

**THE EFFECTIVENESS OF USING INTERACTIVE WRITING TECHNIQUE ON
STUDENTS WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHT GRADE
STUDENTSAT SMP NEGERI 2 SIBORONGBORONGIN ACADEMIC
YEAR 2020/2021**

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Abstract

Lumbantoruan, Fera Charlina. 170502014. The effectiveness of using interactive writing technique on student writing ability in descriptive text at the eigh grade students at SMP Negeri 2 Siborongborong in academic year 2020/2021. A thesis. English study program, faculty of teaceher's training and education. University of Sisingamangaraja XII Tapanuli. This thesis about the effectiveness of using interactive writingtechnique on students writing ability in descriptive text at the eigh grade students at SMP Negeri 2 Siborongborong. To the answer the problem the writer follows some theories that support research. The object of the study is to find out the significance effect of using interactive writing technique onstudents'writing ability in descriptive text. It is expected that this research would be useful for the teacher and studens in the process of the teaching and learning. The subject of the study is the student is the eigh grade students from eight grade one and eigh grade two in academic year 2020/2021. The total of the students were 38 students. The writer took all of them as the subject of this study. The technique used for collecting data is experimental method; experimental method was applied in this research with one group pre-test and post-test design. The result of the research showed that the eigh grade students at SMP Negeri 2 Siborongborong had "poor" score on pre-test with the mean score 58, 94. After giving treatment the students got improvement, they got "good" score with the mean score 85, 10. Based on the result of this research, the researcher suggest that Interactive Writing Technique may be used as alternative technique in teaching writing because it can help students to participate in the composition and construction of the text by sharing the pen with the teacher and build on individual students' abilities in writing in order that the students can understand and more interested in learning activity especially in writing.

Keywords; Interactive Writing Technique, Descriptive Text.

I. INTRODUCTION

a) The Background of the Study

Writing is the activity of delivering message (ideas, feeling, or information) in writing to other participants. Not many people like to write. Among reason for this is that people feel give gifted and do not know how and why to write. The reason was actually in severable wrong the learning experience he or she had at school.

Based on the researcher's experience when PPL at SMP Negeri 2 Siborongborong. Some of students have problems on writing descriptive text. The students always faced problem in finding idea to write, did not know what to do if they want to start their writing. Also, some students felt frustrated when they could not find the appropriate words. In other that, some students could not construct a good sentence, they did not know about organization, grammar, punctuation, capitalization and word order.

Based on problem above, the researchers interested to use *interactive writing technique* and see its effectiveness the students' ability in writing descriptive text. The researcher completely believes that it is an effective technique to influence students' ability in writing. Interactive is when teacher and student are interacting by each other and there is a feedback. Interactive is involving people working together and influencing each other (Oxford). In other word, interactive writing technique is a technique which student must be actively involved in writing activities and contribute to building knowledge, and it is responsible for what they construct in writing.

In this research, the researcher chose to write *descriptive text* because descriptive is one of text genre that describe about something, such as looks, feel, tastes, and sense. By descriptive text, the readers know about detail information, and event sequence in a problem. If the students don't know how to construct a descriptive text, it can mislead understanding between writer and reader. Thus, writing descriptive text is important to teach for the students.

b) The Problem of the Study

In relation to the background of the study, the research problem is:

“Does the use of interactive writing technique effective on students' writing ability in descriptive text at the eighth grade students at SMP Negeri 2 Siborongborong?”

c) The Objective of the Study

The objective of the study is to find out the significance effect of using interactive writing technique on students' writing ability in descriptive text at the eighth grade students at SMP Negeri 2 Siborongborong.

d) The Scope of the Study

The research will be focused on the using of interactive writing technique in order to get the understanding of the students about writing a descriptive text that focuses on mechanics on describing thing. The researcher conducted the research at the eighth grade students of SMP Negeri 2 Siborongborong.

II. REVIEW OF RELATED LITERATURE

a. The Effectiveness

According to Fraser (1994, p. 104) effectiveness is a measure of the match between state goals and their achievement. It is always possible to achieve 'easy', low-standard goals. In other word, quality in higher education can not only be a question of achievements 'outputs' but must also involve judgments about the goals (part of 'inputs').

Erlendsson (2002) also defines effectiveness as: the extent to which objectives are met ('doing the right thing').

b. Definition of Writing

Oshima and Marzolina (2018: 63) state that writing is a progressive activity. This mean that when you first write something down, you have already been thinking about what you are going to say and how you are going to said it. Then, after you finished writing, you read over what you have written and make changes and correction. Therefore, writing is never a one-step action; it is a process that has several steps.

Byrne in Marzolina (2018: 74) states writing is clearly matching more than the production of graphic symbols just a speech

more than the production of sounds. The symbols have been arranged according certain conventions, to form words, and words have to arrange to form sentence. As a rule, however, we do not write just one sentence or a number of sentences arranged in particular order and linked together in certain ways. Writing involves to encoding of message of some kinds; that is to translate throughout into language.

From some opinion above, it can be concluded that writing is an act, or process of building the large unit of ideas, thinking, and feeling, that expresses though graphic symbol, to form words, sentences and paragraph. Writing is fun of language skill, which requires and elliptical ability in order to construct a brief and a good order of sentences.

c. Component of Writing (Mechanics)

According to Oshima in Utami (2014: 18), Mechanics It deals with capitalization, punctuation, spelling, etc. It is very important part in writing because it will lead the reader to recognize immediately what the writer means. Punctuation is important as the way to clarify meaning. In English writing capital letter have principles. First, they use to distinguish between particular and things. Second, it uses as a first word in quotations, a formal statement and proper adjective, etc. The use of favorable mechanic in writing will make the reader easy to group the conveying ideas and message towards the written text.

d. Interactive Writing Technique

a) Definition of Interactive Writing Technique

There are some definitions of Interactive Writing Technique:

- 1) Callella & Jordano (2002: 3), interactive writing is teacher-guided group activity designed to each children about the process on writing and how written language work.
- 2) McCarrier Pinnel (2000) interactive writing is a writing strategy that enables teacher and students to collaborate ideas, hear sounds in words, and implement conventions of writing in order to compose a written piece by sharing the pen throughout the process.
- 3) Pinnel and McCarrier in Heller

(2008:217) state that interactive writing is a from of shared writing or language experience lesson in which the teacher and students compose a story or text and share the pen in writing the words down on a chard board in writing paper.

- 4) Button, et.al (1996). Stated that interactive writing provides teacher to engage ineffective literacy instruction within the framework of constructing texts filled with personal and collective meaning.
- 5) Ministry of Education Ontario stated that interactive writing is an approach in which the student and teachers share the task of scribing the message and it helps and encourages them to become independent writers.

Referring to some definitions above, the researcher conclude that Interactive Writing Technique is a technique in learning English where student and teacher talk and negotiate about what they and make students build on individual ability in writing.

b) The Procedure of Interactive Writing Technique

According to Smoke (1987: 70-80) as cited by El-Salahat (2014: 66), there are eight essential step of interactive writing:

1. Provide active learning experiences
In this session, teacher activates students' writing experience, by giving the students chances to share about topic that can be written.
2. Establishing the topic (talking). The teacher facilitates a conversation with the students dealing with the topic which will be written.
3. Composing the text (negotiating)
The teacher facilitates a conversation with the students to develop a story or sentences.
4. Writing the text (constructing text)
The students take turn to write as much as they can. In this session, the role of the teacher is facilitator in modeling, giving question, and focusing students' attention on concepts.
5. Reread, revise, and proofread the text
The teacher gives chances to the students to reread what has been written. It gives the students chance to make revision on their sentences whether it makes sense and sounds right.

6. Revisit the text to support word solving
After an interactive writing experience the teacher revisits the text. It provides the teacher in helping the students in figuring out the unknown or unfamiliar words and knowing spelling pattern.

7. Summarize the learning

At the end of interactive writing experience, the teacher should go over some salient learning with

According to Hibbard & Wagner (2013: 52), interactive writing may be done on a chalk or white board, on a flip chart, or with the use of an overhead projector. The process of writing includes the following:

- a. Teacher engages the learners in reading activity that could be a Read Aloud, Shared Reading, or Guided Reading.
- b. Teacher defines the writing assignment with an emphasis on the thinking skill verb that is most important to the writing task.
- c. Teacher introduces a graphic organizer and works with the learners to put information into it. A large size organizer is presented on an easel so that students and the teacher can take turn writing.
- d. Teacher works with the learners to write a first draft.
- e. Teacher and learners talk about word choice and may make revisions.
- f. Teacher and learners assess the writing using an assessment list.

c) Benefits of Interactive Writing Technique

1. McCarrier (2000) stated that everyone in group sees the process of producing pieces of writing, student who read and write very little independently have a chance to see themselves as readers and writers.
2. Kronenberg (2014) stated that the role of the student is dominant because they generate the ideas for the writing; take turns going up to the board and writing letters, words, or sentences while the classes support the writer.
3. Roth and Guinee (2011): p.335

stated that children actively participate in the writing of the text and reading it many times in the process, the intention is that they create a text that is accessible and readable.

4. Descriptive Text

a. Definition of Descriptive Text

1. Corbett (1983) that descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste and smell of thing or object.
2. Tompkins (1994) and Stanley (1988) defined descriptive text as painting picture with word. By reading a descriptive text, readers feel that they see the description just like they see pictures.
3. Fridmen (2010) descriptive details mean to grab the reader's attention.
4. Temple, et al. (1998) states. Description is discourse that helps us visualize. It focuses upon the appearance or the nature of an object. In description, we see vividly and concretely, we perceive the object with kind of fullness for which exposition does not strive.

According to some definition above the researcher conclude that descriptive text is a kind of text which tell what something looks, sounds, feels, tastes, or smells.

b. Purpose of Descriptive Text

Fink et Al (1983: 41) said that the purpose of description is to imagine the reader by using a picture of a person, subject, or setting it is allowed by using picture, so that the reader can visualize it.

According to Febriani (2011: 17) the purpose of descriptive text is to get the reader imagine within the story the get pleasures and information.

Generally, the purpose of descriptive text is to describe something, someone, a place, animal, or plants, specifically.

c. Generic Structure of Descriptive Text

According to Bamanti and Oktaviani (2011: 50) the generic structure of descriptive text is divided into two parts, there are:

1. Identification

It is generic part of paragraph with introduces or identifies the characters.

2. Descriptions

It is a part of paragraph which describes the character.

d. Language Features of Descriptive Text

1. Descriptive often uses adjectives, numbering, and classifying. For example: is really cool, it has very thick fur, etc.
2. Tense which is often use a simple present tense. However, sometimes, it uses past tense if the thing to be described doesn't exist anymore for example: go, fly, cook, etc.
3. Descriptive text uses thinking verbs (believe, think, etc.) and feeling verb (feel).
4. Descriptive text also uses adverbs to give information about character or adjective that explained. Example: it is extremely high, its runs definitely past, etc.

e. Describing Thing

Stanley (1988) mentions that description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. In this kind of text, the students are required to "list the characteristics of something and usually deals with the physical appearance of the described thing (Smalley et. al., 2001). In other words, a particular person, place or thing is described in details in this composition. The description tells the object as the way it is without being affected by the writers' personal opinion. Before telling what they have caught through their sensory system, a mental activity is involved. They firstly identify certain imagery or real object which is located somewhere. Through the words, then they describe the thing they have in mind. In short, writing a descriptive text is "a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern" (D'Angelo, 1980). Meanwhile, according to Corbett (1983) that descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste, and smell of things or objects. Tompkins (1994) and Stanley (1988) defined descriptive text as painting pictures with words. By reading a descriptive

text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. Thus, in, writing a descriptive text the writers should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch. Anderson & Anderson (2003) add that descriptive text is different from information reports because they described a specific subject rather than general group.

5. Hypothesis

Ha: There is effect of using Interactive Writing Technique on students' writing ability in descriptive text at the eighth grade students at SMP Negeri 2 Siborongborong.

Ho: There is no effect of using Interactive Writing Technique on students' writing ability in writing descriptive text at the eighth grade students at SMP Negeri 2 Siborongborong.

III. RESEARCH METHODOLOGY

a. Research Design

Research that has a degree of certainty that is considered the most important (relatively) is experimental research. Experimental research is research that tries to see the future so that it is predictive. The conditions are regulated in such a way by the researcher, the treatment of the object is carried out, as a result of careful treatment, and external factors that may have an effect are controlled, with the hope that the degree of certainty of the answer will be higher.

Ary et al (2006:325) states "Experimental research design is to enable researcher to estimate the effect of an experimental treatment". Experimental research can be done in the class and in the field. In this study, the experimental researcher chooses the design to determine the validity of conclusions can be drawn from the study.

According to Sudarmayanti and Syarifudin, experimental research is Research that seeks to find the effect of certain variables on other variables with tight control.

According to Yatim Riyanto, experimental research is research that Systematic, logical, and thorough in controlling the conditions.

From those definitions of experimental research, it can be concluded that experimental research is defined as the research method used to find the effect of treatment certain to the other under controlled conditions.

Group	Test	Treatment	Test
Experimental group	Writing test	Interactive writing technique	Post-test of writing
Control group	Writing test	—	Post-test of writing

b. Variable of the Research

In this research, there were two variables that have been manipulated by the researcher. They were being independent variable (X) and dependent variable (Y). Independent variable was a factor which is manipulated by the writer to determine the relationship between the phenomena has being observed or the cause of dependent variable. While dependent variable was a factor which is observed and measured to determine the effect of independent variable.

1. Independent variable

The independent variable (X) was the influence of using Interactive Writing Technique because the technique can influence the students' writing ability.

2. Dependent Variable

The dependent variable (Y) was students' writing ability in writing descriptive text because it can be influenced by Interactive Writing Technique.

c. Population and Sample

1) Population

According to Gay (1987: 102) says that population is a group of people or thing interesting to researcher, the group to which she or he would like the result of the study to be generalized.

The population of this research was students which have been taken from the eighth grade students at SMP Negeri 2

Siborongborong in academic year 2020/2021. The total of numbers of population was 256. They divided into eight classes.

2) Sample

According to Brink (2001:133) defines sample as "part or fraction of a whole, or a larger set, selected by the researcher to participate in a research project. Samples consist of a selected group of the elements or units from a defined population". According to Arikunto (2006: 134) says if number of population is less than 100, it is better for the researcher took all the population. If number of population is more than 100, the researcher can be taken between 10% - 15% or 20% - 25% based on the quality of the researcher, limitation of the time, personal and fund, searching area. Based on the quotation above, the researcher taken 15% of the population. So there were 38 students who was becomes the sample. This took 15% from the population as a sample. 15% of 256 were 38.

d. The Instrument of Data Collecting

The researcher took *a test* as the instrument of the research because test was one of the techniques to get an objective data. Latief stated that interpretation of the students' personality is mainly based on the scores resulted from the personality test done by the students.

From the explanation above, the researcher also conducted writing test as an instrument of the research. The researcher chose *pre-test and post-test* that was bedone by the researcher to collect information from the students about the writing problem. The purpose of pre-test was to grade the students' prior knowledge before start the research at the eighth grade students at SMP Negeri 2 Siborongborong. Whereas, the purpose of post-test was to identify the students' improvement and to measure the effect of using Interactive Writing Technique in the students' writing especially descriptive text. The writing test consist *one question*, the topics was about thing.

e. The Procedure of Data Collection

In this research, there were three procedures were hold to collect the data. They were representatively as follows:

1. Pre-Test

Before applied Interactive Writing Technique or did the treatment, students gave pre-test to know their achievement in writing; researcher asked the students to write descriptive text based on the prepared topic.

2. Treatment

After gave the pre-test, the students treated by implementing the Interactive Writing Technique. Some steps of treatments were:

- a. The first meeting, the researcher explained descriptive text and gave example.
- b. The second meeting, the researcher continued material about descriptive text about described thing and introduced Interactive Writing Technique, and then the students wrote a descriptive text.

- c. The third, the students made descriptive text about describing thing and applied Interactive Writing Technique.

3. Post-Test

After applied the treatment, the researcher gave post-test to the students to obtain data, whether there was any progress or improvement of writing descriptive text at the eighth grade students at SMP Negeri 2 Siborongborong after applied treatment namely through Interactive Writing Technique or not.

f. Technique of Data Analysis

The data collected through the test analyzed by using pre-experimental method. The researcher employed the formula as follows:

- a. Calculating the mean score of the students' answer by using as follows:

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

$\bar{X}$ = Means score,

Σ = The sum of all score,

N = The total number of subject.

- b. To find out standard deviation of the students' score in the pre-test and post-test by applying formula below

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

Where:

SD : Standard deviation,

$\sum x$: The sum of all score,

$\sum x^2$: The sum square of all score,

N : Total number of students.

- c. To find out the significant differences between the score of pre-test and post-test by using the formula

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

t = Test of significance difference,

$\bar{D}$ = Means score,

$\sum D$ = The sum of all score,

N = The total number of subject.

- d. To find out the mean score differences by using the formula:

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

Where:

$\bar{D}$: The mean of the differences score,

$\sum D$: The sum of the differences score,

N : The total number of the students.

IV. DATA AND ANALYSIS

a. Data

The finding of this research deals with the students score of pre-test and posttest, the frequency distribution and percentage of the students' score, the means score and standard deviation, the t-test value and the hypothesis testing.

b. Data Analysis**Table The score Pre-Test and Post- Test Experimental Group**

No	Name	Pre-test (X1)	Post-Test (X2)	$X1^2$	$X2^2$	D (Gain)	D^2
1.	Aldo Julianto Simamora	60	95	3600	9025	35	1225
2.	Andika Pratama Mananu	61	95	3721	9025	34	1156
3.	Andre Micael	51	92	2601	8464	41	1681
4.	Desica Ronauli Pasaribu	47	90	2209	8100	43	1849
5.	Elisabeth Silitonga	66	90	4356	8100	24	576
6.	Ester Sinaga	53	88	2809	7744	35	1225
7.	Faizal Lumbantoruan	65	88	4225	7744	23	529
8.	Farell N. Hutasoit	70	85	4900	7225	15	225
9.	Gihon Kevin Lumbantoruan	55	85	3025	7225	30	900
10.	Hotmaria Silaban	60	85	3600	7225	25	625
11.	Imelda Nababan	61	85	3721	7225	24	576
12.	Jensi Hupalti Hutasoit	70	82	4900	6724	12	144
13.	Jonrios Gravendo Silaban	54	82	2916	6724	28	784
14.	Kristian Nababan	55	80	3025	6400	25	625
15.	Libert Jonatan Nainggolan	60	80	3600	6400	20	400
16.	Margareth Sibagariang	57	80	3249	6400	23	529
17.	Mario Josep Silaban	56	80	3136	6400	24	576
18.	Melva Verawati Nababan	49	79	2401	6241	30	900
19.	Nestasya Lumbantoruan	70	76	4900	5776	6	36
		$\sum X_1 = 1120$	$\sum X_2 = 1617$	$\sum X_1^2 = 66894$	$\sum X_2^2 = 138167$	$\sum D = 497$	$\sum D^2 = 14561$

Table The Score Pre Pre-Test and Post- Test Control Group

No	Name	Pre-test (X1)	Post-Test (X2)	$X1^2$	$X2^2$	D (Gain)	D^2
1.	Anggiat Sehat Nababan	62	65	3844	4225	3	9
2.	Bernadetha Tambunan	55	61	3025	3721	6	36
3.	Damianus A. C. Nababan	65	65	4225	4225	0	0
4.	Delpi Lumbantoruan	58	60	3364	3600	2	4
5.	Endang Sigalingging	60	65	3600	4225	5	25
6.	Eva Elsa Nababan	55	57	3025	3249	2	4
7.	Evi Elsi Nababan	66	65	4356	4225	-1	1
8.	Evi Ruth Cristian Silaban	62	65	3844	4225	3	9
9.	Faldi Yudistira Tanjung	60	62	3600	3844	2	4
10.	Farhan Ramadan Tanjung	58	60	3364	3600	2	4
11.	Fidelis Lumbantoruan	59	60	3481	3600	1	1
12.	Jenni Elprida Silaban	70	75	4900	5625	5	25
13.	Juni Hook M.R. Manurung	49	50	2401	2500	1	1
14.	Kelvin Martin Nababan	55	60	3025	3600	5	25

15.	Krispinus V Nababan	55	59	3025	3481	4	16
16.	Leorenzo Rommel Nababan	60	65	3600	4225	5	25
17.	Maria Esra Situmorang	57	58	3249	3364	1	1
18.	Martania Marisa Hutasoit	55	55	3025	3025	0	0
19.	Martinus Nababan	58	60	3364	3600	2	4
		$\sum X_1=1$ 119	$\sum X_2=1$ 167	$\sum X_1^2=6$ 6317	$\sum X_2^2=$ 72159	$\sum D =$ 48	$\sum D^2 =$ 194

1. Calculating the mean score of the pre-test and post-test experimental group and control group of the students:

- a) The mean score of pre-test experimental group

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

$$\bar{X} = \frac{1120}{19}$$

$$\bar{X} = 58,94$$

- b) The mean score of post-test experimental group

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

$$\bar{X} = \frac{1616}{19}$$

$$\bar{X} = 85,05$$

The mean score of pre-test (before treatment) was lower than the post-test (after treatment)

- a) The mean score of pre-test control group

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

$$\bar{X} = \frac{1119}{19}$$

$$\bar{X} = 58,89$$

- b) The mean score of post-test control group

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

$$\bar{X} = \frac{1170}{19}$$

$$\bar{X} = 61,57$$

The mean score of pre-test (before treatment) was lower than the post-test (after treatment)

2. Finding out the standard deviation of students score in the pre-test and post-test Experimental group and Control Group

- a) The standard deviation of students pre-test Experimental group

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{66894 - \frac{(1120)^2}{19}}{19-1}}$$

$$SD = \sqrt{\frac{66894 - \frac{1254400}{19}}{18}}$$

$$SD = \sqrt{\frac{66894 - 66021,05}{18}}$$

$$SD = \sqrt{\frac{872}{18}}$$

$$SD = \sqrt{48,44}$$

$$SD = 6,95$$

- b) The standard deviation of students post-test experimental group

$$SD = \sqrt{\frac{138167 - \frac{(1617)^2}{19}}{19-1}}$$

$$SD = \sqrt{\frac{138167 - \frac{2614689}{19}}{18}}$$

$$SD = \sqrt{\frac{138167 - 137615,21}{18}}$$

$$SD = \sqrt{\frac{551,79}{18}}$$

$$SD = \sqrt{30,65}$$

$$SD = 5,53$$

- a) The standard deviation of students pre-test Control Group

$$SD = \sqrt{\frac{66317 - \frac{(1119)^2}{19}}{19-1}}$$

$$SD = \sqrt{\frac{66317 - \frac{1252161}{19}}{18}}$$

$$SD = \sqrt{\frac{66317 - 65903,21}{18}}$$

$$SD = \sqrt{\frac{413,79}{18}}$$

$$SD = \sqrt{22,98}$$

$$SD = 4,79$$

**b) The standard deviation of students
Post test Control Group**

$$SD = \sqrt{\frac{72159 - \frac{(1167)^2}{19}}{19-1}}$$

$$SD = \sqrt{\frac{72159 - \frac{1361889}{19}}{18}}$$

$$SD = \sqrt{\frac{72159 - 71678,36}{18}}$$

$$SD = \sqrt{\frac{480,64}{18}}$$

$$SD = \sqrt{26,70}$$

$$SD = 5,16$$

The Standard Deviation of the post-test was higher than the Standard Deviation of the pre-test.

3. Calculating the t-test Experimental Group and Control Group

T-test Experimental Group

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{18}{\sqrt{\frac{14561 - \frac{(497)^2}{19}}{19(19-1)}}}$$

$$= \frac{18}{\sqrt{\frac{14561 - \frac{247009}{19}}{19(18)}}}$$

$$= \frac{18}{\sqrt{\frac{14561 - 13.000,47}{342}}}$$

$$= \frac{18}{\sqrt{\frac{1560,53}{342}}}$$

$$= \frac{18}{\sqrt{4,56}}$$

$$= \frac{18}{2,13}$$

$$t \text{ test} = 2,13$$

T-test Control Group

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{18}{\sqrt{\frac{194 - \frac{(48)^2}{19}}{19(19-1)}}}$$

$$= \frac{18}{\sqrt{\frac{194 - \frac{2304}{19}}{19(18)}}}$$

$$= \frac{18}{\sqrt{\frac{194 - 121,26}{342}}}$$

$$= \frac{18}{\sqrt{\frac{72,74}{342}}}$$

$$= \frac{18}{\sqrt{0,21}}$$

$$= \frac{18}{0,45}$$

$$t \text{ test} = 0,45$$

4. Finding out the difference of the mean score Experimental group and Control group

Mean score Experimental group

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

$$\bar{D} = \frac{497}{19}$$

$$= 26,15$$

Mean score Control group

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

$$\bar{D} = \frac{48}{19}$$

$$= 2,52$$

c. Hypothesis testing

The results of the statistical analysis of t-test at the level significance 0.05 with the degree of freedom (df) = N-1, whether N=18 indicated the there was a significant difference between the mean score of Post-test Experimental group and Post-test Control group. The mean score pre-test of Experimental group was 85,05 and the mean score post-test of the control was 61,57. T test of experimental group was higher than t test of control group.

The results of the paired sample T-Test test showed a significant number between the pre-test and post-test scores with a significance value (2-tailed) $p = 0.000, < 0.05$. Nol hypothesis (HO) in

this study it was rejected and the alternative hypothesis (HA) was accepted where there was a significant difference between the two tests.

**Table paired sample t-test
Experimental Group**

Test	<i>n</i>	Statistic Descriptive	Paired Test		
		<i>M (Std. D)</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Pre-test	19	58,94(6,95)	-12,246	18	.000
Post-test	19	85,10(5,53)			

**Table paired sample t-test Control
Group**

Test	<i>N</i>	Statistic Descriptive	Paired Test		
		<i>M (Std. D)</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Pre-test	19	58,89(4,79)	-5,478	18	.000
Post-test	19	61,42(5,16)			

d. Discussion

1. The Students' Writing Ability in Descriptive Text

The students' writing ability in descriptive text before given the treatment (Interactive Writing Technique) was very low, because they had score under standard. Meanwhile, the students' writing ability in descriptive text was improvement after applying Interactive Writing Technique. Ministry of Education Ontario stated that interactive writing is an approach in which the student and teacher share the task of scribing the message and it helpful and encourages them to become independent writers.

2. The Effectiveness of Interactive Writing Technique

There is any effectiveness of using interactive writing technique on students' writing ability in descriptive text at the eighth grade students at SMP Negeri 2 Siborongborong. Because the result of the test showed that there was a significance difference between pre-test and post-test in experimental group value. The description of the data collected through the writing test as explained in previous section shows that the students' writing was improved. It was supported by frequency and rate percentage of the result of the students' score after presenting writing descriptive text through Interactive Writing Technique was better than before the treatment given to the students.

V. CONCLUSION AND SUGGESTION

1. Conclusion

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

1. The students' writing ability in descriptive text before given the treatment (Interactive Writing Technique) was very low. We can see in the score of Pre-test in control group. The score was 58,89 and the posttest 61,57, which mean score under the standard. Meanwhile, the students' writing ability in descriptive text improved after applying Interactive Writing Technique. The score was increase. Before gave treatment (Interactive Writing Technique) the score was 58,94 and the posttest was 85, 05. So, difference

of the mean score experimental group 26,15 and difference of the mean score control group 2,52.

2. The use of Interactive Writing Technique was effective on students' writing ability in descriptive text at the eighth grade of the SMP Negeri 2 Siborongborong. Interactive Writing technique was very enjoyable for the students. It had been seen when the researcher gave them materials about Interactive Writing Technique in the class. Using Interactive Writing Technique made the students easy to write because they were helped interactively by other students and teacher when they found difficulties. Also, the technique helped the students to participate in the composition and construction of the text by sharing the pen with the teacher and build on individual students' abilities in writing.

2. Suggestion

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

1. For the Teachers
The English teacher must be creative and give motivation when teacher transfer the knowledge of English to the students so they can easily receive and understand the materials. Then, it will be better if English teacher finds out the appropriate and interesting technique related to the material. Besides, to give contribution to English teacher that teaching writing using Interactive Writing Technique is more interesting.
2. For Students
The use of Interactive Writing Technique will help the students to participate individually in process of writing. So, the students can improve their achievement in writing.

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