

**A small scale study on small group interaction in enhancing writing skill
among the form 3A students at SMK Paku, Bau.**

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Abstract

The purpose of this small scale study is to test the effectiveness of small group interaction in enhancing writing skill among the Form 3A students of SMK Paku, Bau.

The small scale study is trying to compare the marks obtained by the respondents who accomplished their writing task in a small group with interaction (experimental group) with the respondents who write individually after the teacher's instructions (control group). The study involves two groups of respondents (the control and the experimental groups), 15 respondents in each group. The data of the study is obtained from the result of the pre and post tests as well as a set of questionnaires. The same type of writing test papers that include a picture or a picture series are given to both the control and experimental groups during the pre test. During the post test another set of the same type of writing test papers are given to the control and experimental groups again.

After analyzing the data it is found that there is a salient contrast between the score of the respondents in the control and experimental groups during the post test. Besides, questionnaires are used to elicit responses from the respondents in the experimental group regarding their perceptions towards writing in a small group with interaction among the peers. The contrast of the score also occurs between low versus low proficiency learner in both groups and between high versus high proficiency learner in both groups during the post test. The salient contrast in the scores during the post test is hoped to be able to serve as a basis and can be used for relevant research in the future.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

Over the years teachers of English second language classrooms have been struggling for the betterment of their learners' performance in writing. According to Byrne (1998), writing is not an easy task; it involves the encoding of a message of some kind: that is, we translate our thoughts into language, then into a written text. Writing actually involves the ability to organise sentences into a coherent whole or a text. Knowledge of applying writing skills enables learners to present their ideas in a logical and organised manner. Writing, like speaking, is a productive skill. The learner has to initiate and produce language that is both accurate and relevant in a variety of situations. However, most learners of second or foreign language find writing a difficult skill to master. This is due to the lack of knowledge on writing skill as well as the fact that they do not have sufficient confidence to express themselves. Therefore, in order to bring about effective writing, learners must be given every opportunity to engage in real or stimulated activities that require them to use the language incorporating the four language skills. In teaching of writing, small group interaction with the aid of a picture or a picture series enables the learners to use the four language skills and eventually to complete the writing task successfully. It is activity-based and learner-centred. In a group writing of five students, they work together "to produce a joint product" (Harris, 1992, p. 369). It is the peer interaction in a small group writing that stimulates naturalistic settings and enables the students to apply the knowledge of writing skill in the writing process. In our