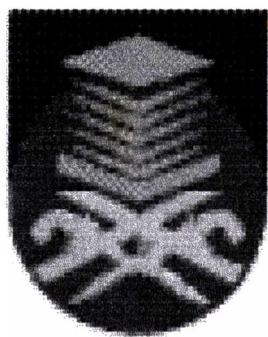


**A small scale study on small group interaction in enhancing writing skill
among the form 3A students at SMK Paku, Bau.**

**By
Pojen ak. Minos
(2000675513)**



**A Research Project
Submitted in Partial Fulfillment of the Requirement for the
Degree of Bachelor in Education with Honours (TESL),
University Technology Mara.**

March 2004

Acknowledgements

This small scale study would never be materialized without the guidance, help, advice and support from those individuals who were involved directly or indirectly in my pursuit to accomplish it. Due to the above reason, I would like to convey my heartfelt gratitude and thanks to the followings:

- Mdm. Ng Kui Choo, my supervisor, for her invaluable support, advice, comments and guidance.
- The principal of SMK Paku, Bau, Mr. Chan Kok Hui for giving me the permission to carry out my small scale study in the school.
- The Senior Assistant of SMK Paku, Bau, Mr. Lepin Minos for giving the relevant information needed for the small scale study.
- Mdm. Evelyn Jenang for helping me to carry out the pre and post tests as well as giving the scores to the respondents' writing tasks.
- My friends, Jusy , Margaret, Wes, Nyaut and Beatrice for their support and advice given.

Lastly, I would like to put on record my special gratitude and thanks to my wife; Martha Anthony, my children; Josephing, Lawrence and Bibiana, my parents, my in-laws, brothers and sisters who have given me the most valuable encouragement and support in my pursuit to further my study and finally to accomplish my final research project.

Thank you.

POJEN AK. MINOS

February, 2004

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.

Table of contents

	Page
Approval Sheet	ii
Acknowledgements	iii
List of Tables	iv
List of Figures	v
Abstract	vi
Abstrak	vii
Table of contents	viii

CHAPTER 1: INTRODUCTION

1.0 Introduction	1
1.1 Context of the problem	2
1.2 Background of the study	5
1.3 Statement of the problem	7
1.4 Research question	7
1.5 Definition of terms	7
1.6 Significance of the study	9
1.7 Limitation of the study	9

CHAPTER 2: REVIEW OF THE RELATED LITERATURE

2.0 Introduction	11
2.1 Literature review	11

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