

The Application of Interactive Comprehensible Written Input-Output Instruction for Teaching Writing¹

By

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This study was aimed at 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. The study involved 36 Mathematics Education students in the first semester of academic year 2016/2017. 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 both students' writing ability and aspects of writing after the application of this instruction. Then, there was also a difference on their prediction of two texts that it was easier for the students to predict the continuation of the story in Narrative Text rather than in Anecdote one.

Keywords: *interactive, input-output instruction, and teaching writing.*

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Penerapan Instruksi Input-Output Tertulis Terpenuhi yang Interaktif untuk Pengajaran Menulis

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Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan dari kemampuan menulis mahasiswa secara umum dan aspek-aspek menulis mereka secara khusus dan untuk menelusuri apakah ada perbedaan dari prediksi mahasiswa terhadap Teks Narasi dan Anekdote sebagai bagian dari Instruksi Input-Output Tertulis Terpenuhi yang Interaktif. Penelitian ini melibatkan 36 mahasiswa Pendidikan Matematika pada tahun ajaran 2016/2017. Untuk mengumpulkan data, penelitian mengadakan tes menulis dan mengumpulkan draft-draft tulisan mereka. Data-data tersebut kemudian dianalisa secara kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa ada perbedaan dari kemampuan menulis mahasiswa secara umum dan aspek-aspek menulis mereka secara khusus setelah penerapan instruksi ini. Selain itu, terdapat perbedaan prediksi yang dibuat terhadap dua teks tersebut dengan lebih mudahnya mahasiswa untuk memprediksi kelanjutan cerita pada Teks Narasi dibandingkan Teks Anekdote.

Kata kunci: instruksi input-output, interaktif dan pengajaran menulis.

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INTRODUCTION

Writing is considered to be the last acquired skill among four basic skills of English language learning. In addition, compared with listening, speaking, reading, writing is generally regarded as the most difficult of the four skills (Paul, 2003: 96). This is due to the difficulties in writing starting from generating and organizing ideas, translating these ideas into readable text until paying attention to lower level skills of spelling, punctuation, word choice, and so on. Those difficulties were in line with what the researcher found in the pre-observation done to students majoring Mathematics Education in Lampung University. They admitted 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 (Alharbi, 2015). Thus, they should be prepared with these skills before moving deeper to the college level. To prepare this, they should be informed that to know the point to start their writing or to get the idea, it can be from the written input that is read by them 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, 2015). According

to Krashen's Reading Input Hypothesis (1993), large amounts of reading should lead to gain in writing ability. He emphasized the importance of the quantity of input repeatedly. Krashen (1985) insisted that the only way to acquire a second language was through exposure to sufficient input knowledge. However, the quantity of input is not just enough to optimize writing ability due to the finding of Swain's research with French immersion students in Canada. Swain (1985) argued that one reason the learners made so many grammatical errors in their second language was because they produced less of the language. She 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 learner the opportunity to practice with their input and thus facilitating language acquisition/learning.

In relation to comprehensible input and output, Ellis (1997) 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. In relevance to the interaction, Rivers (1987) argues that interaction is very important in language teaching situation because during the interaction students can use all they possess of the target language. The more the learner talk, the more they get input (Krashen, 1985). The learner can get input by producing

output because the other learners can give higher feedback. This shows that 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. To provide the interaction, a promising alternative instruction is appeared, that is, Cooperative Learning.

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 entitled "The Potential of Learner Output for Enhancing EFL Learner's Short-Term and Long-Term Learning of the English Simple Present Tense." The result showed 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 (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 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 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.

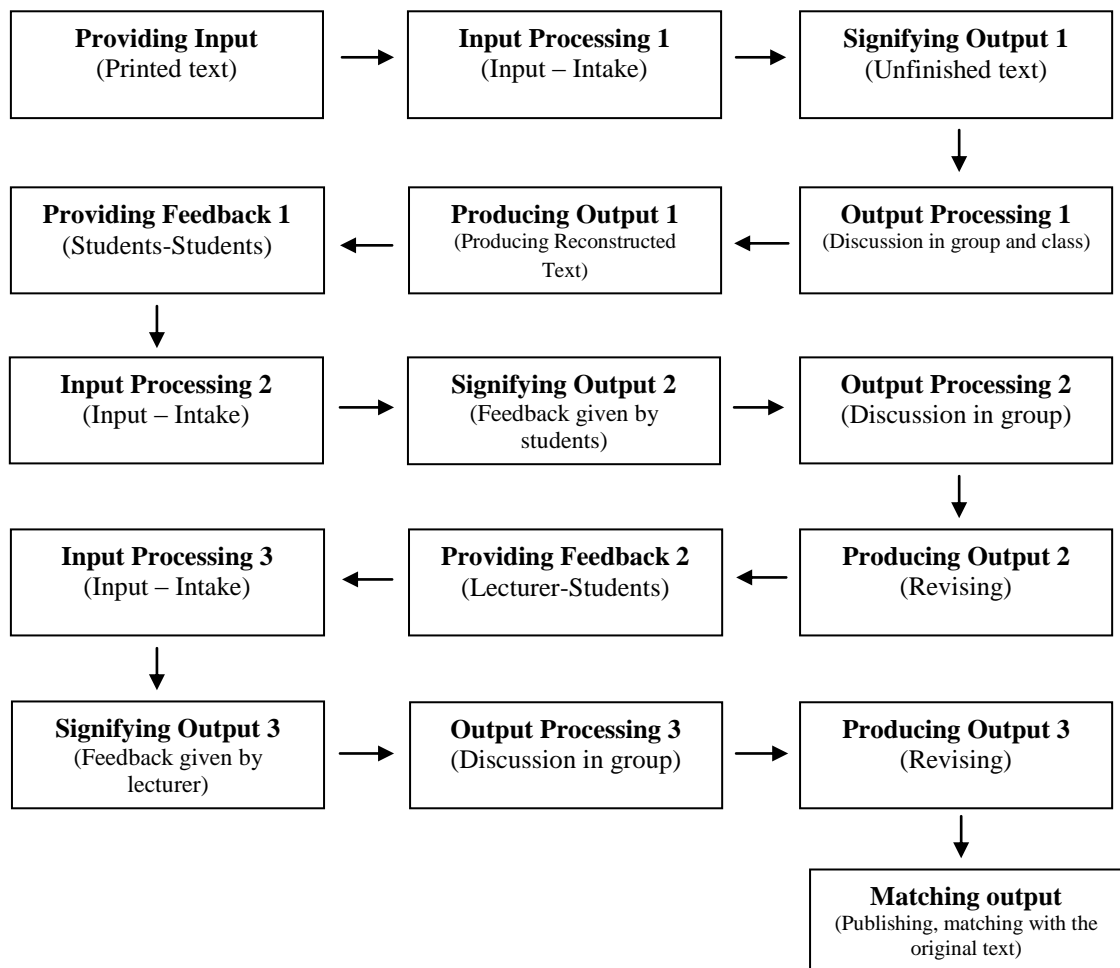
Seeing some benefits of the results dealing with the use of comprehensible input and output, in the present study, the researcher would like to combine comprehensible written input instruction with output instruction into one instruction and put the students in Cooperative group learning so that there 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 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 provided 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, an instruction named Interactive Comprehensible Written

Input-Output Instruction was proposed by the researcher. The idea of this instruction is based on Swain's proposal (1985) and her proponents (Izumi, Bigelow, Fujiwara and Fearnow, 1999; Yufrizal, 2001; and Li J.M., 2013), (Swain, 1995; Gass, 1997; Long, 1996; Pica, 1994) to support comprehensible input with comprehensible output and interaction to facilitate language acquisition/learning. On the one hand, it 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. That instruction hopefully can optimize students' writing ability and develop their accuracy and fluency in writing. The model of this instruction was as follows.

Figure 1 Interactive Comprehensible Written Input-Output Instruction Model*



* Proposed by the researcher, inspired by Swain (1985); Izumi, Bigelow, Fujiwara and Fearnow (1999); Yufrizal (2001); Li J.M. (2013), Ellis (1997), (Swain, 1995; Gass, 1997; Long, 1996; Pica, 1994).

To know whether that instruction could meet the hope for optimizing students' writing ability and develop their accuracy and fluency in writing, the researcher conducted a study with the following proposed 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?

RESEARCH METHOD

The present study used quantitative and qualitative approaches. To answer the first and second research question, this study belonged to a quantitative research. The researcher applied *One Group Pretest-Posttest Design*. Then, to answer the third research questions, this research belonged to a qualitative one. This research was conducted to 36 students at one class of the 1st year of college students majoring Mathematics Education in Lampung University in 2016/2017 academic year in the odd semester. 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 Interactive Comprehensible Written Input-Output Instruction.

To collect the data, the researcher administered writing tests (pretest and posttest) and collected students' writing drafts. To analyze students' writing tests, the researcher used *Repeated Measure T-test* computed through IBM SPSS Statistics 23. Then to analyze students' writing drafts, the researcher compared them to the original ending of the text to explore whether there was a difference on students' prediction of Narrative and Anecdote Text as a part of Interactive Comprehensible Written Input-Output Instruction. The researcher also classified students' prediction into three categories, that is, *pretty close*, *fairly close*, and *quite 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 *quite far*.

RESULTS AND DISCUSSION

To answer the first research question, the researcher administered writing pretest and posttest and the results were as follows.

Table 1 The Difference on Students' Writing Pretest and Posttest Mean Score

	Pretest Score	Posttest Score	Gain
Total students (n)	36	36	
Mean (M)	63.33	71.12	7.79

In line with Table 1 above, students' mean score of writing posttest was higher than that of in the pretest, that is, $71.12 > 63.33$. To know whether

that difference was significant or not, the hypothesis testing was done and the result was as follows.

Table 2 Analysis of the Hypothesis

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-7.79167	7.86164	1.31027	-10.45166	-5.13167	-5.947	35	.000

The result of the computation showed that t-value was 5.947 and the two tail significance showed that $p < 0.05$, ($p=.000$). Referring to the criteria, that is, H_{01} was accepted if $t_0 < t_{tab}$ and $p < 0.05$, H_{01} was rejected because $5.947 > 1.960$ and $.000 < 0.05$. That meant, there was a significant difference on students'

writing ability before and after the application of Interactive Comprehensible Written Input-Output Instruction.

Then to answer the second research question, the researcher analyzed the result of each writing aspect in pretest and posttest and the results were as follows.

Table 3 The Difference on Students' Writing Aspects Achievement

No.	Aspect of Writing	Mean Score of Pretest	Mean Score of Posttest	Gain
1.	Content	18.8611	21.0417	2.18
2.	Organization	15.9028	17.9306	2.03
3.	Vocabulary	13.2917	14.5139	1.22
4.	Language Use	12.0139	13.8472	1.83
5.	Mechanics	3.2917	3.7917	0.5

In accordance with Table 3 above, it could be seen there was a difference and an improvement in each aspect of writing after the application of Interactive Comprehensible Written Input-Output Instruction. 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). To know whether the difference and improvement of each aspect was significant or not, the hypothesis testing was done. The result of the computation 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_0 was rejected. That meant there was a significant difference on the students' writing aspects and that showed Interactive Comprehensible Written Input-Output Instruction affected students' aspects of writing significantly.

To answer the third research question, the researcher analyzed

students' drafts especially the last paragraph consisting of prediction produced by the students. Then the results of their prediction were compared to the original ending of the texts and classified into three categories namely *pretty close*, *fairly close*, and *quite far* based on two expected output the students should have predicted, that is, main idea and keyword of the story. A brief result of total number prediction produced by each group was as follows.

Table 4 A Brief Result of Total Number Prediction Produced (Narrative Text)

Type of Text	The Category of Prediction Made by Each Group			Total
	Pretty Close	Fairly Close	Quite Far	
Narrative Text	4 groups	4 groups	1 group	9 groups

In line with Table 4 above, from nine groups which meant there would be nine ideas of the continuation of the story, it was found that for the first text, there were four groups who could predict the ending of the story *pretty close* to the original with the same main idea and keyword of the story. Then, there were four groups who could predict *fairly close* to the original text with the same main idea, but they did not mention the

keyword of the ending of the story as in the original text. The last but not least, there was only one group who had predicted *quite far* to the original text with different main idea and the keyword of the story.

For the second text, a brief result of total number prediction produced by each group was as follows.

Table 5 A Brief Result of Total Number Prediction Produced (Anecdote Text)

Type of Text	The Category of the prediction made by each group			Total
	Pretty Close	Fairly Close	Quite Far	
Anecdote Text	2 groups	5 groups	2 group	9 groups

In accordance with Table 5 above, there were two groups who could predict the ending of the story *pretty close* to the original text. After that, there were five groups who could predict *fairly close* to the original text with the same main idea but with various keywords. Then, there were two groups who had predicted *quite*

far to the original text with different main idea and keyword of the story.

In brief, the results showed that there was a difference on students' prediction of Narrative Text and Anecdote Text as a part of Interactive Comprehensible Written Input-Output Instruction. It could be seen that it would be much easier for

the students to predict the continuation of the story as in the Narrative Text rather than in Anecdote Text. It was based on the result that there were 4 groups that could predict the continuation of the story as pretty close as in the original text of Narrative one. On the other hand, there were only two groups that could predict the continuation of the story pretty close to the original text of Anecdote one.

Having analyzed the result of the students' writing pretest and posttest, it was found that there had been a significant difference on students' writing ability before and after the treatments. This occurred due to the fact before producing writing posttest, the students had undergone some processes involved in an Interactive Comprehensible Written Input-Output Instruction starting from processing input and producing output within cooperative works. This showed that input, output, and cooperative works affected the production of students' English writing. Through input, the students not only read the text, but also tried to understand schematics structures as well as linguistic features used in the text (Promnont, 2015). These schematics structures and linguistic features really benefitted the students that they got model of how to compose a text. In the present study, particularly, they were introduced by Narrative and Anecdotal reading text as the input which had similar characteristic to the text the students had to compose in both pretest and posttest. This assisted the students to improve and develop proficiency in writing.

In addition, according to Swain (1995), the students' writing ability could improve when they were pushed to produce writing. When the students produced the language, they were several beneficial things the students could get (Izumi, 2002); 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. In addition, when learners try or are pushed to produce output, they notice the gap in their knowledge. When this happens, learners pay more attention to the input they receive to remove the gap in their linguistic ability. Besides, when producing the output, the learners recognize consciously some of their linguistic problems (Swain, 1998). Noticing a problem can push learners to modify their output. In doing so, learners may be forced to move from a semantic to a syntactic use of language.

The cooperative nature of Interactive Comprehensible Written Input-Output Instruction, during which the learners talked about and discussed the content and form of the texts in groups, would be another reason for the success of the students in this study. Cooperative Learning provides the students with an interaction among the students and within the interaction, there would be comprehensible input and output that benefitted the students to be proficient in English. The students no longer passively accepted input, but questioned what they received and sought to produce written work and this made their input comprehensible. As a result, in

producing output, the students could develop their idea based on their comprehensible input and feedback they received while learning. Furthermore, feedback given to learners through interactions, provide them with opportunities to modify their own output (Swain, 1998). In other words, the feedback learners received through interaction focuses their attention on the parts of the input that are productively and receptively problematic for them.

By the time the students interacted with this kind of teaching, they were more accustomed to compose a text. That was why their posttest score was higher than that of in the pretest. It indicated there was a significant difference on the students' writing ability before and after the application of Interactive Comprehensible Written Input-Output Instruction. That finding could be used to support the previous research by Promnont (2015).

Particularly, the result of the research also showed there was a significant difference on the students' writing aspects and that showed Interactive Comprehensible Written Input-Output Instruction affected students' aspects of writing significantly. That could occur due to some processes in the treatments of applying Interactive Comprehensible Written Input-Output Instruction for teaching and optimizing writing undergone by the students. Within the treatments, the students were asked to not only underline schematics structures as well as linguistic features used in the text as a noticing technique, but also produce output. In every meeting, the students were provided with a reading text, guided to focus more on the content of the text, the

organization of the text, vocabulary and language used, and also the mechanics.

During the process of reconstructing the text in the treatments, the students discussed and tried to understand deeper what the text was about so that they could predict the continuation of the story well. This trained them how to comprehend the topic of the text they were going to write and focus more on the things as the topics to write. For those reasons, content aspect got the highest improvement. After knowing the content, the students were simultaneously asked to realize the organization composing a text in which every part organizing a text consisted of its own content. Here, the students also got well-constructed model of how to construct a text from the input provided. That was why their organization could improve later and got the second highest improvement.

Then, within the treatments, the students were asked to underline the intended grammatical forms. In this phase, the teacher made the students aware of the grammatical forms by discussing the form in the class with the students and encouraged them to underline the form while paying attention to its use in the context. According to Thornburry (1997: 326), learners must attend to linguistic features of the input that they are exposed to, without which input cannot become intake. Swain (1985) believes that output production helps learners focus on language forms, and this can make the acquisition process easier. She also believes that by producing output, learners can receive

additional input from others (learners receive feedback from their interlocutors). This made language use, vocabulary, and mechanic also got improvement.

The result of the present study was in line with several previous studies. For language use aspect, it was in line with Khatib (2011). He found that offering more output opportunities over time might be the key to the efficiency of learner output in the acquisition of the target language form, that is, simple present tense. It was also supported by Ferdous (2015). He found the output treatment due to its reflective nature and higher cognitive demand could lead learners to higher linguistic development. For vocabulary aspect, it was in line with Nowbakht(2015). The findings of his study 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.

In relation to the results of the third research question, the students could predict the continuation of the story. Due to Interactive Comprehensible Written Input-Output Instruction, the students were asked to process the input, that is, Narrative and Anecdotal reading text, discussed the content together with their friends in a group to make the input comprehensible, and discussed the continuation of the story. Those things enabled the students to make prediction. Moreover, they were able to predict because they had comprehended the input provided which soon became comprehensible

input as a result of interaction done by the students through discussion in a group. Working in group also can help students to develop a positive image both for themselves and their peers and to improve problem solving and critical thinking skills. For this reason, the student could predict the continuation of the story.

In details, the reason why it was easier for students to predict the continuation of the story in Narrative Text was because they encountered Narrative Text more frequently than Anecdote text. Besides, they were just asked to find the resolution of the story based on the problems presented in Narrative Text. For this reason, the student could predict the continuation of the story. In contrast, in Anecdote Text, the students were asked to find the ending with an unusual one that resulted in an amusing incident. If it was not amusing, the essence of Anecdote text would not be achieved. On the one hand, the students needed extra effort to do in Anecdote text. That was why there were only two groups that could predict the ending of Anecdote Text presented pretty close to the original text. The finding of the current study was in line with Hasanah (2016) who found the students were able to predict the story in Narrative text because they discussed it in a group.

CONCLUSION AND SUGGESTION

In line with the results and discussions above, the researcher draws the conclusions as follows.

1. Providing the students with the opportunity to get input from reading, producing output, and

interaction made input comprehensible that is salient for the students in acquiring the target language.

2. Offering more output opportunities and providing feedback in a cooperative learning turned to be the key to the efficiency of the students in the acquisition of the target language form and language features.
3. Supporting comprehensible input with comprehensible output and putting the students in a cooperative learning was effective for helping students to predict the continuation of the story closely to the original text.

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

1. For English teachers/lecturers, they should provide the students with several things; 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; cooperative group work interaction in learning; the appropriate input concerning some criteria of input for acquisition; and corrective feedback so that the quality of the language can be developed.
2. For further researchers, this present study calls for replications in other settings and with other aspects of language skills.

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