

**COMPARATIVE STUDY BETWEEN PEER ASSISTED LEARNING
STRATEGY AND GUIDED WRITING STRATEGY
IN TEACHING WRITING
(An Experimental Study on the Eleventh Grade of SMA Negeri 1 Teras,
Boyolali in the Academic Year of 2014/2015)**



Thesis

**Submitted to the Teacher Training and Education Faculty of Sebelas Maret
University to Fulfill One of the Requirements for Getting the Undergraduate
Degree in English Education**

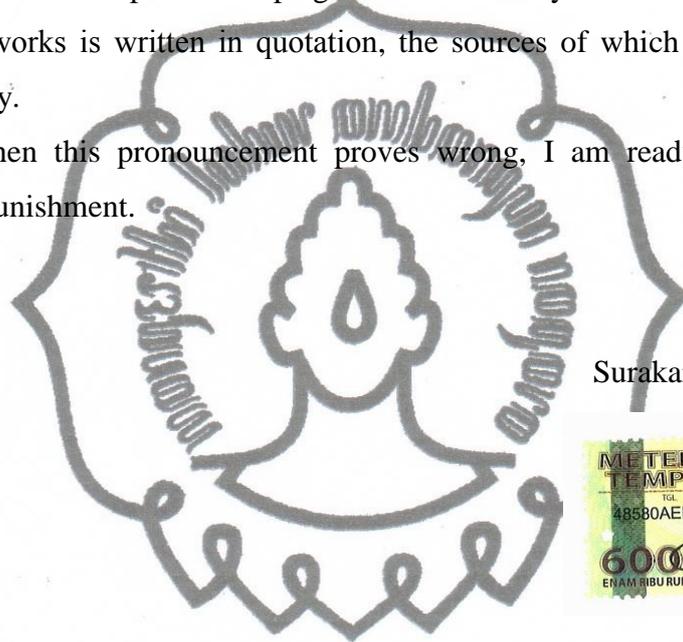
**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA**

2017

PRONOUNCEMENT

I would like to certify that the thesis entitled **“Comparative Study between Peer Assisted Learning Strategy and Guided Writing Strategy in Teaching Writing (An Experimental Study on Tenth Grade Students of SMA Negeri 1 Teras, Boyolali in the Academic Year of 2014/2015)”** is really my own work. It is not a product of plagiarism or made by others. Everything related to others’ works is written in quotation, the sources of which are listed on the bibliography.

If then this pronouncement proves wrong, I am ready to receive any academic punishment.



Surakarta, July 2017



Gigih Jantoko

APPROVAL OF THE CONSULTANTS

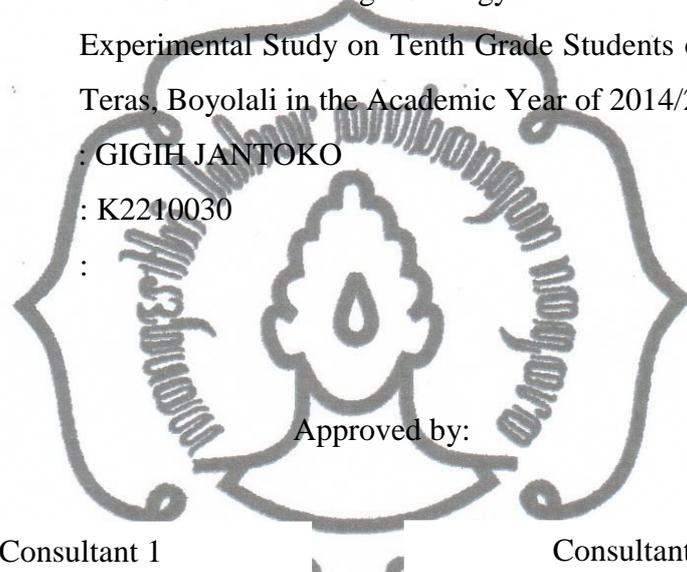
This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English Education Department of Teacher Training and Education Faculty of Sebelas Maret University Surakarta.

TITLE : Comparative Study between Peer Assisted Learning Strategy and Guided Writing Strategy in Teaching Writing (An Experimental Study on Tenth Grade Students of SMA Negeri 1 Teras, Boyolali in the Academic Year of 2014/2015)

NAME : GIGIH JANTOKO

NIM : K2210030

On :



Approved by:

Consultant 1

Consultant 2

Dr. Ngadiso, M.Pd.
NIP. 19621231 198803 1 009

Hefy Sulistyawati, S.S., M.Pd.
NIP. 19781208 200112 2 002

APPROVAL OF THE BOARD EXAMINERS

This thesis has been examined by the Board of the Examiners of Teacher Training and Education Faculty of Sebelas Maret University Surakarta and has been approved to fulfill one of the requirements for obtaining the Undergraduate Degree in English Education.

Day :

Date :

Board of Examiners:

1. Chairman
Teguh Sarosa, S.S., M.Hum.
NIP. 19730205 200604 1 001
2. Secretary
Prof. Dr. Joko Nurkamto, M.Pd.
NIP. 19610124 198702 1 001
3. Examiner 1
Dr. Ngadiso, M.Pd.
NIP. 19621231 198803 1 009
4. Examiner 2
Hefy Sulistyawati, S.S., M.Pd.
NIP. 19770720 200112 1 001

Signatures:

(.....)

(.....)

(.....)

(.....)

Teacher Training and Education Faculty

Sebelas Maret University

The Dean


Prof. Dr. Joko Nurkamto, M.Pd.
NIP. 19610124 198702 1 001

ABSTRACT

This research aims at revealing whether: (1) there is a significant difference between Peer Assisted Learning Strategy and Guided Writing Strategy to teach writing and (2) Peer Assisted Learning Strategy is more effective than Guided Writing Strategy to teach writing. This research was conducted using experimental research method. This research was conducted at SMA Negeri 1 Teras in the academic year of 2014/2015. The samples are class XI IIS 3 as the experimental class which consists of 30 students, and class XI IIS 1 as the control class which consists of 30 students. The research instrument used to collect the data in this research is writing test. The data were analyzed by using t-test formula. The computation of the test shows that t observation (t_0) = (5.12) is higher than t table (58, 0.05) = (2.00172). Therefore, it can be concluded that there is a significant difference in writing skill between the students taught using Peer Assisted Learning and the those taught using Guided Writing. The mean of experimental group is 78.3, while the mean of control group is 75.2. Therefore, it can be concluded that Peer Assisted Learning is more effective than Guided Writing to teach writing.

Key words: *peer assisted learning, guided writing, writing skill, teaching writing*

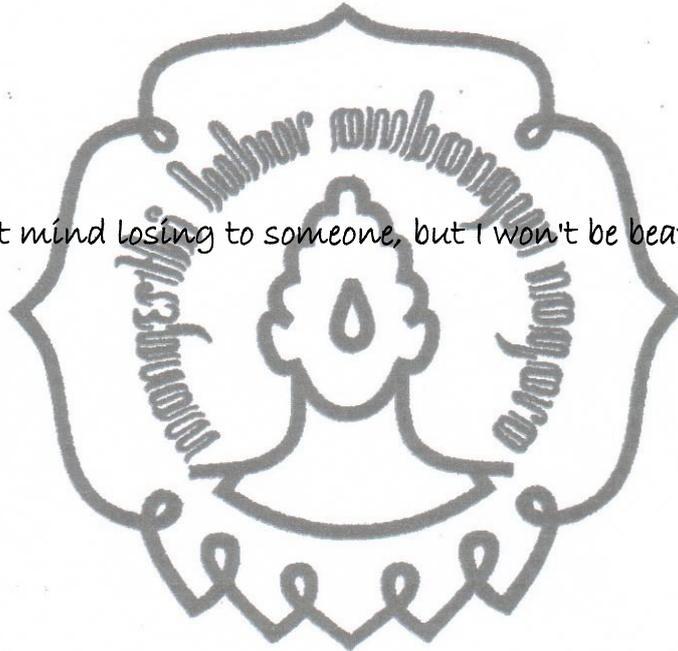
MOTTO

if you feel yourself hitting up against your limit remember for what cause you clench your fists. Remember why you started down this path, and let that memory carry you beyond your limit.

- All Might -

I don't mind losing to someone, but I won't be beaten by myself.

- Emiya Shirou -



DEDICATION



This thesis is dedicated to:

- My beloved Mother
- My beloved Father
- My older Brother
- My older Sisters
- My younger Sister
- All my friends

ACKNOWLEDGEMENT

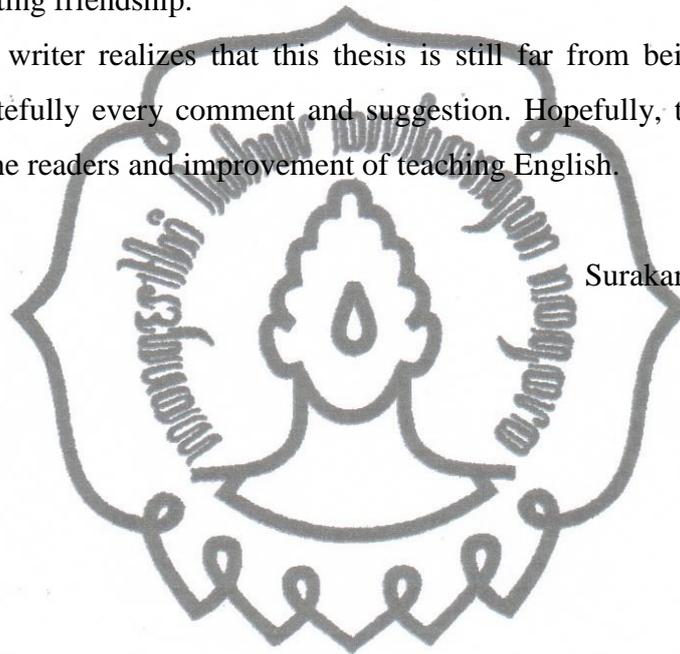
Praises and thanks are to Allah SWT, The Lord of Universe, who always blesses the writer in finishing his thesis as a partial requirement for getting the Undergraduate Degree of Education in English Department.

The writer would like to express his special gratitude for them who have given him their help, guidance, and support in writing this thesis.

1. Prof. Dr. Joko Nurkamto, M.Pd. as the Dean of Teacher Training and Education Faculty of Sebelas Maret University who approved this thesis.
2. Teguh Sarosa, S.S., M.Hum. as the head of English Education Department of Teacher Training and Education Faculty.
3. Dr. Ngadiso, M.Pd. the first consultant, for the advice, patience, motivation, and correction in writing this thesis.
4. Hefy Sulistyawati, S.S., M.Pd. the second consultant, for the advice, patience, motivation, and correction in writing this thesis.
5. Prof. Dr. Joko Nurkamto, M.Pd. the academic consultant, for the motivation, kindness, and advice.
6. All lecturers in English Education Department, for the valuable knowledge.
7. Mr. Wakimun, M.Pd, the headmaster of SMA Negeri 1 Teras Boyolali, for allowing the writer to conduct the research.
8. Mrs. Endang Setyorini, S.Pd., the English teacher of SMA N 1 Teras, Boyolali who has allowed him to conduct a research in her class.
9. The students of XI IIS 1 and XI IIS 3 of SMA Negeri 1 Teras, Boyolali who have sincerely helped the writer to do the research.
10. His father, Daryanto Widyo S. for his great love, unlimited patience, pray and support.
11. His mother, Martin Haryanti for her great love, unlimited patience, pray and support.
12. His sisters, Nores Hartanti, S.Pd., Endras Widyastuti, A.Md., and Ambar Rohmawati for their great love, pray and support.

13. His classmates, Class A 2010, for their motivation and care during learning together.
14. Fire Friends (Mitro, Cercet, Arpen, Bolot, Adam, Ngithut, Thothot, Kriwul, Nngesut, Brewie, Fariz) for their help, suggestions, laughing, cares and also for the happiness.
15. All of his friends in English Education Departments, for the supports and everlasting friendship.

The writer realizes that this thesis is still far from being perfect, so he accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers and improvement of teaching English.



Surakarta, July 2017

Gigih Jantoko

TABLE OF CONTENTS

COVER	i
PRONOUNCEMENT	ii
APPROVAL OF THE CONSULTANTS	iii
APPROVAL OF THE BOARD EXAMINERS	iv
ABSTRACT	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF TABLES	x
LIST OF FIGURES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Identification of the Problem	4
C. Limitation of the Problem	5
D. Problem Statement	5
E. Objectives of Study	6
F. Benefit of the Study	6
CHAPTER II LITERATURE REVIEW	7
A. The Review of Writing	7
1. The Nature of Writing	7
2. The Purpose of Writing	8
3. Criteria of Good Writing	10
4. The Micro and Macro Skills of Writing	11
5. The Teaching of Writing	14
6. Assessing Writing.....	21
7. The Teaching Material.....	23

B.	Review of Peer Assisted Learning	28
1.	Definition of Peer Assisted Learning	28
2.	Teaching Step of Peer Assisted Learning	29
3.	Strengths of Peer Assisted Learning	35
4.	Weakness of Peer Assisted Learning	35
C.	Review of Guided Writing	36
1.	Definition of Guided Writing	36
2.	Teaching Steps of Guided Writing	37
3.	Strengths of Guided Writing	41
4.	Weakness of Guided Writing	41
D.	Rationale	41
E.	Hypothesis	44
	CHAPTER III RESEARCH METHODOLOGY	45
A.	Method of The Research	45
B.	Setting of The Research	45
C.	Subject of The Research	46
D.	Technique of Collecting Data	46
E.	Technique of Analyzing the Data	49
	CHAPTER IV RESEARCH RESULT AND DISCUSSION	55
A.	Data Description	55
1.	The Data of Students Taught Using Peer Assisted Learning	55
2.	The Data of Students Taught Using Guided Writing	56
B.	Prerequisite Tests	57
1.	Normality Test	58
2.	Homogeneity Test	58
C.	T-Test	59
D.	Discussion of the Results	60
	CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION	64
A.	Conclusion	64
B.	Implication	64

C. Suggestion	66
BIBLIOGRAPHY	68
APPENDICES	72



LIST OF TABLES

Table 2.1 Writing Scoring Rubric 21

Table 3.1 Research Schedule.....43

Table 3.2 Questions for Writing Test Readability45

Table 3.3 Analytic Scale of Writing Test46

Table 4.1 The Frequency Distribution of Data A₁51

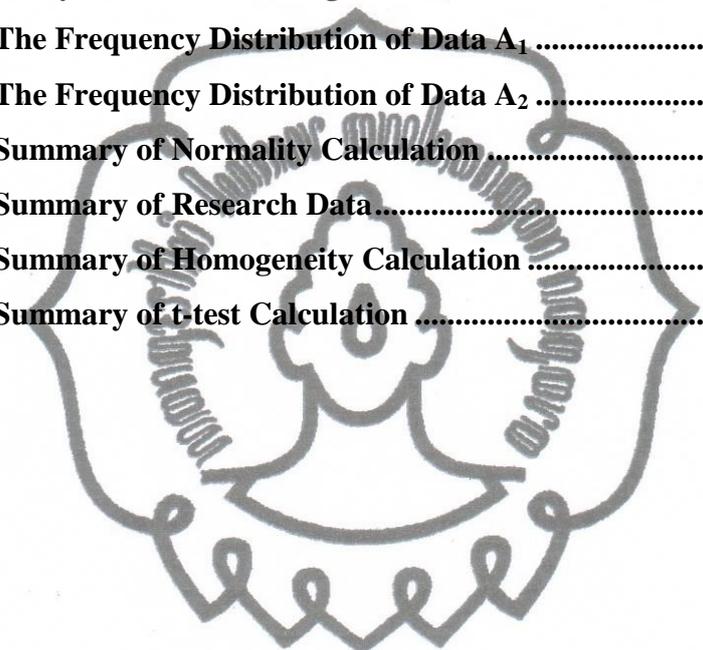
Table 4.2 The Frequency Distribution of Data A₂52

Table 4.3 Summary of Normality Calculation53

Table 4.4 Summary of Research Data.....54

Table 4.5 Summary of Homogeneity Calculation54

Table 4.6 Summary of t-test Calculation55



LIST OF FIGURES

Figure 4.1 Histogram and Polygon of Data A_1	51
Figure 4.2 Histogram and Polygon of Data A_2	52



LIST OF APPENDICES

Appendix 1	Syllabus for Grade XI	72
Appendix 2	Lesson Plan of the Experimental Group	80
Appendix 3	Lesson Plan of the Control Group.....	110
Appendix 4	Writing test instruction.....	132
Appendix 5	Readability of Writing Test.....	133
Appendix 6	Result of Readability of Writing Test	134
Appendix 7	Post-test Scores of Experimental and Control Groups.....	136
Appendix 8	Descriptive Statistics of Experimental Group	139
Appendix 9	Descriptive Statistics of Control Group	141
Appendix 10	Prerequisite Test of Experimental Group and Control Group	143
Appendix 11	Computation of t-test of Post-test of the Experimental and Control Groups	149
Appendix 12	Students' Answer Sheet	151
Appendix 13	Standard Normal Distribution Table.....	157
Appendix 14	Lilliefors table	158
Appendix 15	Chi-square distribution table.....	159
Appendix 16	t-distribution table	160
Appendix 17	Legalization.....	161