

TABLE OF CONTENTS

	Page
ABSTRACT	i
<i>ABSTRAK</i>	iii
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF APPENDICES	x
CHAPTER 1: INTRODUCTION	1
1.1 Background	1
1.2 Purpose	4
1.3 Rationale	4
1.4 Significance	7
CHAPTER 2:REVIEW OF RELATED LITERATURE	8
2.1 Theoretical Framework	8
2.1.1 Social-Cognitive Theory	9
2.1.2 Cognitive Conflict	11
2.1.3 Output Hypothesis	12
2.1.4 Theory of Mediation	13

2.2	Group Work	15
2.2.1	Benefits and Shortcomings of Group Work	17
2.3	Oral Techniques in Language Learning	24
2.3.1	Benefits and Shortcomings of Oral Techniques and Interaction	27
2.4	Implementation of Interactive Tasks	30
CHAPTER 3: METHODOLOGY		34
3.1	Research Design	34
3.2	Subjects	34
3.3	Data Collection	37
3.3.1	Materials	37
3.3.2	Procedures	40
3.3.3	Scoring of Essays	46
3.3.4	Interviews	48
3.3.5	Pilot Test	49
CHAPTER 4: FINDINGS		53
4.1	Essay Scores	53
4.2	Role of Discussion	56
4.2.1	Discussion as a Means for Obtaining Ideas	56
4.2.2	Discussion as an Organising Tool	61

2.2	Group Work	15
2.2.1	Benefits and Shortcomings of Group Work	17
2.3	Oral Techniques in Language Learning	24
2.3.1	Benefits and Shortcomings of Oral Techniques and Interaction	27
2.4	Implementation of Interactive Tasks	30
 CHAPTER 3: METHODOLOGY		 34
3.1	Research Design	34
3.2	Subjects	34
3.3	Data Collection	37
3.3.1	Materials	37
3.3.2	Procedures	40
3.3.3	Scoring of Essays	46
3.3.4	Interviews	48
3.3.5	Pilot Test	49
 CHAPTER 4: FINDINGS		 53
4.1	Essay Scores	53
4.2	Role of Discussion	56
4.2.1	Discussion as a Means for Obtaining Ideas	56
4.2.2	Discussion as an Organising Tool	61

4.2.2.1	Number of Thesis Statements and Topic Sentences	64
4.2.3	Discussion as a Tool for Expressions	67
4.2.4	Discussion as a Tool for Linguistic Accuracy	70
4.3	Problems Faced During Discussion	72
CHAPTER 5:DISCUSSION AND CONCLUSION		77
5.1	Summary of Findings	78
5.1.1	Essay Scores	78
5.1.2	Role of Discussion	79
5.2	Implications and Suggestions to Teaching and Learning	80
5.2.1	More Opportunities to Interact	80
5.2.2	Process Approach Towards Writing	81
5.2.3	Improving Quality of Student Talk	82
5.2.4	Creating an Affective Climate	82
5.2.5	High Quality Ideas in Writing	82
5.2.6	Peer Learning and Teaching	83
5.2.7	Increasing Level of Motivation and Interest	83
5.2.8	Helping Students in Areas of Difficulty	84
5.3	Suggestions for Future Research	84
5.4	Conclusions	86
REFERENCES		88
APPENDICES		96

LIST OF TABLES

Table		Page
3.1	Subjects' Scores in AELE 2163	36
3.2	Means and Standard Deviations of AELE 2163 Scores	36
3.3	Subgroups Needed in Study	44
3.4	Different Sessions and Tasks Involved	44
4.1	Means and Standard Deviations of Essay Scores	55
4.2	Result of T-test between the Control and the Experimental Groups	55
4.3	Number of Thesis Statements and Topic Sentences	64
4.4	Thesis Statements and Topic Sentences Produced	66
4.5	Average Number of Words and Sentences Written	68
4.6	Complexity Structures and Transitions Used	71

LIST OF APPENDICES

Appendix	Page
Appendix 1: Passage on “The Motorcar and Pollution”	96
Appendix 2: Passage on “Kevin’s Essay”	98
Appendix 3: Passage on “Connie’s Journal”	100
Appendix 4: Stages in Discussion to be Followed	102
Appendix 5: Criteria for Evaluating Essays	103
Appendix 6: Interview Questions	104
Appendix 7: Interview Transcripts	105
Appendix 8: Subjects’ Scores in Writing Task	119
Appendix 9: Graph Depicting Scores on Writing Task	120
Appendix 10: Spoken Interaction Transcripts	121
Appendix 11: Samples of Writing Pieces	128