situations. They are:

1) Understand your students' reasons for writing

    The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the students, or when the teacher's goals do not match those of the school or institution in which the student works. It is important to understand both and to convey goals to students in ways that make sense to them.

2) Provide many opportunities for students to write

    Writing is a part of physical activity. So, it requires a lot of practice. To make students more comfortable in writing, the teacher should integrate practice writing session regularly into the syllabus. Practice writing should provide students with different types of writing.

3) Make feedback helpful and meaningful

    Students need feedback on their writing. Give feedback that can be understood by the students and that can help them to develop their writing skill. If the teacher writes comment on students' writing paper, make sure they understand the vocabularies and symbols used. Then feedback should entail "correcting" a

students' writing. The teacher can provide summary comments that instruct students to find their problems and correct them on their own to foster independent writers.

4) Clarify, for yourself and for the students, how their writing will be evaluated Students often feel the evaluation of their writing is completely subjective. To avoid this, discuss with the students about what is valued in their writing. Ask the students to answer some questions to help the teacher developing a rubric (rubric is a kind of scoring that involves the elements of grammar and mechanics in relation to content and ideas, and anything of writing features that the teacher finds important).

In short, teaching writing refers to teaching the students to pass the writing process starting from planning their writing, guiding the students to start writing, revising and editing their writing to be a readable text.

2.3. Narrative Text

Most narratives have the following characteristics; it tells story of an event or events; those events are usually arranged in a chronological order, in the order in which they occurred in time. Generally the social function of Narrative text is to amuse, entertain, and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Narrative text commonly has generic structure which consists of:

1. Orientation is a set of the scene: where and when the story happens and introduces the participants of the story, who and what is involved in the story.

2. Complication tells the beginning of the problems which leads to the crisis (Climax) of the main participants.

3. Resolution is the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4. Re-orientation/Coda. This is a closing remark to the story and it is optional. It consists of a moral value, advice or teaching from the writer.

There are numerous types of Narrative Text, for instance, fairy stories, mysteries, science fiction, horrors, romances, fables, myths, legends, ballads, short stories, and many more. In the present study, legend and short story were used because the content of the story in them were appropriate for students in Tertiary Education level. Besides, they had fulfilled one of the criteria of input for acquisition, that is, input must be interesting.

To sum up, Narrative text is a sequence of events dealing with problematic ones, which are based on experiences in a fact or imagination and there is a resolution provided at the end. It is intended to amuse the readers/ listeners. It mainly consists of orientation, complication, and resolution.

2.4. Anecdote Text

An anecdote is a type of spoken or written text that deals with past incidents. In line with Lubis and Sumarsih (2012), it is a text which retells funny and unusual incidents in fact or imagination. Moreover, it is a short and amusing or interesting story about a real incident or person. The function is to retell an account or story of unusual or amusing incident that happens in the past. The generic structure of Anecdote text is as follows.

1. Abstract

    Signal the retelling of an unusual or amusing incident.

2. Orientation

    Set of the scene.

3. Crisis

    Providing details of the unusual incident.

4. Reaction

    Reaction to the crisis.

5. Coda (optional)

    Reflection on or evaluation of the incident.

In short, Anecdote text is a text retelling funny and unusual incidents which is in fact or imagination. Its purpose is to entertain the readers. It consists of abstract, orientation, crisis, reaction, and an optional coda. It was also chosen because it had fulfilled one of the criteria of input for acquisition, that is, input must be interesting.

2.5. Input Hypothesis

In the early 1980s, the dominant hypothesis in the field of second-language acquisition was the Input Hypothesis. Krashen (1982) claims that the learners will acquire the language if they understand the input containing structure a little bit beyond their present competence. Acquisition takes place when the learners understand language containing "i+1", where i represents the present competence, and 1 represents the new structure. Input hypothesis claims that a learner acquire a second language (L2) in only one way, that is, by understanding messages. It is

supported by Yufrizal (2013) stating comprehensible input means that the students should be able to understand the essence of what is being said or presented to them. Through input, the students not only know how to read the text, but also are able to understand schematics structures as well as linguistic features in both spoken and written language (Promnont and Saowalak, 2015). Then it is supported by Thornburry (1997) in Ferdous (2015) that learners must attend to linguistic features of the input that they are exposed to, without which input cannot become intake.

According to Krashen (1982), not all kinds of input may serve as intake (input which is actually helpful for the learners), and therefore, they are not useful for acquisition. He suggested 5 characteristics of input for acqusition: 1) The input must be comprehensible; 2) Input must be interesting and relevant; 3) Input should not be grammatically sequenced; 4) Input must be in sufficient quantity; 5)The affective filter must be low.

Krashen (1985) in Alsulami (2016) insisted that the only way to acquire a second language was through exposure to sufficient input knowledge. In other words, input merely led to second language acquisition. However, Swain's research with French immersion students in Canada demonstrated that in spite of many years of comprehensible input in French, the second-language students showed less grammatical and syntactic proficiency than their native-speaking peers. Swain (1985) in Alsulami (2016) argued that one reason the learners made so many grammatical errors in their second language was because they produced less of the language. These findings lessened the validity of the Input Hypothesis.

Thus, it can be stated that comprehensible input is understandable message/idea gained by understanding of input language from a reading text that contains 'a bit beyond' the current level of competence (i+1). Actually it is not sufficient to have only input. The students should produce the things they have understood to be proficient in target language they learn, in this case, English.

2.6. Output Hypothesis

Swain (2005) in Donesch-Jezo (2011) states that the output hypothesis claims that the act of producing language (speaking and writing) constitutes, under some circumstances, part of the process of second language learning. In addition, she contends that comprehensible input needs to be supported by meaningful comprehensible output, that is, through producing language, either written or spoken, we are giving the learner the opportunity to practice with their input and thus facilitating language acqusition/learning. When the students produced the language, they were several beneficial things the students could get (Izumi, 2002) in Ferdous (2015); a) It promoted detection of formal elements in the input; b) It promoted integrative processing of the target structure; and c) It promoted noticing of the mismatches between the learner's interlanguage form and the target language input.

Furthermore, Yufrizal (2013) states that learners need opportunities to practice language at their level of English language competency and this practice with English-speaking peers is called Comprehensible Output. The proponents of learner output are not dismissive of the idea of the necessity of comprehensible input, but argue that in order to develop both accuracy and fluency in the target

language, both comprehensible input and comprehensible output are required (Khatib, 2011).

Swain (1993) in Nowbakht and Shahnazari (2015) stated three functions of output in language acquisition are noticing the gap, hypothesis testing, and metalinguistic functions. Each of the function is as follows.

1. Hypothesis-testing function. In other words, producing output is a significant way for a learner to test hypotheses about the target language. The learner can test his interlanguage comprehension and the accuracy of his linguistic formation against feedback received from interlocutors.

2. Metalinguistic function. The learner's output provides this metalinguistic function when he reflects upon his own target use, and that enables him to internalize linguistic knowledge. This emphasis on language may intensify the learner's awareness of forms, rules, and form-function if the context in which he produces this language is genuine and communicative.

3. Noticing/triggering function:

   "In producing the target language (vocally or subvocally), learners may notice a gap between what they want to say and what they can say, leading them to recognize what they do not know, or know only partially, about the target language. In other words, under some circumstances, the activity of producing the target language may prompt second language learners to consciously recognize some of their linguistic problems; it may bring to their attention something they need to discover about their L2".

Many studies have been conducted to examine the hypothesis-testing and metalinguistic functions. Some studies on the hypothesis-testing function (Pica, Holliday, Lewis and Morgenthaler, 1989; Nobuyoshi and Ellis, 1993) in Alsulami (2016) for example, have demonstrated that forcing learners to produce adequate and comprehensible output may have a positive, long-term effect, usually enabling the learners to improve their output. Other studies on metalinguistic function (Donato, 1994; Swain, 1995) in Alsulami (2016) have also shown that producing the target language and depending on it to generate meaning have great effects on the language-learning processes.

In short, comprehensible output is understandable message/idea seen through the production of meaningful language (both writing and speaking). It may provide a hypothesis-testing function, a metalinguistic function, and a noticing/triggering function.

2.7. Comprehensible Input-Output and Interaction

In relation to comprehensible input and output, Ellis (1997) in Sarem and Yusef (2014) states that children are able to acquire new knowledge which is slightly beyond their current competence as a result of the interaction with more competent interlocutors. It is believed that through interaction, learners can enhance both their cognitive abilities as well as their productive skills in language. Interaction helps learners to enhance their language proficiency as Vygotsky (1987, cited in Ormrod, 2003: 38) in Sarem and Yusef (2014) states "the range of tasks that children cannot yet perform independently but can perform with the help and guidance of others".

Lantolf (2000) in Sarem and Yusef (2014) further asserts that interaction is a form of mediation through which learners construct new forms and functions collaboratively. Furthermore, having recognized the importance of social interaction, Roger, one of the constructivists, suggests that teachers should create a relaxed learning environment so that learners can free themselves to interact with others, and thus, maximize the effect of learning (Brown, 2000) in Sarem and Yusef (2014).

Reynolds (2009) in Sarem and Yusef (2014) states that Long's interaction hypothesis compared to Krashen's notion of input is an interactionist theory by contending that input in general is made comprehensible through modified interaction, essentially, the negotiation of meaning that occurs between the language learner and their teacher or other native speakers or the interlocutors to arrive at the appropriate level of language input. Krashen (1987) in Sarem and Yusef (2014) said that there are three ways to obtain comprehensible input: context, simplified input, and interaction. He hypothesized that language data which could be understood but with a slight effort, and which were slightly more advanced than the learner's level of understanding (i+1), fostered learning.

Although the importance of this concept of comprehensible input was considered paramount by many researchers and became a dominant theme in Second Language Acquisition (SLA) theories, interactionist critics pointed to some of its insufficiencies. They doubted that mere exposure to input, even if comprehensible, could promote language learning. Long (1980, cited in Ellis 1999) in Sarem and Yusef (2014) agreed with Krashen that comprehensible input is necessary for acquisition, but he asserted the importance of "modified input".

In Long's view, the comprehensible input, paramount in Krashen's Input Hypothesis, is the result of "modified interaction". Long (1985) in Sarem and Yusef (2014) maintains that it is becoming clearer that in order for learners to successfully construct their own learner-language, conversation and interaction in social contexts must play a central role in the acquisition process. According to Lightbown and Spada (1999: 43) in Sarem and Yusef (2014), the Interaction Hypothesis posits a three-step process: (a) Interactional modification makes input comprehensible; (b) Comprehensible input promotes acquisition; (c) Therefore, interactional modification promotes acquisition.

In brief, the students are able to acquire new knowledge which is slightly beyond their current competence as a result of the interaction with more competent interlocutors. Input in general is made comprehensible through modified interaction. That means the students can get input through interaction. In addition, the students can get input by producing output. Thus, providing a chance for the students to produce output in an occasion that provides interaction makes comprehensible input that is salient for the students in acquiring the target language.

2.8. Cooperative Learning

Cooperative learning is defined by a set of process which helps students interact together in order to achieve a specific goal of instruction. Cooperative learning exists when students work together to accomplish shared learning goals (Johnson, Johnson, and Stanne, 2000) in Al Odwan (2012). Nagel (2006) in Al Odwan (2012) emphasized that Cooperative learning must be intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Cooperative

learning is an instructional method whereby students in small groups collaborate to maximize one another's learning and to achieve mutual goals (Johnson, Johnson, and Smith, 1998) in Pan and Hui-Yi (2013).

Most studies on the effectiveness of Cooperative learning have consistently indicated that this methodology promotes higher achievement, more positive interpersonal relationships, and higher self-esteem than do competitive or individualistic efforts (Gomleksiz, 20017; Johnson and Johnson, 1994) in Pan and Hui-Yi (2013). The characteristics in a cooperative learning classroom setting are positive interdependence, individual accountability, face-to-face interaction, social/interpersonal skills, group processing, and the opportunity for equal success (Johnson, Johnson, and Smith, 1991) in Pan and Hui-Yi (2013).

Moreover, teacher roles should also shift from knowledge transmitters to thought mediators (Calderon, 1990) in Pan and Hui-Yi (2013). Teacher mediation involves facilitating, modeling and coaching. As effective facilitators, teachers intervene and assist in the problem-solving process, and assess group interactions and monitor how students are developing their language skills, which allows them to adjust their procedures to enhance student learning (Chen, 1998) in Pan and Hui-Yi (2013). Creating a safe, non-threatening, and learner-centered environment is also important for teachers to ensure that all students have opportunities to contribute to their group (Ning, 2011) in Pan and Hui-Yi (2013).

Based on the explanation above, Cooperative Learning is a teaching strategy in which small groups of four or five students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each

member of the group is responsible not only for learning what is taught but also for helping group mates learn; thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

2.9. Interactive Comprehensible Written Input-Output Instruction

To meet the hope for optimizing students' writing ability and develop their accuracy and fluency in writing, an instruction named Interactive Comprehensible Written Input-Output Instruction was proposed by the researcher. The name was taken literally from every process involved in this instruction, that is, processing written input and producing written output in a group that provides interaction to make the input and output comprehensible. The procedures of this instruction are basically modified from Text Reconstruction Task proposed by Thornburry (1997) in Ferdous (2015).

According to Thornburry, the starting point for reconstruction activities is the teacher's text (or, at least, a text provided by the teacher with the learner first reads or listens to, and then reconstructs). The reconstruction version is then available for 'matching' with the original. Reconstruction task is chosen because there are two beneficial processes that may occur during the reconstructing texts, they are; (a) Noticing: the activity of producing the target language may prompt learners to consciously recognize some of their linguistic problems; it may bring to their attention something they need to discover about their L2; (b) Matching: the comparison by learners of their version with the model provides them with positive evidence of yet-to-be-acquired language features, and this process of

noticing, theoretically, converts input to intake, and serves to restructure the learner's developing linguistic competence (Thornburry, 1997) in Ferdous (2015).

By reconstructing texts, the students will actively engage in Written Input Activities, Written Output Activities within cooperative learning that provides interaction that can make their input and output comprehensible for the sake of finishing the reconstructed text. According to Yufrizal (2013), Cooperative Learning Groups are one way for new learners of English to receive plenty of understandable input and output and here are some reasons:

- A small group setting allows for more comprehensible input because the teacher or classmates modify or adapt the message to the listener's needs.

- Speakers can more easily check on the understanding of the listener.

- There is more opportunity for oral practice and for repetition of content information as peers help new learners of English negotiate meaning.

- Student talk in this small group is centered on what is actually happening at the moment as the task is completed.

- Feedback and correction are non-judgmental and immediate.

In addition to this, to make the students more focus on the available written input, the researcher provides unfinished written input and asks the students to predict the continuation of the written input and this idea will bring them to reconstruct and produce other versions of that written output. The aim of predicting activity is to explore students' understanding of the provided written input and it becomes the point to reconstruct the text for optimizing students' writing ability. Moreover, the researcher also provides the students with an opportunity to share their work

with the other groups so that there will be much input and comprehensible input through feedback given and this would result in a better production of writing.

Thus, Interactive Comprehensible Written Input-Output Instruction is an instruction done in a group which provides the students with written input through reading text and offers opportunity to predict the continuation of the written input followed by reconstructing that text through writing. In addition, the students will be given the opportunity to maximize their input and output through exchanging the draft, giving feedback, and revising their writing.

The following table presented the overview of an Interactive Comprehensible Written Input-Output Instruction proposed by the researcher compared with Text Reconstruction Task proposed by Thornburry (1997) in Ferdous (2015).

Table 2.1. The Overview of Interactive Comprehensible Written Input-Output Instruction

Text Reconstruction Task proposed by Thornbury (1997)	Interactive Comprehensible Written Input-Output Instruction
1. A provided text by the Lecturer	1. Providing Input (The lecturer provides the students with an unfinished printed text)
2. A learner reads/listens to the provided text	2. Input Processing 1 (The students read and process the text) 3. Signifying Output 1 (The students think about the continuation of the unfinished text) 4. Output Processing 1 (In a group, the students discuss that text and answer comprehension questions provided. It is followed by a class discussion)
3. A learner reconstructs the Text	5. Producing Output 1 (Every student reconstructs the text)
	6. Providing Feedback 1 (The students check each other's work and give feedback)
	7. Input Processing 2 (The students check the feedback given by the students) 8. Signifying Output 2 (The students think about the feedback given) 9. Output Processing 2 (In a group, the students can discuss the feedback given) 10. Producing Output 2 (The students revise)

	11. Providing Feedback 2 (The lecturer provides the students with the feedback)
	12. Input Processing 3 (The students check the feedback given by the lecturer) 13. Signifying Output 3 (The students think about the feedback given) 14. Output Processing 3 (In a group, the students can discuss the feedback given) 15. Producing Output 3 (The students revise)
4. A learner matches with the original text	16. Matching Output (The students publish their reconstructed texts and match theirs with the original one, guided by the lecturer)

In line with Table 2.1. above, it could be seen from four steps of Text Reconstruction Task proposed by Thornburry (1997), it was modified into 16 steps of an Interactive Comprehensible Written Input-Output Instruction with the following model.

Figure 2.1. Interactive Comprehensible Written Input-Output Instruction Model*

*Proposed by the researcher, inspired by Swain (1985); Yufrizal, 2001; Khatib, 2011; and Li Jimei, 2013, Ellis (1997), (Gass, 1997; Long, 1996; Pica, 1994).
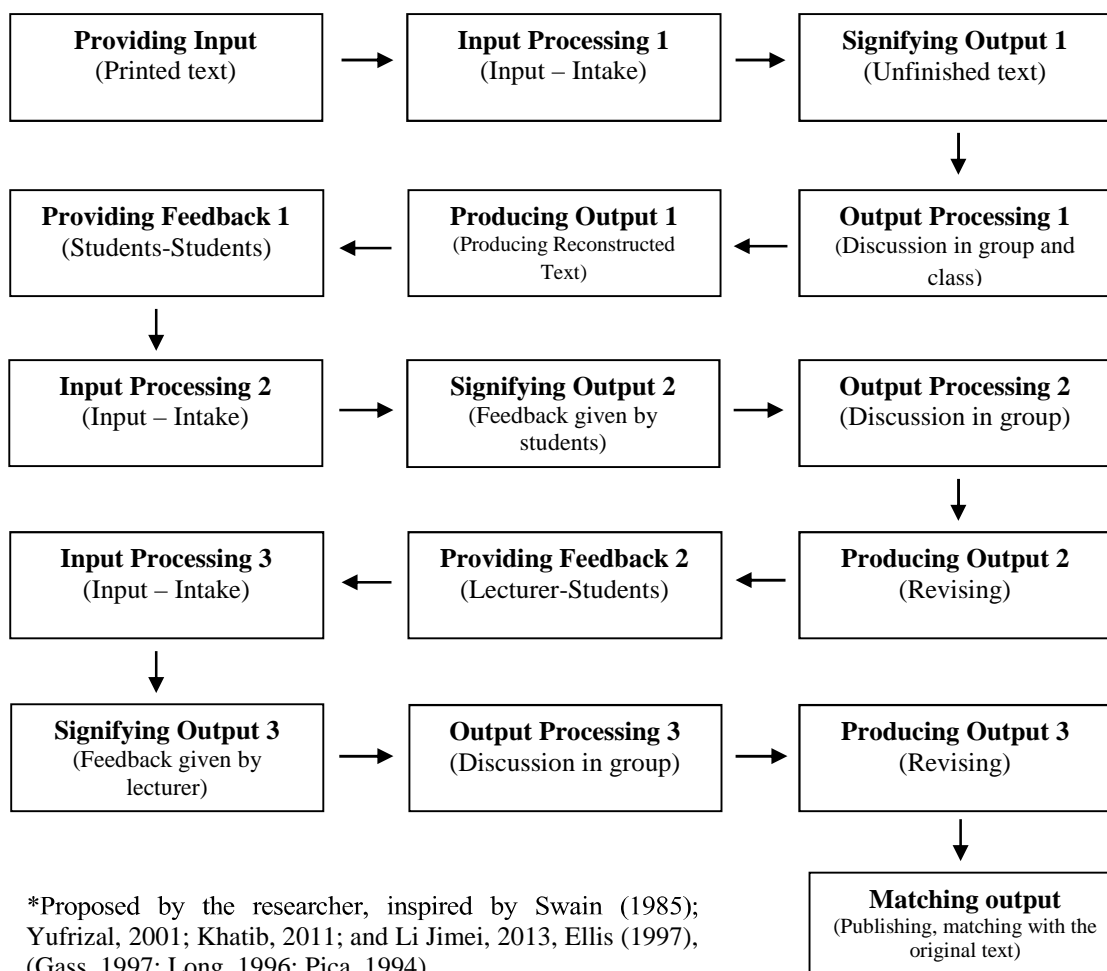
In accordance with Figure 2.1 above, it could be seen an Interactive Comprehensible Written Input-Output Instruction comprises of three Interactive Input Phases, three Interactive Output Phases, two Corrective Feedback Phases, and one Matching Output Phase as follows.

a. 1st Input Phase

It comprises of Providing Input and Input Processing 1. Here, the researcher provided the students with incomplete reading text without an ending provided. The students are asked to read the text and process the input.

b. 1st Output Phase

It comprises of Signifying Output 1, Output Processing 1, and Producing Output 1. In Signifying Output 1, the students are presented with unfinished text and they are asked to get started to think about the continuation of the unfinished text. Then it is followed by Output Processing 1 that the students discuss the content of the unfinished text with their friends in their own group. They also discuss the answer to comprehension questions provided related to the text. Comprehension questions result in students reproducing or recovering pieces of content information from the text or in explaining certain linguistic items. In the case of writing, most composition tasks set on reading texts demand a summary or re-statement of the content in the texts, requiring a knowledge of relevant information and linguistic accuracy in composition. Question is an information transfer exercise which provides the student with information for the subsequent question. In producing an answer for the second task (reconstruct the text), the students use information provided by the visual clue in the first, in this case a list of questions and does not just transfer chunks

of information from the original text into his own. Thus, the act of reproducing or reconstituting information from a visual to a verbal medium 'using your own words' is facilitated if the input for the writing is not the text itself but another medium (Varaprasad, 1994: 171). Information transfer exercises in the form of questions, tables, diagram, flow-charts, graphs, plan, maps, etc, based on the information structure in the text can form the basis for writing activities (Varaprasad, 1994: 171).

In Output Processing 1 also, the lecturer and students will discuss the answers. New and difficult words and expressions in each passage are marked and provided explanations to help the students understand the passage better and to make the input comprehensible. After that, here comes to Producing Output 1. The students will produce the output, that is, starting to reconstruct the text based on the idea they have discussed in a group completed by the predicted ending.

c. 1st Corrective Feedback Phase

Ellis (2013) in Nowbakht and Shahnazari (2015) stated feedback can be input providing, that is, it can expose learners with the correct target forms. This input-providing role may have a noticing effect which can increase the saliency of those aspects of the input that were problematic for the learners. As Schmidt (1995, 2001) and Robinson (2001, 2003) in Nowbakht and Shahnazari (2015) argued, noticing is a very crucial factor in turning input into intake. Feedback can also be output-prompting, which means that feedback may push learners to self-correct and modify their own output. According to Lyster (2004) in Nowbakht and Shahnazari (2015), feedback, particularly clarification request

"withhold correct forms and instead offer learners an opportunity to self-repair by generating their own modified response".

Here the students will have the first corrective feedback given by their friends. Every student will give corrective feedback to one another.

d. 2nd Input Phase

It comprises of Input Processing 2. Here the students will check the feedback given by their friends.

e. 2nd Output Phase

It comprises of Signifying Output 2, Output Processing 2, and Producing Output 2. In Signifying Output 2, the students will get started to think about the revision toward the feedback given by their friends. Then it is followed by Output Processing 2 that the students may discuss with their friends in group for the things they were in doubt with in relation to the feedback given by their friends. After that, Producing Output 2 is followed that the students will produce the output, that is, starting to revise their first draft.

f. 2nd Corrective Feedback Phase

Here, the students will have the next corrective feedback given by the lecturer to make their input comprehensible.

g. 3rd Input Phase

It comprises of Input Processing 3. Here the students will check the feedback given by the lecturer.

h. 3rd Output Phase

It comprises of Signifying Output 3, Output Processing 3, and Producing Output 3. In Signifying Output 3, the students will get started to think about the revision toward the feedback given by the lecturer. Then it is followed by Output Processing 3 that the students may discuss with the friends in group and lecturer for the things they were in doubt with in relation to the feedback given by the lecturer. After that, the students will produce the output, that is, starting to revise their second draft.

i. Matching Output Phase

Here all groups publish their final reconstructed texts by sticking them on board displays in class. Then they together with the lecturer will match their prediction with the original one.

A number of studies have been conducted in relation to the use of comprehensible input and output instruction as follows. The first study was done by Khatib (2011). He conducted a study to find out the extent to which elementary EFL learners' output promotes their learning of the English simple present tense. The experimental group engaged in two output tasks: a reconstruction task, in which they individually reconstructed in written form the text they had been exposed to, and a picture description task, in which they worked in pairs to produce a written description of three pictures, while the control group only answered comprehension questions based on the texts.

The result indicated that experimental treatment led to statistically significant gains on both the immediate posttest and the delayed posttest (though only a trend

toward significance was observed in the case of the delayed posttest), but the control treatment did not. Thus, offering more output opportunities over time might be the key to the efficiency of learner output in the acquisition of the target language form.

The second study was done by Promnont and Saowalak (2015). They conducted a study on the development of eleventh grade students' reading, creative writing abilities, satisfaction taught through the Concentrated Language Encounter Instruction Model III. The students began with a reading stage and continued through a writing task stage systematically, that is, the students independently produced a text based on the text they have read, discussed, and performed with guidance and support from their teacher. The result showed that the experimental eleventh grade student group taught through CLE Instruction Model III could improve their English in reading and creative writing skills significantly.

The third study was done by Ferdous (2015). He conducted a research about effectiveness of two types of instructional treatments, input enhancement, and output treatment via text reconstruction activity. The learners in the non-output group engaged in comprehension of reading texts containing the target forms and underlined the target forms (as an input enhancement technique). The learners in the output group were given the same grammatical explanation and the same reading texts. However, they were given the opportunities to reconstruct the texts in pair as accurately as possible. The results suggested that although input enhancement techniques have benefits for learners' linguistic development, the

output treatment due to its reflective nature and higher cognitive demand can lead learners to higher linguistic development.

The fourth study was done by Nowbakht and Shahnazari (2015). They investigated the comparative effects of comprehensible input, output and corrective feedback on the receptive acquisition of L2 vocabulary items. The result provided evidence for the role of output production along with receiving corrective feedback in enhancing L2 processing by drawing further L2 learners' attention to their output which in turn may result in improving their receptive acquisition of L2 words.

Then in relation to predicting activity within cooperative learning as a part in this instruction, there had been a study conducted by Hasanah (2016). She found the students were able to predict the story in Narrative text because they discussed it in a group. Besides, to facilitate the prediction making, she also displayed a picture and questions related to the content of those text parts and to state whether the predictions were accurate or not, the researcher encouraged the students to support their conclusion with information in the text to promote students' reading comprehension.

Seeing some benefits of combining comprehensible input-output instruction as in the results of those previous studies, the researcher was then interested to combine comprehensible input instruction with comprehensible output instruction and implement the instruction in cooperative learning providing interaction among students. In short, Interactive Comprehensible Written Input-Output Instruction refers to the instruction done in a group which provides the students with written

input through reading text and offers opportunity to predict the continuation of the written input followed by reconstructing that text through writing. The input for the writing is not only the text itself but also another medium, that is, comprehension questions provided. Moreover, the researcher also provides the students with an opportunity to share their work with the other groups so that there will be much input and comprehensible input through feedback given and this would result in a better production of writing

2.10. Procedure of Teaching Writing through Interactive Comprehensible Written Input-Output Instruction

The procedures of Interactive Comprehensible Written Input-Output Instruction are as follows.

1st Session

- The students are divided into a group of four based on the students' English achievement; 1 high, 2 medium, 1 low, or 1 high, 1 medium, and 2 low.

- The lecturer brings into class some samples of Narrative texts and shows them to the students. Then let them read the texts.

- The students are asked some questions about the texts. The lecturer and students may have questions and answers session.

- The lecturer introduces the lesson and gives models to them: The application of Interactive Comprehensible Written Input-Output Instruction in teaching Narrative text. The lecturer asks the students to answer comprehension questions based on the text. Then, they are guided to predict the resolution to the problems as the continuation of the story and reconstruct the text based on the questions they have answered.

- The students are asked to provide some feedback and match the reconstructed text with the original one.

2nd Session

- 1st Input phase

  - Interactive Comprehensible Written Input Activities

    All groups of students are asked to read the text provided by the lecturer and discuss the content of it. They may also share each other's difficulty within a group and try to solve the problems. Then, they answer comprehension questions provided and predict the continuation of the story. Later, both the lecturer and the students discuss the answers to the questions to make the input comprehensible for the students.

    Those Interactive comprehensible written input activities refer to the time at which the students gather information and generate ideas to plan for writing. This stage is useful for the students in helping them deeply and personally involved in the process of writing.

- 1st Output Phase

  - Interactive Comprehensible Written Output Activities

    The students are asked to produce a text, that is, reconstructing the text. They are asked to reconstruct the text by considering some comprehension questions they have answered before and absolutely complete the unfinished text presented by predicting the resolution of the text. Each student in every group reconstructs the writing text with the idea they have discussed in a group. This text becomes every student's first draft.

- 1st Corrective Feedback Phase

  - Every student's work is exchanged to the other students in their own group to provide feedback. Then, every student's work in the same group is exchanged with the other students in the other groups to provide another feedback. The feedback is concerned on five aspects of writing, that is, content, organization, vocabulary, language use, and mechanics.

- 2nd Input phase

  - The first draft is given back to every student in the former groups.

  - Each student in every group checks the feedback given.

- 2nd Output phase

  - Each student in every group revises their first draft by considering the feedback given. This text becomes their second draft.

- 2nd Corrective Feedback Phase

  - The lecturer checks every students' second draft and provides them with feedback in relation to five aspects of writing mentioned previously.

- 3rd Input phase

  - The students check feedback given by the lecturer in relation to five aspects of writing mentioned previously.

- 3rd Output phase

  - Each student in every group revises their second draft by considering the feedback given by the lecturer. In addition, the students also do Editing to check their grammar, spelling, sentence structure, and punctuation.

- Publishing and Matching Output Phase

  The students submit their final draft and publish it.

Here, every group publishes their writing project in board displays in a class. After publishing, the lecturer evaluates students' works by comparing their reconstructed text with the original full one.

Those procedures for Narrative text above are also used for the procedures of Anecdote text. The procedures are the same but the written input used is from Anecdote text. In addition, in Narrative text the students are asked to find the resolution of the story. On the other hand, the students are asked to think about an unusual and interesting ending in Anecdote text.

2.11. Advantages and Disadvantages of Interactive Comprehensible Written Input-Output Instruction

The advantages of this combination instruction are all students become active during learning; it enhances interaction, motivation, and cognitive growth of the students; it increases comprehension through its strong emphasis on student-generated prediction, speculations, and conclusions, which are based on and grow from prior knowledge and experience; it establishes a general sharing of background information and experience is invited as students and lecturers move toward the common goal of understanding.

While the disadvantage that will appear is that since the following task is reconstructing the text, students tend to concern on the memorization form of the words especially the new ones. When they forget those words, they tend to write the spelling incorrectly. One thing to keep in mind is in reconstructing the text, it is free for them to express the ideas by using their own words as long as the meaning intended is the same as in the original text. In addition to this, students

usually will prefer to use language use and vocabulary used in provided text. This causes them to memorize them and again, if they forget them, they tend to get stuck in reconstructing the text. The last but not least is that the class will be so noisy because all the students put in a group participate actively in the learning process.

2.12. Theoretical Assumption

The literature reviews above made the researcher predict that Interactive Comprehensible Written Input-Output Instruction could optimize students' writing ability and there would be difference on students' writing before and after the application of it. This was because by combining written input, reading text completed by the comprehension questions provided, with written ouput, asking the students to predict the continuation of the text and reconstruct the text by using those questions, and asking them to have interaction in a Cooperative learning, which may provide more opportunities for explanation, logical inference, and debates to elaborate students' understanding of reading materials, and makes ideas concrete, could make it easier for the students to write and this can prompt their fluency and accuracy in writing.

In addition to this, the application of this instruction could affect students' aspects of writing in terms of content, organization, vocabulary, language use, and mechanics. This was because when applying it, the students were asked to process the input which simultaneously they would pay attention to the content and the organization of the text in general and to vocabulary, language use, and mechanics in particular.

The last but not least, this application could result in a different prediction of Narrative text and Anecdote text with the point that it would be easier for the students to predict the continuation of Narrative text rather than Anecdote text. This was because by working in group, they could share ideas to one another that led to a higher level thinking and understanding of the text that at the end they could find the way how to solve the problems presented in Narrative text. While in Anecdote, they were not just asked to solve the problems, but they had to find an unusual and amusing way to solve the problem and it needed extra effort since they rarely encountered Anecdote text. On the one hand, they rarely got a model of how to compose an unusual amusing ending of Anecdote text. For those reasons, it would be easier for students to predict the continuation of the story in Narrative Text.

2.13. Hypotheses

The following hypotheses were proposed in order to answer the stated research questions.

(1) For the first research question, the hypothesis was:

There is a significant difference on students' writing ability before and after the application of an Interactive Comprehensible Written Input-Output Instruction.

(2) For the second research question, the hypothesis was:

Interactive Comprehensible Written Input-Output Instruction affects students' aspects of writing.

For the third research question, the researcher assumed that there would be a difference on students' prediction of Narrative Text and Anecdote Text as a part of Interactive Comprehensible Written Input-Output Instruction.

That is the literature review of this research. Then, the next chapter will deal with the methods of this research.

III. RESEARCH METHODS

This chapter deals with the research design, population and sample, variables, data collecting techniques, criteria of writing test, research procedures, data analysis, and hypothesis testing.

3.1. Research Design

To answer the first and second research question, this study belonged to quantitative research. The researcher applied *One Group Pretest-Posttest Design*. The research design was presented as follows:

$$T1 \ X \ T2$$

Notes:

T1 : pretest

T2 : posttest

X   : treatments (Interactive Comprehensible Written Input-Output Instruction)

(Hatch and Farhady, 1982: 24)

It is a research design in which one group of participants is pretested and then posttested after the treatments have been administered (Hatch and Farhady, 1982). The pretest was given to the students in order to measure their writing entry point and to make sure they were homogeneous before they were given three treatments of the application of Interactive Comprehensible Written Input-Output Instruction

for teaching writing. Later, the posttest was given to measure how far the improvement of their ability in writing after those treatments.

Then, to answer the third research question, this research belonged to a qualitative one. The researcher used descriptive qualitative method by analyzing students' drafts and compared them to original full text one to explore whether there would be a difference on students' prediction of Narrative Text and Anecdote Text as a part of Interactive Comprehensible Written Input-Output Instruction.

3.2. Population and Sample

The population of this research was the 1st year of college students in Tertiary Education Level majoring Mathematics Education in Lampung University in 2016/2017 academic year in the odd semester. There were two classes comprising of 30 and 36 students in class. The sample of this research was one class chosen purposively, that is, Class B consisting of 36 students. The reason for choosing them was due to the fact that in applying this kind of instruction, it would be better if the students had enough ability in English, at least, they have had sufficient vocabulary knowledge and grammatical forms. This was because later they were asked to reconstruct the text. Compared to students in Class A, most students in Class B have had sufficient ability required in reconstructing the text. For these reasons, they were chosen.

In its application, they were grouped into 9 groups with 4 members each consisting of the following level students (1 high , 2 medium, 1 low) or (1 high, 1 medium, and 2 low) based on their pretest writing ability, ranging from the lowest scores to the highest. That class was taught writing based on Narrative and

Anecdotal reading text through the application of an Interactive Comprehensible Written Input-Output Instruction.

3.3. Variables

This research consisted of the following variables:

1. Interactive Comprehensible Written Input-Output Instruction as Independent Variable (X).

2. The students' writing ability as Dependent Variable (Y).

3.4. Data Collecting Techniques

To collect the data, the techniques employed were as follows.

1. Administering Writing Tests

    There were two writing tests administered to the students. Before the treatments, there was a writing pretest and after the treatments, there was a writing posttest. In both tests, the students were asked to choose one of the topics presented and compose a writing text based on the topic they chose consisting Opening, Content, and Closing. The researcher then evaluated their writing test in accordance with some aspects of writing adapted from Heaton (1991: 146), that is, content, organization, vocabulary, language use, and mechanics (see Appendix 3).

    Since writing test is a subjective test, the students' works were scored by two raters; the first was the researcher and the second was the student of Master in English Language Teaching and Study Program at Lampung University. It could be stated that in scoring students' writing ability, the researcher used Inter-Rater.

Then, the scores from the two raters were combined and the average score was taken as the final score. The possible score gained by students based on the criteria above ranks from 0 - 100. To help the raters in scoring the students' score, the arrangement of the score could be seen on Table 3.1. below.

Table 3.1. Scoring System

No.	Ss' Code	C (13-30)		O (5-25)		V (7-20)		LU (7-20)		M (2-5)		Total Score (0-100)		Average Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	

Notes:

C   : Content

O   : Organization

V   : Vocabulary

LU : Language Use

M   : Mechanics

2. Collecting Documents

The documents collected were in form of every student's writing pretest, every student's draft consisting draft 1 and 2 with the feedback given from their friends and the teacher, and draft 3 as the final draft, and the last every student's writing posttest. Those documents were then analyzed to answer the stated research questions.

3.5. Criteria of Writing Test

A good writing test must be valid and reliable. The following things are the criteria of a good writing test.

1. Validity

Validity refers to the extent to which the test measures what is intended to measure. A test can be said valid if the test measures the object to be measured and suitable for the criteria (Hatch and Farhday, 1982: 251). In this study, the researcher used Face, Content, and Construct Validity. To get face validity, the instruction of writing test was previously examined by the researcher's advisors to check whether it had been clear, readable, and understandable to do by the students or not. The result showed that the instruments used were clear because there had been Instruction stated involving what to do completed by time allotment; they were readable because they were typed neatly and printed out clearly; and they were understandable for the students because simple vocabulary was used.

Then, content validity emphasizes on the equivalent between the material that has been given and the items tested. Simply, the items in the test must represent the material that has been taught**.** In addition, to get the content validity of writing test, the material and the test were composed based on the syllabus taken from "Panduan Penyelenggaraan Program Sarjana Fakultas Keguruan dan Ilmu Pendidikan" for 1st year of college students in Tertiary Education Level majoring Mathematics Education in Lampung University in 2016/2017 academic year in the odd semester. The result showed that the material in the treatments were in line with the syllabus, that is, concerning on students' reading and comprehending a text. To asses students' comprehension, writing activity was followed. Then, the tests given also were in line with the material that they were asked to compose a text.

For construct validity, it concerns on whether the test is actually in line with the theory of what writing is. It means that the test measures certain aspects based on the indicator. The researcher examined it by referring to the theories of aspects of writing (Heaton (1991: 146). The writing test given also had met the criteria for construct validity. This was because in the test, the students had to compose a text by paying attention to writing aspects they have learnt within the treatments, that is, content, organization, vocabulary, language use, and mechanics.

2. Reliability

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982: 244). In this research, inter-rater reliability was used. It refers to the concern that students' score may vary from rater to rater. The formula of the reliability was as follows:

$$R = 1 - \frac{6.(\sum d^2)}{N.(N^2 - 1)}$$

Notes:

R : Reliability

N : Number of students

d : The difference of the rank collection

Shohamy (1985: 213)

The criteria of the reliability were as follows:

0.8 – 1.0   : Very high reliability

0.6 – 0.79   : High reliability

0.4 – 0.59 : Medium reliability

0.2 – 0.39 : Low reliability

0 – 0.19 : Very low reliability

After calculating the reliability of students' writing tests, it was found that every score was reliable. In details, the results of the reliability of each score were as follows.

Table 3.2. The Reliability of Students' Writing Pretest and Posttest Score

	Reliability	Criteria
Pretest	0.96795	Very high reliability
Posttest	0.90264	Very high reliability

In line with Table 3.2. above, the reliability of writing pretest score showed that it was 0.96795. Referring to to the criteria, it belonged to Very high reliability. Then it was revealed that the reliability of writing posttest score was 0.90264. Referring to the criteria, it belonged to Very high reliability as well.

In addition to that, the researcher also calculated the reliability of each writing aspect in the writing pretest. In details, the reliability of each aspect was as on the following table.

Table 3.3. The Reliability of Students' Writing Pretest Aspects

Writing Aspects	Reliability	Criteria
Content	0.90618	Very high reliability
Organization	0.94048	Very high reliability
Vocabulary	0.90097	Very high reliability
Language Use	0.90528	Very high reliability
Mechanics	0.75225	High reliability

In accordance with Table 3.3. above, the reliability of content aspect (pretest) was 0.90618 indicating that it was Very high. Then the reliability of organization aspect (pretest) from two raters was 0.94048 indicating that it was Very high. It

was also revealed that the reliability of vocabulary aspect (pretest) was 0.90097, indicating that it was Very high. Next, the reliability of language use (pretest) was 0.90528. It indicated it was Very high. The last but not least, was. It was found that the reliability of mechanics aspect (pretest) was 0.75225 and referring to the criteria, it belonged to High reliability. In brief, it could be stated that the results of students' writing pretest aspects were all reliable.

Besides, the researcher calculated the reliability of each writing aspect in the writing posttest. In details, the reliability of each aspect was as on the following table.

Table 3.4. The Reliability of Students' Writing Posttest Aspects

Aspects	Reliability	Criteria
Content	0.79279	High reliability
Organization	0.76763	High reliability
Vocabulary	0.77685	High reliability
Language Use	0.86548	Very high reliability
Mechanics	0.73423	High reliability

In line with Table 3.4 above, the reliability of content aspect (posttest) was 0.79279 indicating that it was High. Then the reliability of organization aspect (posttest) from two raters was 0.76763 indicating that it was High as well. It was also revealed that the reliability of vocabulary aspect (posttest) was 0.77685, indicating that it was High. Next, the reliability of language use (posttest) was 0.86548. It indicated it was Very high. The last but not least, it was found that the reliability of mechanics aspect (posttest) was 0.73423 and referring to the criteria, it belonged to High reliability. In brief, it could be stated that the results of students' writing posttest aspects were all reliable. All in all, the result of the reliability of every score was reliable.

3.6. Research Procedures

The researcher used the following procedures in order to collect the data:

1. *Determining the research problem*

   The main concern of this research was finding out whether there was a difference on students' writing ability in general as well as students' aspects of writing in particular and exploring whether there would be a difference on students' prediction of Narrative and Anecdote Text as a part of Interactive Comprehensible Written Input-Output Instruction.

2. *Determining population and sample*

   The population of this research was the 1st year of college students in Tertiary Education Level majoring Mathematics Education in Lampung University in 2016/2017 academic year in the odd semester. The sample of this research was one class chosen purposively, that is, Class B consisting of 36 students.

3. *Selecting the material*

   The materials of this research were taken from Narrative (legend and short story) and Anecdotal reading text.

4. *Administering writing tests before the treatments*

   Before conducting the treatments, there was a writing pretest. The students were asked to choose one of the available topics and compose a writing text based on the topic they chose consisting Opening, Content, and Closing.

5. *Conducting treatments*

   In this research, the treatments were conducted within three meetings to every genre text which took 150 minutes for every meeting. Interactive Comprehensible Written Input-Output Instruction was conducted to teach the

students of how to reconstruct Narrative and Anecdotal reading text. The elaboration of the treatments could be seen on the procedures of teaching learning activity on Appendix 9, 10, and 11.

6. *Administering writing tests after the treatments*

   After conducting the treatments, there was a writing posttest. They were asked to choose one of the available topics and compose a writing text based on the topic they chose consisting Opening, Content, and Closing.

7. *Analyzing the data*

   The last but not least step of the research was analyzing the data. In this step, the researcher would draw conclusion from the tabulated results of the tests that had been administered. The researcher would examine the students' works based on the guidance from scoring rubric of writing in terms of content, organization, vocabulary, language use, and mechanics adapted from Heaton (1991: 146). In addition, the researcher would also analyze the qualitative data by comparing students' drafts with original full text one to answer the third research question.

Those seven things, starting from determining the research problem until analyzing the data, were the whole procedures in administering this research.

3.7. Data Analysis

The data in the present study were analyzed both quantitatively and qualitatively. To analyze the quantitative data, the researcher used IBM SPSS Statistics 23. The pretest and the posttest results of writing tests were compared in order to know the gain. The researcher used *Repeated Measure T-test* towards the average scores of

the pretest and posttest. The researcher used significant level of 0.05 in which that the probability of error in the hypothesis was only about 5%.

After analyzing the result of students' writing ability before and after the application of an Interactive Comprehensible Written Input-Output Instruction and the effect it had on students' aspects of writing, the researcher analyzed students' drafts and compared them to original full text one to explore whether there was a difference on students' prediction of Narrative Text and Anecdote Text. In analyzing the difference of making prediction toward Narrative text ending and Anecdotal Text ending, first of all, the researcher analyzed the result of prediction produced toward Narrative Text. Then the researcher classified the prediction into three categories, that is, pretty close, fairly close, and far. The following was the criteria:

Table 3.5. Criteria for the Category of Prediction Produced

Category / Criteria	Pretty Close	Fairly Close		Far
Main Idea			x	x
Keyword		x		x

In line with Table 3.5., the researcher classified students' prediction into three categories, that is, *pretty close, fairly close*, and *far* based on two expected output the students should have predicted. When they could predict both the main idea and the keyword of the story correctly, they were classified into *pretty close*; when they could predict either the main idea or the keyword of the story correctly, they were classified into *fairly close*; and when they could predict neither the main idea nor the keyword of the story correctly, they were classified into *far*. The same thing was also done in analyzing the result for Anecdote Text.

After categorizing the criteria, total number of prediction produced by each group was calculated as follows.

Table 3.6. Total Number of Prediction Produced by Each Group

Type of Text	Category			Total
	Pretty Close	Fairly Close	Far	
Narrative Text				
Anecdote Text				

After calculating total number of prediction produced by each group, it could be seen the difference on prediction of those two texts.

3.8. Hypotheses Testing

To test the first and second hypothesis, IBM SPSS Statistics 23 was used. The hypotheses were analyzed at significance level of 0.05 in which the hypothesis was approved if Sig < . It means that probability of error in hypothesis is only about 5%. The hypotheses were drawn as follows:

$H_{01:}$ There is no significant difference on students' writing ability before and after the application of an Interactive Comprehensible Written Input-Output Instruction.

$H_{1:}$ There is a significant difference on students' writing ability before and after the application of an Interactive Comprehensible Written Input-Output Instruction.

The criteria for accepting the hypotheses is as follows:

H_{01} is accepted if the t-value is lower than T-table.

Concerning with the second research question, the hypotheses were drawn as follows.

$H_{02:}$ Interactive Comprehensible Written Input-Output Instruction does not affect students' aspects of writing.

H_2: Interactive Comprehensible Written Input-Output Instruction affects students' aspects of writing.

The criteria for accepting the hypotheses is as follows:

H_{02} is accepted if the t-value is lower than T-table.

For the qualitative data of Hypothesis 3, it did not require statistical calculation. It was answered by analyzing and comparing the data with the original provided text in a form of descriptive qualitative one.

This is the end of the discussion in this chapter. The methods of this research have been all discussed.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results in the research and also several suggestions which are elaborated in the following sections.

5.1 Conclusions

In line with the results of the data analysis and discussions, the researcher draws the following conclusions.

1. Providing the students with the opportunity to get input by reading, produce output by writing, and have interaction by interacting with other students in a cooperative learning made their input and output comprehensible that resulted in a better production of English writing. This was because by providing the students with input, they could get a correct model of how to compose a text. This assisted them when producing the output. In addition, when producing the output, the students would process the input effectively to notice the gap in their knowledge for the sake of accuracy and fluency in writing. The cooperative nature in this instruction also helped them to realize their errors in writing that at the end it would optimize their writing ability.

   That was in line with the finding in this study that after the application of the instruction, the students' mean score of the posttest (71.12) turned higher than that of in the pretest (63.33), with its gain score, 7.79. The t-test revealed that result was significant which was determined by $p < 0.05$, $p = .000$.

2. Offering the chance for the students to process the input, produce more output, and provide corrective feedback turned to be the key to the efficiency of the students in understanding the content, organization, language forms and language features used. This was because through input, they would not only know how to read, but also be able to understand schematic structures as well as linguistic features of the text. In addition, when producing the output, the students became aware of their linguistic problems and feedback they received could determine what aspects of language they had to pay more attention to. This would make them modify their output by concerning on the writing aspects to compose a good writing. This showed students' aspects of writing could be affected due to the application of the instruction.

That was in line with the finding in this study that there was an improvement in each aspect of writing after the application of the instruction 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). 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 $p < 0.05$.

3. Supporting an instruction providing comprehensible input with the other instruction providing comprehensible output and putting the students in a cooperative learning that provided interaction among students induced students to comprehend reading text better and this would make it easier for them to predict the continuation of the story closely to the original text. This was in line with the finding in the current study that there were four groups who could predict the continuation of the story as pretty close as in the original Narrative

text, and there were two groups who could predict the continuation of the story as pretty close as in the original Anecdote one.

5.2. Suggestions

By considering the conclusions above, the researcher proposes some suggestions as follows:

5.2.1. Suggestions for English teachers/lecturers

1. The English teachers/lecturers should provide the students with a variety of exercises that involve the students to process input both written and spoken so that the input may lead to intake and innate followed by producing output.

2. The English teachers/lecturers should provide the students with cooperative group work interaction in learning.

3. The English teachers/lecturers should provide the students with the appropriate input concerning some criteria of input for acquisition.

4. The English teachers/lecturers should provide the students with corrective feedback so that the quality of the language can be developed.

5.2.2. Suggestion for Further Researchers

The present study calls for replications in the other productive skill, that is, speaking since some previous studies and this current research just concern on writing skill. In addition, it is suggested for further researchers to discuss deeply about prediction as one reading strategies in relation to input, output, and also interaction. The last but not least, it is recommended for further researchers to conduct this kind of research in a longer period of time to

confirm the role of input, output, and interaction in the acquisition of target language forms and features.

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