

**SKRIPSI**

**BUILDING UP WRITING ABILITY THROUGH FREE  
WRITING TECHNIQUE AT THE FIRST GRADE  
STUDENTS MA AL MUBARAK DDI  
TOBARAKKA KAB. WAJO**



**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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**Skripsi**

**As Partial Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan (S.Pd.)**

**English Education Program**

**Submitted By**

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Reg. Num. 15.1300.154**

**PAREPARE**

**to**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

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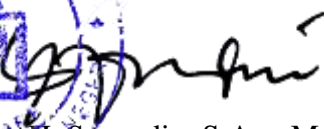
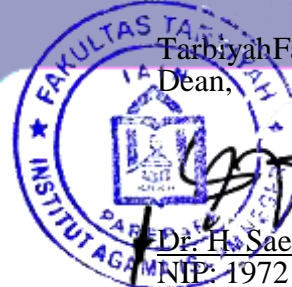
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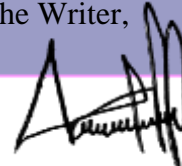
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Finally, the writer realize that this skripsi still has any errors and still far from perfection. Therefore, the writer would highly appreciate all constructive suggestion and criticism.

May the Almighty Allah swt. always bless us now and forever, Aamiin

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## DECLARATION OF THE RESEARCH AUTHENTICITY

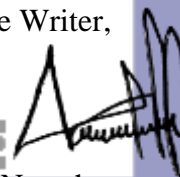
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Stated this skripsi was her own writing and if it can be proved that was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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## ABSTRACT

**A.Nurrahmayani.***Building up writing ability with use of free writing technique significantly of the students at the first grade of Madrasah Aliyah Al Mubarak DDI Tobarakka Kab.Wajo* (supervised by Ismail Latif and Ahdar)

There are many problems that can make the students difficult to write such as difficult to express their ideas, have less of vocabulary, confuse about grammar and structure, etc. therefore, the writer got problem statement that; (1)Can the use of free writing technique significantly build up the writing ability of the students at the first grade of MA AL Mubarak DDI Tobarakka Kab.Wajo? (2) How are the students interested in use of free writing technique in building up their writing ability ?

To answer the problem statement, the writer used quantitative method pre-experimental with one group pre-test post-test design. Population of this research was the first grade students of MA Al Mubarak DDI Tobarakka academic year 2019/2020 which consist of six classes. The sample of this research was take one class of the population was class X MA IPA<sup>1</sup> by using the purposive sampling technique. This research used test as an instrument to take the data from the students. The tests consist of pre-test and posttest. The form of tests was written test.

The result of the research shows that the use of free writing technique was significantly effective to build up the students' writing ability at the first grade students of MA Al Mubarak DDI Tobarakka. It is proved by the mean score of post-test is 64.8 while the mean score of pre-test is 47.5. The result finding that the score of t-test (6.75) was greater than the t-table (1.701) for the level of significance 0.05, degree of freedom is 20. It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. From 20 questionnaire, all the students answered very positive. Based on the liker scale that the students were very positive of free writing technique. It means that free writing technique make students have positive response toward in english learning and they agreed about it. And the cumulative percentage on the twenty items of positive statement questionnaire was 99.56 , while the cumulative score that they got the questionnaire was 1392 . The researcher concluded the use of free writing technique is able to improve students writing ability .

Keyword: Free Writing Technique, Building Up, Writing Ability

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

English consists of four skills, speaking, reading, writing, and listening. These skill are divided into two parts, productive skill covers listening and reading. Writing covers many aspects of language. The process of teaching writing skill has been introduced by many researchers of teaching methods or techniques in order to encourage students' ability and enhance their learning process in Indonesia, But in contrast, students English writing skill are still serious problem. The writing skills are complex and sometime difficult to teach, requiring mastery not only of grammatical and theoretical devices but also conceptual and judgmental elements <sup>1</sup>

Writing is a skill that anyone can learn with practice. When we write, we give full shape to our thought and feelings then put into written form. Writing is a progressive activity, it means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make change and corrections. Therefore, writing is never one step action, it is process that has several steps.<sup>2</sup>

Writing is an important language skill that has to be developed to the students. It is helpful to keep in mind something that hard to remember. Most of us use writing to make a note of something (things we have to do or want others to do, like shopping list) and to keep records of things we want to remember.

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<sup>1</sup>J.B. Heaton, *Longman Hand Books for language teachers* (New York: Longman Group Ltd,1988), p. 135.

<sup>2</sup>John Langan, *English skill* (New York: McGraw-Hill Companies,2001), p. 2.

There are some types of writing. The form of writing which was used to tell or relate was called narration, which used to describe was called description, which used to explain was called expository, and which used to argue was called argumentation.

In general, the students should be taught how to write, how to encourage their ideas clearly and correctly, and how to make students are success in receiving information, processing, and making a sentence that can give a meaning.

However, the fact is the students still difficult to write. There are many problems that can make students difficult to write such as Most of them have no incentive to write. Every time teachers give assignment to them, they will be complained. They do not train their creativity and sharpen their imagination. Because there is no interest, they will not be serious to write. Byrne divide into three aspects which may cause problem in writing. These aspects are problems in psychological, linguistics and cognitive.<sup>3</sup> Because all of the problems, the students are difficult to be an active participant in the class.

In relating to the explanations above, the students of MA Al Mubarak DDI Tobarakka also got problems in writing. They difficult to express their ideas, have less of vocabulary, confuse about grammar and structure, less of self-confidence, less practice, and have less motivation. So, the students will difficult to improve their writing ability. Presumably, it happened because the technique applied in the class is not effective. Therefore, the teacher must use different technique to make them more active to write in the class.

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<sup>3</sup>Don Byrne. *Teaching Writing Skills, New Edition* (England: Longman Group UK Limited, 1988), p. 4.

Based on the problem above, the researcher wants to try to apply one technique of active learning. The name of technique that will use is “Free Writing Tehnique”. The researcher is interested in that free writing technique because free writing technique has advantages such as improve their creativity, increasing their imagination, make them more independence and responsible with their work. This technique ask the students to write articles, stories and describe their idea in the form of descriptive paragraph.

Writing in the free writing tehnique allow the teacher to modify the tehnique and the materials depend on the situation in the class and the topic. For example, teacher asks the student to determine one topic that they want and then write down in the paper according with the topic and suitable materials.

So, the researcher will do a research with the title ”Building up writing ability with use of free writing tehnique significantly of the students at the first grade of Madrasah Aliyah Al Mubarak DDI Tobarakka Kab. Wajo”.

## **1.2 Problem Statement**

Based on the background previous, the researcher formulates problem statement as follows :

- 1.2.1 Can the use of free writing technique significantly build up the writing ability of the students at the first grade of MA Al Mubarak DDI Tobarakka Kab. Wajo?
- 1.2.2 How are the students interested in use of free writing technique in building up their writing ability?

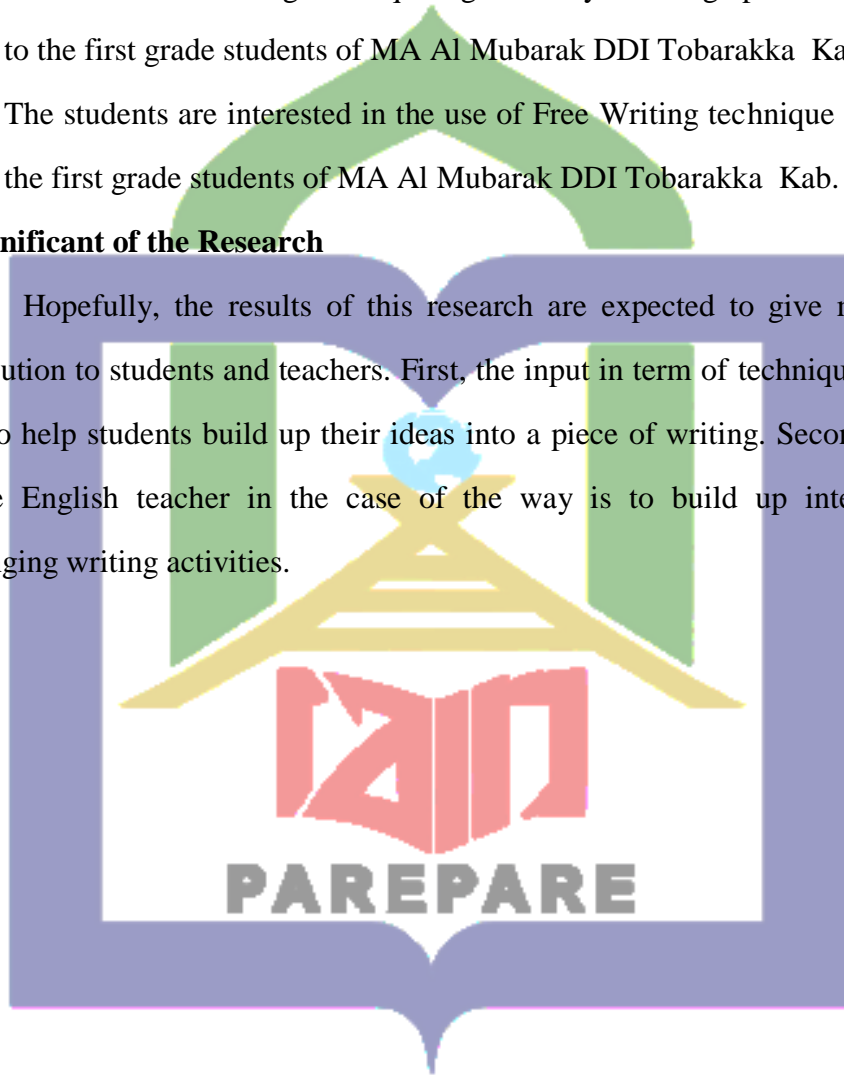
### 1.3 Objective of the Research

In relation to the problem statements stated in the previous description the objectives of the research to find out whether or not:

- 1.3.1 The use of free writing technique significantly Building up the writing ability to the first grade students of MA Al Mubarak DDI Tobarakka Kab. Wajo.
- 1.3.2 The students are interested in the use of Free Writing technique in writing to the first grade students of MA Al Mubarak DDI Tobarakka Kab. Wajo.

### 1.4 Significant of the Research

Hopefully, the results of this research are expected to give meaning full contribution to students and teachers. First, the input in term of technique generating ideas to help students build up their ideas into a piece of writing. Second, the input for the English teacher in the case of the way is to build up interesting and challenging writing activities.



## CHAPTER II

### REVIEW AND RELATED RESEARCH LITERATURE

#### 2.1 Previous Research Findings

Some studies have been conducted on writing that is the same with one of the variables, which will be applied in this research. They are as in the following.

Nurhaeda conducted a study on using mind-mapping technique in developing students ability to write in English, and result showed that there was significant difference between the writing competence before and after the use of mind mapping technique.<sup>4</sup>

Nurfahmi stated that the contribution of (1) self concept of students of STKIP Muhammadiyah Bone academic self concept toward writing ability was significant in process and product writing ability, but non academic self concept toward writing ability was not significant (2) self esteem multidimensional self esteem toward writing ability was significant in process and product writing ability<sup>5</sup>

In relation to the findings above, it seems that the teachers in teaching writing must have strategy to make the students more interesting and enjoyable in writing. Moreover, the researcher concludes that teaching writing needs innovative ways that will attract the students interest and enthusiasm in learning process. The researcher used Free Writing Technique to build up the students writing skill.

#### 2.2 The Concept of Writing

##### 2.2.1 Definition of Writing

Writing is a form of communication to deliver thought or to express feeling through written form. When we write, we use graphic symbols: that is, letters or combinations of letters. Writing can be said to be the act of forming these symbols:

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<sup>4</sup>Nurhaedah, "The Mind Mapping Technique in Developing Students Ability to Write in English" (Unpublished Thesis Makassar: PPs UNM, 2004), p. 44.

<sup>5</sup>SittiNurfahmi, "The Contribution of Self and Self Esteem Toward Writing Ability" (Unpublished Thesis Makassar: PPs UNM, 2008), p. 44.

making marks on a flat surface of some kind. But, writing is clearly much more than the production of graphic symbols. The symbols have to be arranged to form words, and the words have to be arranged to form sentences.<sup>6</sup>

According to Oxford, writing is activity of writing, written words of an author and handwriting.<sup>7</sup>

Writing is a medium of human communication that represents language and emotion with signs and symbols. In most language, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structure as a speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols.<sup>8</sup>

Writing definition above is similar with writing definition by Mario Pei in his book with entitle “The History of Language”. He states that writing is a symbol of the spoken language, less arbitrary than the language itself, since in most system of writing there is an attempt to make characters correspond to sounds.<sup>9</sup>

Bram defines that writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we write we need to determine what the writer shall have something meaningful to convey.<sup>10</sup>

<sup>6</sup>Donn Byrne. *Teaching Writing Skill* New Edition (England: Longman Group UK Limited, 1988), p. 1.

<sup>7</sup>Oxford University Press, *Oxford Learner's Pocket Dictionary*, Third Edition (printed in china, 2003), p. 502.

<sup>8</sup>Writing, *Wikipedia the Free Encyclopedia*. <https://en.Wikipedia.org/wiki/writing> (Accessed on december 12<sup>th</sup> 2019).

<sup>9</sup>Mario Pei, *The Story of Language* (United States of America: J.B. Lippincott Company, 1949), p. 86.

<sup>10</sup>Balley Bram, *Write Well Improving Writing Skill* (Yogyakarta: Kanisius, 1995), p. 3.

Rivers says that writing is an exciting challenging skill where the students are given permit to indulge in fantasy, humor, fiction, or fact in language.<sup>11</sup>

According to Lorch writing is a process when a writer communicates her/his message to others people by arranging marks from a shared graphic system by using alphabet in convection ways.<sup>12</sup>

Based on the opinion above, the researcher concludes that writing is a kind of activity where the writer expresses all the ideas in his/her mind, thinking, and feelings in the paper from words to sentences, sentences to paragraph and from paragraph to essay.

In relation to the organization of the ideas on the paper, a researcher should have an ability to balance the purpose, audience and topics as well as speaking activity.

Langan says that writing is a skill that anyone can learn with practice. When we write, we give full shape to our thought and feelings then put into written form.<sup>13</sup>

Writing is complex. In addition to the knowledge of vocabulary, grammar, and syntax, writer must also have good knowledge of other writing mechanics such as the use for punctuations such as capitalization, question mark, common, etc. these mechanic are used to reveal syntactic structure.

### 2.2.2 Free Writing

Free writing is a way first to get and then to develop ideas. When you free write you write “freely” without stopping on a topic for a specific amount of time.

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<sup>11</sup>Wilga M Rivers, *Interactive Language Teaching* (New York: Cambridge University Press, 1987), p. 91.

<sup>12</sup>Sue Lorch, *Basic Writing a Practical Approach* (Boston Toronto: Little Brown and Company, 1984), p. 4.

<sup>13</sup>John Langan, *English Skill*. Seventh edition (New York: McGraw-Hill Companies, Inc, 2001), p. 2.

You just write down sentences as you think of them without worrying about whether your sentences are correct or not you also don't have to punctuate sentences or capitalize words. You can even write incomplete sentences or phrases. The main goal in free writing is to keep your pencil moving across the paper.<sup>14</sup>

Free writing also stream of consciousness writing is a writing technique in which a person writes continuously for a set period of time without regard to spelling, grammar, or topic. It produces raw, often unusable material, but helps writers overcome blocks of apathy and self criticism. It is used mainly by process writers and writing teachers. Some writers use the technique to collect initial thoughts and ideas on a topic, open as a preliminary to formal writing. It is not automatic writing.<sup>15</sup>

### 2.2.3 Technique

A technique is implementational that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.<sup>16</sup>

## 2.3 The Components of Writing

There are five main components of writing. They are content, organization, grammar, vocabulary and mechanics<sup>17</sup>

<sup>14</sup>Alice,oshima and Hogue Ann, *Introduction to Academic Writing Addison* (Wesley Publishing Company 1996), p. 25.

<sup>15</sup>[http://en.Wikipedia.Org/wiki/wall magazine](http://en.Wikipedia.Org/wiki/wall%20magazine). (Accessed on December 12<sup>th</sup> 2019).

<sup>16</sup>Jack C Richard,Rodgers and Theodore, *Approaches and Methods in Language Teaching* (New York: Cambridge University Press 1995), p. 15.

<sup>17</sup>Muhamamad Basri Wello and Hafsah Amin J. Nur, *An introduction to ESP* (Ujung Pandang: Badan Penerbit Universitas Negeri Makassar 1999), p. 75.

### 2.3.1 Content

According to Oxford learners pocket Dictionary content is writing and speaking subject in a book or a programme. The content of writing should be clear enough for readers so that the readers can understand the message and gain information in it, besides that, its content should be also well unified and complete.<sup>18</sup>

### 2.3.2 Organization

Heaton that judgment skills or organization is the ability of writer to write in an appropriate manner for a particular purpose with a particular audience in mind, also to select, organize and order relevant information.<sup>19</sup> Organization of writing concern with the ways, the writer arranges and organizes the ideas or message in the writing. It could be chronological order, order of importance, general to particular order, particular to general order.

### 2.3.3 Grammar

To have a good grammar in writing, writer should pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, clause (adjective and verbal clause), article, etc. The lack of knowledge of grammar will make the readers misunderstanding about the content of writing.

### 2.3.4 Vocabulary

According to Oxford learners pocket dictionary vocabulary is total number of words in a language. One can write anything if she or he has vocabulary to express. He or she should express the ideas in form of words or vocabulary. The lack of vocabulary makes someone fail to compose what he or she are going to say.

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<sup>18</sup>Martin H Manser, *Oxford Learners Pocket Dictionary* (New York: Oxford University Press 1991), p. 87.

<sup>19</sup>J.B Heaton, *Writing English Language Test* (Longman 1974), p. 138.

because she or he feels difficult to choose word appropriate.<sup>20</sup> Vocabulary will help the writer to compose the writing and also make readers easy to understand.

### 2.3.5 Mechanics

According to Heaton writing mechanics skills are the ability of writer to use correctly those conventions peculiar to the written language. The use of mechanism is due to capitalization, punctuation, spelling appropriately. This aspect is very important because it can make readers understand what the writer means to express definitely.<sup>21</sup> Based on the opinion above The readers can easy to group the conveying ideas or message to writing material if they use of favorable mechanism in writing.

All of the components were used for analysis the data quantitatively. They were content, vocabulary, organization, grammar and mechanics. Although grammar was not task, but the researcher used it for analysis data because the researcher thought that grammar was so important to get a good writing.

## 2.4 Writing process

When students are writing, we will want to involve them in the process of writing. In the 'real world', this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final (and satisfactory) version.

### a) Planning

Planning is the process of making plans for what they are going to write. Before starting to write or type, they try and decided what it is they are going to say. When planning, writers have to think about three main issues. In the first place they

<sup>20</sup>Martin H Manser, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press 1991), p. 461.

<sup>21</sup>J.B Heaton, *Writing English Language Test* (Longman 1974), p. 138.

have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language – whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece – that is how best to sequence the facts, ideas, or arguments which they have decided to include.

b) Drafting

It refers to the first version of a piece of writing as a draft. This first ‘go’ at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c) Editing (reflecting and revising)

Once writers have produced a draft they then, usually read through what they have written to see where it works and where it doesn’t. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are important and are often dealt with later in the process.

Reflecting and revising are often helped by other readers who comment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revisions.

#### d) Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. Even, when they think is their final draft they may find themselves changing their mind and then re-planning, re-drafting, or re-editing.<sup>22</sup>

From explanation above, in writing there are eleven writing process: planning, drafting, editing, produce a final version etc.

### 2.5 The Characteristic of Good Writing

Nunan points out the successful writing as follows:

1. Mastering the mechanics of writing;
2. Mastering and pay attention about spelling and punctuations;
3. Using the grammatical system to understand the meaning;
4. Organizing content at the level of paragraph and the complete text to reflect the given new information and topic comment structures;
5. Polishing and revising one's initial efforts;
6. Selecting an appropriate style for one's audience.<sup>23</sup>

Based on the opinion above, the researcher concludes that the writers can get successful writing if the writers pay attention with five components of writing; they are content, organization, grammar, vocabulary, and mechanics. Also give revising one's initial efforts.

<sup>22</sup>Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p. 4.

<sup>23</sup>David Nunan, *Designing Tasks For the Communicative Classroom* (New York: Cambridge University Press 1989), p. 37.

Mustafir states that most effective writer would probably agree that good writing has several important characteristics namely:

1. Good writing like a good film or song or friend, is interesting; enjoying, it keeps your interest by what it says and how it says it.
2. Good writing is not difficult to follow because it follows a plan.
3. Good writing presents ideas that are fresh and original, not hand me down, tired ideas borrowed from someone else. As a result it sounds like its author rather than sounding generic.
4. Good writing uses language that is right for the formal job when required and informal when appropriate.
5. Good writing is mistakes in grammar, spelling, and punctuation are nothing matters because those errors get in the way of the writers deas and distract the readers.<sup>24</sup>

Based on the opinion above, it can be concluded that the characteristics of good writing are good writing make readers understand what writers say; readers feel happy if they read, and it focuses on meaning rather than form.

## 2.6 Descriptive Paragraph

Descriptive is writing about how something or someone looks and space order. Most description concern with universal qualities or constant use. In description of human scenes, habitual process uses the present simple tense in constant. When learner is describing the way, something looks its physical description or space that is important. In this case, he/she should arrange his/her sentences and details according to where the objects being describes are located.

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<sup>24</sup>Masfiah Mustafir, Developing the Writing Ability of the Second Year Students of SMP I Bissapu Bantaeng Through Reproduction (Thesis FBS UNM 2002), p. 6.

This type of organization is called spatial organization. In a descriptive paragraph, learners have to make the location of the object being described very clear. It can be concluded that a descriptive paragraph is painting a picture with words, trying to visualize a person, place or thing.

In descriptive writing, we might describe things, people, place and processes. Oshima stated that a good description is like a “world picture”, the reader can imagine the object, place or person in his/her mind or a writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. Since descriptions are concerned with details, the larger and more precise your vocabulary, the better your descriptive writing will be, you should certainly be adequately equipped in the following categories:

1. Place and position description
2. measurements: weight, size/volume, distance
3. shape and patterns
4. colors and textures
5. materials and substances
6. technical vocabulary; faces and bodies, character, clothes, buildings, weather, and so on, and
7. use and value.<sup>25</sup>

Based on the opinion above, it can be concluded that the descriptive paragraph describes a person, place, or object so that it looks like a portrait in the reader's mind. In fact, through the words they use, the writer helps the reader see,

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<sup>25</sup>Alice Oshima, *Introduction to Academic Writing* Second Edition (London: Longman, 1997), p. 50.

touch , feel , smell , taste the object. Simply , the description through descriptive paragraph stimulates each of the readers senses involved in concreting the object.

## 2.7 Interest

### 2.7.1 Definition of Interest

Interest is to engage the attention of to excite emotion or passion in, in behalf of a person or things; as, the subject did not interest him; to interest one in charitable work.<sup>26</sup>

Basically, interest is mentally condition of someone that produces a response to a particular situation an object that gives pleasure as well as satisfaction. So, in this case, interest should be considered because of whatever the student do, they will not do it well unless they are interested in what they are doing.

### 2.7.2 Factor Influencing Students Interest

Harmer states that there are two factors can affect students' interest as well as interest in learning namely : extrinsic and intrinsic motivation. Extrinsic motivations are concerned with factors outside the learner while intrinsic motivation are concerned what take place inside the learner. Extrinsic motivation consist of two types. first, integrative motivation where students need to be attracted by the culture of target language communication. Second, instrument motivation which describes situation which students believe that mastery of the target language is needed.<sup>27</sup>

One of the factor of learning success is interest in learning, especially high learning interest. Interest in learning does not arise by it self but many factors can effect the emergence of interest in learning

<sup>26</sup>Donn Byrne, *Teaching Writing Skills* (Hongkong: Longman Group (FE) Ltd 1998), p. 31.

<sup>27</sup>Jeremi Harmer, *The Practice of English Language Teaching* (New York: Longman Publishing 1991), p. 3.

### 2.7.3 Interest and Learning

The relationship between interest and learning is further fleshed out by the observation that new learning is depending on interesting. Learning cannot occur unless the organism is interested in learning. The study of interest is complex and diverse because when we really think about it, we find that our interest or determinants of our actions are complex and diverse the problem with the term interest is that it encompasses so much.<sup>28</sup>

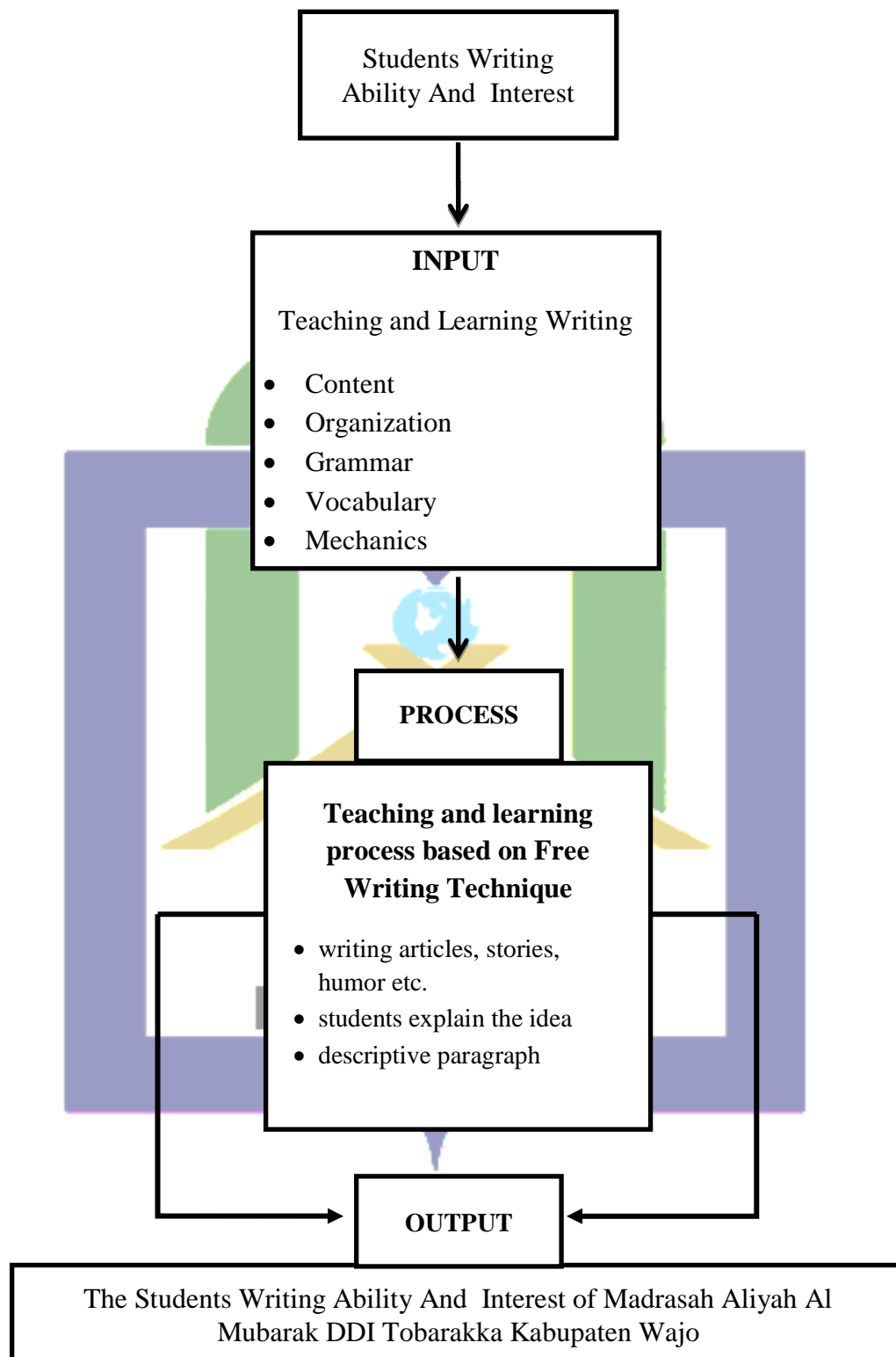
Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

### 2.8 Conceptual Framework

Since this study is an experimental on the implementation of Free Writing Technique involving the first year students of MA Al Mubarak DDI Tobarakka as population. The next step is applying pre-test to measure their skill in writing followed by using free writing technique (treatment) in descriptive writing. After the treatment, the students are tested to measure their skill in writing. the conceptual framework can be designed as follows

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<sup>28</sup>Rahmatia Kabila, The Application of Planning, Drafting and Revising in the Process of Writing (Thesis S1 UMM 2007), p. 25.



2.8.1 Input : This refer to the students writing ability is lack,so the researcher will try to solve the problem about writing ability of the first grade of MA Al Mubarak DDI Tobarakka. The researcher will use technique as a source of teaching and learning and will use free writing technique that refer to the material in the classroom in teachning and learning writing

2.8.2 Process : The researcher will give treatment to the students. The researcher will handle one classes of the first grade of MA Al Mubarak DDI Tobarakka, that is X IPA<sup>1</sup>. The researcher will teach them by using free writing technique.

2.8.3 Output : After the process of this treatment, the researcher expect that the students writing ability will enhance/improve.

## 2.9 Hypothesis

Hypothesis is at statement that contains and expection ( that might happen) regarding the result of the study. Hypothesis can provide a temporary explanation about the research and provide a relationship statement between variabels.<sup>29</sup>

Based on the conceptual framework above, to get the answer from the questioning or the problems in this research, the researcher formulates the hypothesis below:

**Null hypothesis (H0)** : Free Writing Technique is not able to improve the studetns writing ability at the first grade Al Muabarak DDI Tobarakka.

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<sup>29</sup>Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Prenada Media Grup, 2010), p. 29.

**Alternative Hypothesis (H1)** : Free Writing Technique is able to improve the students writing ability at the first grade Al Mubarak DDI Tobarakka.

## **2.10 Research Variable and the Operational Definition**

### **2.10.1 Variable**

There are two variables in this research namely dependent variable and independent variable:

- 1) Independent Variable : Free Writing Technique
- 2) Dependent Variable : Building up writing ability

Dependent variable in this research is building up writing ability will be influenced by free writing technique as independent variable.

### **2.10.2 Operational Definition**

Writing ability is an ability that makes students good in writing an information, experience, idea, or story. The researcher focuses just on write a descriptive paragraph.

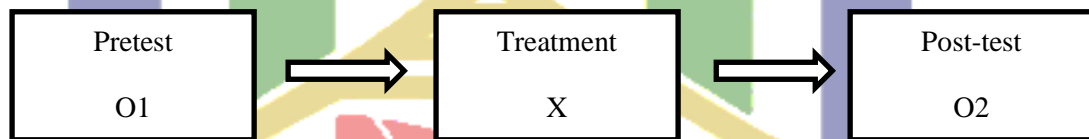
Free Writing Technique that can improve students ability in writing because this technique push students to write according their experience.

## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

The design of the study is pre-experimental using “pre-test and post-test design”. It means that the sample is choose one group or one class and they assigned using pretest and post-test. According to Heaton a successful examination designed following types of writing basic level (letter, post card, diary entry and forms), intermediate level (as a basic level, plus guide, set of instruction), and advanced level (as intermediate level, plus newspaper report, notes). The researcher did the research in senior high school, at the basic level. The students are expected to show a changing behavior in terms of enthusiasm to build up the students writing ability. Below is the design of the research.<sup>30</sup>



Where:

O1 : The students pretest

X : The treatment by using Free Writing Technique

O2 : The student’s post- test

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<sup>30</sup>L. R Gay, *Education Research Competencies for Analysis and Application* Second Edition (Ohio: Charles E. Merrill Publishing Company, 1981), p. 225.

### **3.2 Location and Duration of the Research**

The location of the research take a place at MA Al Mubarak DDI Tobarakka South Sulawesi focusing to the first grade on academic year 2019. The research used the quantitative research that several times to collect and analyze the data. So, the researcher used more than one month for collecting the data

### **3.3 Population and Sample**

#### **3.3.1 Population**

The population of the research was taken from the students of the second year students of The First Grade of MA Al Mubarak DDI Tobarakka, those students grouping into six classes, there are four exact and two social classes. The researcher take X IPA<sup>1</sup> which is consist of 29 students. The total of population is 157 students.

#### **3.3.2 Sample**

The populations absolutely big number, Then not all of them involved as the object of study. So that sampling to choose some as the representative of the populations. In this research used purposive sampling, namely determining one class.

### **3.4 Variables of the Research**

The variable of this Research consisted of two variables, namely independent variable and dependent variable. The independent variable is “the use of Free Writing technique”, while the dependent variable is the students achievement and interest in learning using Free Writing technique”.

### **3.5 Instrument of the Research**

In collecting the data, The researcher applied two kinds of instruments, writing test and questionnaire:

### 3.5.1 Writing Test

The writing test consisted of pre-test and post-test. The pre-test administered before the implementation of the free writing technique to find out the students proficiency in writing, whereas the post-test was done, after the treatment by implementing the free writing technique. Writing proficiency to build up through the implementation of the free writing technique developing ideas in descriptive paragraph form.

### 3.5.2 Questionnaire

The purpose of applying the questionnaire to find out the students interest as well as perception on the use of free writing technique. The questionnaire used liker scale with the options: strongly agree, agree, disagree and strongly disagree.<sup>31</sup>

## 3.6 Procedure of Collecting Data

In collecting the data, The researcher divided procedure of collecting data into two stages as follow:

### 3.6.1 Pre-test

Before doing the treatment, the students gave a topic to write over which consisted of several topics. They chose one of them and expressed their opinion about the topic in writing. Pre-test took for some minutes in one meeting. After that, the researcher collected it.

### 3.6.2 post-test

The post-test under take after the treatment use free writing technique. The purpose to measure whether the technique could or not significantly build up the writing proficiency of MA Al Mubarak DDI Tobarakka.

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<sup>31</sup>Sugiyono, *Metode Penelitian Administrasi* Dilengkapi dengan metode R&D (Bandung: Alfabeta, 2008), p. 182.

### 3.7 Treatment

Researcher met four times. The steps for each meeting are as follows

#### 3.7.1 *The first meeting*

- a) Teachers say hello followed by reading prayers led by class leaders.
- b) Teachers validated their students.
- c) Refresh the material that has been studied previously.
- d) Concentrated the attention of students by asking questions about the picture of a famous person (artist), the characteristics of that person.
- e) Students received information about the interrelationships of previous learning: the teacher asked about describing people, places, objects, plants, animals and others.
- f) Students received useful information in life studying descriptive texts.
- g) The teacher gave an explanation of the definition of descriptive text and Characteristics of text.
- h) The teacher explained the present tense, to be and Positive Pronoun sentence patterns.
- i) Students practiced making positive pronoun, present tense, to be sentences.
- j) The teacher checked whether students have understood the explanation or not.
- k) Students compiled sentences that have been made into descriptive paragraphs.
- l) The teacher explained the function of studying descriptive texts.
- m) Students with the teacher convey the benefits, summarizing learning outcomes about descriptive.
- n) Carry out follow-up activities in the form of assigning individual tasks.
- o) Students listened to information about the learning follow-up plan.
- p) Educators invited to pray to end the learning then close with greetings

### 3.7.2 The Second Meeting

- a) The teacher gave greetings ex: Assalamu 'allaikum / good morning.
- b) The teacher checked student attendance.
- c) Prepare students psychologically and physically to participate in the learning process.
- d) Motivated learning.
- e) Asked questions that relate prior knowledge to the material to be learned.
- f) Explained the learning objectives or basic competencies to be achieved; and convey the scope of material and explain the description of activities according to the syllabus.
- g) The teacher explained the material reference, which is how to describe someone.
- h) The teacher explained the material reference, which is about writing descriptive generic structure correctly and Understanding Characteristics of text
- i) Students pay attention to some sample texts about a person's description.
- j) Students imitated examples in a guided manner.
- k) Students in groups read other descriptive texts from various sources with the correct pronunciation, word stress and intonation.
- l) Students pair up to find the main ideas, detailed information and certain information and social functions of the text description that is read / heard.
- m) In groups, students described one of their idols in the class while describing it in front of the teacher and friends.
- n) In groups, students compiled text descriptions about people according to their social function goals, structure and linguistic elements.
- o) Delivered a learning plan at the next meeting.
- p) Provided feedback on the process and learning outcomes.

- q) Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?
- r) Inform the plan of learning activities for the next meeting

### ***3.7.3 The Third Meeting***

- a) Greet greetings to students as they enter the classroom (values instilled: polite, caring).
- b) Checked student attendance (values instilled: discipline, diligent).
- c) Linked material / competencies to be learned with character.
- d) The teacher prepared students psychologically and physically to participated in the learning process.
- e) The teacher provided contextual student learning motivation according to the benefits and application of teaching material in daily life.
- f) The teacher explained the material reference, which is about how to described historic sites.
- g) Students in groups read other descriptive texts from various sources with the correct pronunciation, word stress and intonation.
- h) The teacher corrected students' mistakes in pronunciation, word pressure and intonation.
- i) The teacher asked students to answer the questions contained in the descriptive text.
- j) With the guidance and direction of the teacher, students asked questions about the descriptive text that is read.
- k) Students mention the vocabulary contained in descriptive text in front of the class.
- l) The teacher told students to mention the vocabulary contained in the text.

- m) The teacher gave examples of pronunciation of the correct word when students are wrong in the pronunciation.
- n) Students practiced answering questions given by the teacher.
- o) Students listened to their friends who memorize vocabulary.
- p) Students and teachers conclude learning has been learned.
- q) Students and teachers reflected on the activities that have been carried out.
- r) Students and teachers provided feedback on the process and learning outcomes.
- s) Learners pay attention to information about planned learning activities for the next meeting.
- t) Students and teachers said goodbye.

#### **3.7.4 The Fourth Meeting**

- a) Teachers say hello followed by reading prayers led by class leaders.
- b) Teachers validated their students.
- c) Teachers refresh the material that has been studied previously.
- d) Concentrated the attention of students by asked questions about the picture of a famous person (artist), the characteristics of that person.
- e) Students received information about the interrelationships of previous learning: the teacher asked about describing people, places, objects, plants, animals and others.
- f) Students in groups read other descriptive texts from various sources with the corrected pronunciation, word stress and intonation.
- g) The teacher gave an explanation of the noun phrase.
- h) The teacher asked students to analyzed the noun phrase contained in the reading of descriptive text.
- i) Students cite examples of noun phrase.

- j) Students practiced answering questions given by the teacher.
- k) Students listened to themes that memorize vocabulary
- l) Students and teachers conclude learning has been learned.
- m) Students and teachers reflected on the activities that have been carried out.
- n) Students and teachers provided feedback on the process and learning outcomes.
- o) Learners pay attention to information about planned learning activities for the next meeting.
- p) Students and teachers said goodbye.

### 3.8 Technique of Data Analysis

The data were analyzed through quantitative analysis to get the score. The researcher used scoring scale which includes the content, organization, vocabulary, structure, and mechanics on the students' pieces of writing.

#### 3.8.1 Classifying the Data

The data obtained from the instrument were classified into two groups. Namely students' high writing ability before the treatment and the students' high writing ability after the treatment. The result was calculated using the Z-score to see the position of each data variable response in the normal curve. The calculation results were compared with the index value of each category. Therefore, classification of the data about the students' high writing ability after using free writing technique was six categories namely; excellent, very good, good, pass, weak and very poor. The data was collected in line with instruments and was analyzed by using the following procedures: Classifying the students' score which fall into five classification.

Table 3.1 Scoring Rubric of Writing

Classification	Score	Criteria
Content	30 – 27	Excellent to very good: Knowledge - substantive-, etc.
	26 – 22	Excellent to very good: Knowledge – substantive-, etc.
	21 – 17	Fair to poor: limited knowledge of subject – little substance- etc.
	16 – 13	Very poor: does not show knowledge of subject- non substantive- etc.
Organization	20 – 18	Excellent to very good: fluent expression- ideas clearly stated-etc.
	17 – 14	Good to average: somewhat choppy-loosely organized but main ideas stand out-etc.
	13 – 10	Fair to poor: non-fluent-ideas confused or disconnected-etc.
	9 – 7	Very poor: does not communicate-no organization.
	9 – 7	Very poor: essentially translation- little knowledge of English vocabulary.
Vocabulary	20 – 18	Excellent to very good: sophisticated range-effective word/idiom choice and usage-etc.
	17 – 14	Good to average: adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13 – 10	Fair to poor: limited range- frequent errors of word/idiom form, choice, usage-etc.
Language Use	25 – 22	Excellent to very good: effective complex constructions- etc.
	21 – 19	Good to average: effective but simple construction- etc.
	17 – 11	Fair to poor: major problems in simple/complex constructions –etc. .

	10 – 5	Very poor: virtually no mastery of sentence construction rules- etc.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions- etc.
	4	Good to average: occasional errors of spelling, punctuation- etc.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization- etc.
	2	Very poor: no mastery of conventions- dominated by errors of spelling, punctuation, capitalization, and paragraphing-etc. <sup>32</sup>

### 3.8.2 Statistical Calculation

As the study examined hypotheses, the researcher firstly determined the level of significance of  $\alpha = 0,05$ . it mean that if the probability is smaller than 0,005 ( $p < 0,05$ ), the alternative hypotheses are accepted. The alternative way of decision making was comparing the count t-test with the t-table. If the t-test value was larger than the t-table, the alternative hypotheses was accepted.

The following statistic formulate taken from Gay The data were collected with instruments and were analyzed using the following procedures.<sup>33</sup>

3.8.3 The data collected from of the both of test, pretest and posttest classified based on the following classification:<sup>34</sup>

<sup>32</sup>J.B Heaton, *Writing English Language Tests: Longman Handbook for Language Teachers* (England: Longman Group UK Limited, 1988), p. 146.

<sup>33</sup>L. R Gay ,*Education Research Competencies for Analysis and Application* Second Edition. (Ohio: Charles E. Merrill Publishing Company, 1981), p. 298.

<sup>34</sup>Arikunto Suharsimi, *Dasar-dasar Evauasi Pendidikan*, Edisi Revisi (Jakarta: PT. Bumi Aksara, 2005), p. 245.

Table 3.2 Classification of Pretest and Posttest

No	Scores	Classification
1.	100-86	Excellent
2.	85-71	Good
3.	70-56	Fair
4.	55-41	Poor
5.	≤40	Very Poor

3.8.5 Calculate mean scores of the students test of pretest and posttest by using the following formula:<sup>35</sup>

$$\bar{X} = \frac{\sum X}{N}$$

Where :  $\bar{X}$  : The Mean Score

$\sum X$  : The Some of All Score

$N$  : The Total Number Of Subject

3.8.6 To finding out the significant between mean score of pretest and mean score of post test by calculating the value of test, using the following formula:

$$d = \frac{\sum D}{N}$$

Where:

$D$  = the mean score of difference

$\sum D$  = the total of score difference between pretest and posttest ( $X_1 - X_2$ )

$N$  = the total number of students

3.8.7 To calculate standard deviation by using the following formula:<sup>36</sup>

$$SD = \sqrt{\frac{\sum x - \frac{(\sum x)^2}{n-1}}{N-1}}$$

<sup>35</sup>Evelyn Hatch and Hossein Farhadi, *Research Design and Statistics for Applied Linguistics* (New York: Newbury House Publishers, 1982), p. 55.

<sup>36</sup>Ridwan,dkk. *Rumus dan Data Dalam Analisis Statika* (Bandung : Alfabeta. 2005), p. 18.

Where : SD = Standard Deviation

$\sum x$  = The Sum all square

N = The total number of students

$(\sum x)^2$  = The sum square of the sum of square

3.8.8 Calculate the value of t-test concerning the different between pre-test and post-test using the formula<sup>37</sup>

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

Where: t = Test of significant differences

D = The differences between two scores compared

$\bar{D}$  = The mean of different scores

$\sum D$  = The sum of D scores

$(\sum D)^2$  = The square of D scores

N = The total number students

The data from questionnaire consisted of 20 items, eleven items were positive statement and nine items were negative statements.<sup>38</sup> The likert scale was follow:

Table 3.3 Likert Scale

Items	SA	A	N	D	SD
Positive Statement	5	4	3	2	1
Negative Statement	1	2	3	4	5

<sup>37</sup>L. R. Gay, *Educational Research: Competencies for Analysis and Application* Second Edition (Colombus: Charles E. Merrill Publishing Co., 1981), p. 331-332.

<sup>38</sup>Sugiono. *Metode Penelitian Pendidikan* (Bandung: Penerbit Alfabeta, 2010), p. 135.

Where:

SA : Strongly Agree

A : Agree

N : Neutral

D : Disagree

SD : Strongly disagree

Since the questionnaire consisted of 20 items, which was the highest score that a students got 100, and the lowest one was 20. The interval of the students' responses on the questionnaire as follows:

Table 3.4 The rate percentage of the students' interest score.

Score	Category
81 – 100	Very Strong
61 – 80	Strong
41 – 60	Enough
21 – 40	Low
0 – 20	Very Low

The table above means that the student were said to have strongly interested if the mean score are 81 up to 100; they were said to have interested if the mean score are between 61-80; they were said to have moderate interested if the mean score are between 41-60; they were said to have uninterested if the mean score are between 21-40; and they were said to have strongly uninterested if the mean score are between 0-20.<sup>39</sup>

<sup>39</sup>Sugiyono, *Metode Penelitian Administrasi* Dilengkapi dengan metode R&D (Bandung: Alfabeta, 2008), p. 108.

The calculating the rate percentage of the students' interest score:

$$P = \frac{F}{N} \times 100\%$$

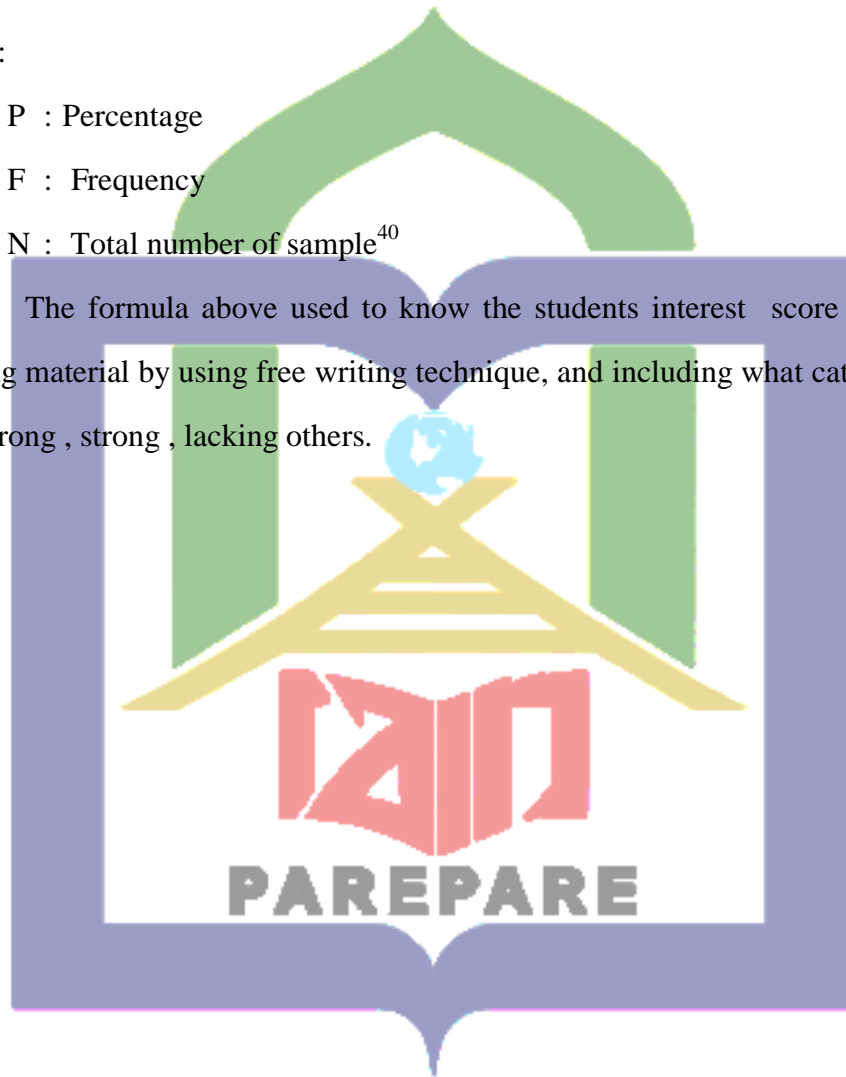
Where:

P : Percentage

F : Frequency

N : Total number of sample<sup>40</sup>

The formula above used to know the students interest score in receiving learning material by using free writing technique, and including what categories both very strong , strong , lacking others.



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<sup>40</sup>Ridwan,dkk, *Rumus dan Data Dalam Analisis Statika* (Bandung: Alfabeta, 2005), p. 245.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

In this chapter, the researcher describes and analyzes the data through the research procedures discussed in previous chapters. This chapter consist of two sections, the section deals with the findings of the research and the discussions of the research.

#### 4.1 Findings

The findings of the research relates with the classification of students' pre-test and post-test. To know about the students' ability especially in writing descriptive text, the researcher gave a pre-test before treatment. Then, the researcher gave a post-test to know the students writing ability after given the treatment. The result of pre-test and post-test were analyzed and can answer the question of this research that aims to find out the technique named free writing technique able to improve the students' writing ability at the first grade Al Mubarak DDI Tobarakka.

##### 4.1.1 Students Writing Ability in MA Al Mubarak DDI Tobarakka

This part shows the result of data analysis about students' writing ability of MA Al Mubarak DDI Tobarakka.

##### 4.1.1.1 The students' score in pre-test:

The pre-test conducted on Wednesday, November 06th, 2019. It was done before the strategy is implemented. The researcher asked the students to write a descriptive text using their own word. The researcher assessed the result of the pre-test based on the scoring rubric of writing which are content, organization, vocabulary, language use, and mechanics. The students' pre-test results is shown in the following table:

Table 4.1 The Students' Pre-test Result

No	Students	Aspect					$(X_1)$	$(X_1^2)$
		C	O	V	L	M		
1	S1	17	12	10	15	3	57	3249
2	S2	13	7	10	5	2	37	1369
3	S3	13	7	10	5	2	37	1369
4	S4	13	7	10	5	2	37	1369
5	S5	19	13	13	16	3	64	4096
6	S6	16	10	10	10	3	49	2401
7	S7	21	14	15	15	3	55	3025
8	S8	16	7	11	10	2	46	2116
9	S9	17	13	13	13	2	58	3364
10	S10	14	10	13	9	2	48	2304
11	S11	15	9	11	10	2	47	2209
12	S12	13	9	11	10	2	45	2025
13	S13	17	10	14	14	3	58	3364
14	S14	13	7	10	7	2	39	1521
15	S15	13	10	11	9	2	45	2025
16	S16	17	10	13	13	3	56	3136
17	S17	13	7	10	6	2	38	1444
18	S18	13	10	10	6	2	41	1681

19	S19	13	9	10	9	2	43	1849
20	S20	13	7	10	10	2	42	1764
21	S21	16	7	11	10	2	46	2116
22	S22	16	7	11	10	2	46	2116
23	S23	14	9	13	10	3	49	2401
24	S24	18	10	13	10	2	53	2809
25	S25	21	14	14	14	3	56	3136
26	S26	17	13	13	10	2	55	3025
27	S27	13	7	11	6	2	39	1521
28	S28	17	8	11	10	2	48	2304
29	S29	16	7	11	10	2	46	2116
Total		15	9.31	11.48	9.89	2.3	$\Sigma=1380$	$\Sigma X_1^2=67224$

(Data source: the students' score in pre-test)

Where:

C : Content

O : Organization

V : Vocabulary

L : Language Use

M : Mechanics

Based on the table above, showing the result of the students' writing score, none students in good classification, six students in fair classification, seventeen students in poor, six students in very poor classification, and none students in

excellent classification. The total score of pre-test was 1380. It could be seen that almost of the X IPA<sup>1</sup> students' writing ability was low because most of students gained poor even there were some gained very poor score.

The following are the process of calculation to find out the mean score (X) and the standard deviation (SD) based on the calculation of students' score in pre-test of the table 4.1.

Firstly, the researcher calculated the mean score of the pre-test:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1380}{29}$$

$$\bar{x} = 47.5$$

So, the mean score (X1) of pre-test is 47.5

The data above showed that the mean score of pre-test was 47.5. Based on the table 3.2 we can conclude that the students' pretest result was classified in very poor category. The lowest achievement gained score 37. From that analyzing, it could be seen that almost of the 29 students' writing ability was still low. The researcher calculated the standard deviation of the pre-test show on appendix 3

After determining the mean score (X1) of pre-test was 47.5 and standard deviation (SD) of the pre-test was 7.41. It could be seen that the students' writing ability in a poor category.

#### 4.1.1.2 The Student' score in post-test

Meanwhile, the students' score in post-test based on aspects of writing

Table 4.2 The Students' Post-test Result

No	Students	Aspect					(X <sub>1</sub> )	(X <sub>1</sub> <sup>2</sup> )
		C	O	V	L	M		
1	S1	20	11	13	15	4	63	3969
2	S2	13	7	10	10	2	42	1764
3	S3	23	18	17	20	3	81	6561
4	S4	17	9	14	7	2	49	2401
5	S5	21	13	13	17	2	66	4356
6	S6	21	17	15	16	3	72	5184
7	S7	28	19	17	21	4	89	7921
8	S8	21	14	14	19	3	79	6241
9	S9	17	11	13	17	3	61	3721
10	S10	15	9	12	10	3	49	2401
11	S11	15	9	11	10	2	47	2209
12	S12	14	9	10	10	2	45	2025
13	S13	27	19	19	22	5	92	8464
14	S14	13	7	10	10	2	42	1764
15	S15	21	14	14	19	3	71	5041
16	S16	21	14	15	19	4	73	5329
17	S17	21	13	15	17	3	69	4761
18	S18	17	11	13	17	3	61	3721
19	S19	14	10	11	11	4	50	2500
20	S20	13	10	13	11	3	50	2500
21	S21	27	18	19	21	2	87	7569
22	S22	27	17	19	21	3	87	7569
23	S23	17	9	14	10	2	52	2704
24	S24	21	14	14	19	3	71	5041
25	S25	21	14	15	19	3	72	5184
26	S26	22	15	14	17	3	71	5041

27	S27	21	15	15	17	4	72	5184
28	S28	17	13	15	17	3	65	4225
29	S29	16	11	13	10	2	52	2704
Total		19	12.7	14	15.4	2.8	$\Sigma=1880$	$\Sigma X_1^2=128054$

(Data source: the students' score in post-test)

Where:

C : Content

O : Organization

V : Vocabulary

L : Language Use

M : Mechanics

Based on the table above, showing the result of the students' writing score after giving a treatment by using free writing technique, there are four students in excellent classification, nine students in good classification, six students in fair classification, ten students in poor classification, and there is no students in very poor classification. The total score of pre-test was 1880. It means that there are improving in students' writing ability after treatment.

To prove that there are improving in students' writing ability after treatment, the researcher analyzed the data in students' score in post-test.

Firstly, to get the mean score of the post-test, used formula:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1880}{29}$$

$$\bar{x} = 64.8$$

So, the mean score ( $X_2$ ) of post-test is 64.8.

The data above showed that the mean score of post-test was 64.8. Based on the table 3.3 we can conclude that the students' posttest result was classified in fair category. The lowest achievement gained score 42. The standard deviation of the post-test show on appendix 4.

After determining the mean score ( $X_2$ ) of post-test was 64.8 and the standard deviation (SD) of the post-test was 14.8, it could be seen that in post-test, there are an improvement of students' writing ability compared the result of pre-test.

#### 4.1.1.3 The result of the pre-test and post-test

The result of the pre-test and post-test were presented in the following table:

Table 4.3 the mean score and standard deviation of the pre-test and the post-test

Test	Mean Score	Standard Deviation
Pre-test	47.5	7.41
Post-test	64.8	14.8

*(Data source: the mean score and the standard deviation of the pre-test and post-test)*

The data in table 4.3 indicates that there was an improvement while doing pre-test up to post-test. In pre-test had mean score 47.5 (poor category) and standard deviation score was 7.41 compared the post-test had mean score increased become 64.8 (fair category) and standard deviation was 14.8.

As the result at this item was the mean score of the post-test was greater than the mean score in pre-test. It meant that the students' writing ability had improvement after doing the learning process that used in the class.

#### 4.1.1.4 The rate percentage of frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.4 The Rate Percentage of the Frequency of the Pre-Test and Post-Test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	100-86	-	4	-	13.7 %
2	Good	85-71	-	9	-	31.0 %
3	Fair	70-56	6	6	20.6 %	20.6 %
4	Poor	55-41	17	10	58.6 %	34.5 %
5	Very Poor	≤40	6	-	20.6 %	-
Total			29	29	100 %	100 %

The table 4.4 shows that the students' percentage of pre-test indicated that there are six (20.6 %) students in very poor category and none in excellent category. It means that the students writing ability still low, especially in writing a descriptive paragraph. Whereas the percentage of post-test indicated that there was increasing percentage of the students in writing because there was four (13.7%) student had score in excellent category and none students had scores in very poor category. It means that there was an increasing percentage after doing a treatment.

Most of the students get poor classification because students have less English so they have to do some treatments even though this the treatment only gained a slight increase. The teachers should use medias, strategies and techniques that are more effective so that students are more interested in English.

### 4.1.2 Data Analysis of Pre-test and Post-test

This part discusses the result of data analysis about free writing technique is able to improve the students' writing ability at the first grade students of MA Al Mubarak DDI Tobarakka.

#### 4.1.2.1 T-Test Value

The following is a table to find out the difference of the mean score between pre-test and post-test.

Table 4.5 The Worksheet of the Calculation of the Score on Pre-test and Post-test on the Students' Writing Ability in Descriptive Paragraph.

No	$X_1$	$X_2$	$(X_1)^2$	$(X_2)^2$	$D(X_2 - X_1)$	$D(X_2 - X_1)^2$
1	57	63	3249	3969	6	36
2	37	42	1369	1764	5	25
3	37	81	1369	6561	44	1936
4	37	49	1369	2401	12	144
5	64	66	4096	4356	2	4
6	49	72	2401	5184	23	529
7	55	89	3025	7921	34	1156
8	46	79	2116	6241	33	1089
9	58	61	3364	3721	3	9
10	47	49	2209	2401	2	4
11	47	47	2209	2209	0	0
12	45	45	2025	2025	0	0

13	58	92	3364	8464	34	1156
14	39	42	1521	1764	3	9
15	45	71	2025	5041	26	676
16	56	73	3136	5329	17	238
17	38	69	1444	4761	31	961
18	41	61	1681	3721	20	400
19	43	50	1849	2500	7	49
20	42	50	1764	2500	8	64
21	46	87	2116	7569	41	1681
22	46	87	2116	7569	41	1681
23	49	52	2401	2704	3	9
24	53	71	2809	5041	18	324
25	56	72	3136	5184	16	256
26	55	71	3025	5041	16	256
27	39	72	1521	5184	33	1089
28	48	65	2304	4225	17	289
29	46	52	2116	2704	6	36
Total	1380	1880	67224	128054	501	14106

*(Data source worksheet of the calculation of the score on pre-test and post-test on the students' writing ability in descriptive paragraph)*

In the other to see the students' score, the following is t-test was statistically applied:

To find out the mean score of difference ( $d$ ) used formula as follow:

$$d = \frac{\sum D}{N}$$

$$d = \frac{509}{29}$$

$$d = 17.5$$

So, the mean score of difference ( $d$ ) = 17.5

The calculation the t-test value show on appendix 5

Table 4.6 the test of significance

Variable	T-test	T table value
Pre-test – Post-test	6.75	1.701

(Data source: the test of significance)

The data of the table 4.6 showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

#### 4.1.2.2 Hypothesis Testing

$$df = N-1$$

$$df = 29 - 1$$

$$df = 28$$

For the level significant ( $p$ ) 5% and  $df=28$ , the value of t test is 6.75, and the value of the t table is 1.701. It means that the t-test value is greater than t-table. Thus, it can be concluded that the students' writing ability in descriptive paragraph is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

#### 4.1.3 Finding of The Students' Response through Questionnaire

On Wednesday, November 27<sup>th</sup> after the students followed the process of learning in the first meeting until six meeting. The researcher gave the questionnaire to know how far students interest to learn by using *free writing technique* application. The result of questionnaire was presented as following

Table 4.7 The Score of Questionnaire.

No. Rsp	Item																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	4	4	4	4	5	3	5	5	5	5	5	4	5	5	5	5	3	5	5	90
2	4	4	3	4	4	4	5	5	5	3	5	5	5	3	5	5	5	5	5	5	89
3	4	4	4	4	4	4	3	5	5	5	4	5	5	5	4	4	5	4	5	5	88
4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	77
5	5	5	4	4	4	4	4	4	3	5	5	5	5	3	5	5	5	5	4	5	89
6	5	5	5	4	4	4	4	4	4	4	5	5	5	5	3	5	3	5	5	5	89
7	3	5	5	5	3	4	4	4	4	4	4	5	5	5	5	3	5	5	5	5	88
8	5	5	3	5	5	3	4	4	4	4	4	4	5	4	5	5	5	5	3	5	87
9	5	3	5	5	5	5	4	4	4	4	4	4	4	5	5	5	5	5	3	5	89
10	5	5	5	5	5	5	5	4	3	4	4	4	4	4	5	5	5	3	5	5	90
11	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	3	77
12	3	5	5	5	5	5	5	5	5	3	4	4	4	4	4	4	5	3	5	5	88
13	4	4	4	4	4	4	4	4	3	4	3	4	3	3	4	4	3	3	4	4	74
14	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	78
15	5	5	5	5	5	5	5	5	5	5	5	3	4	4	4	4	3	3	4	5	89
16	5	5	3	5	5	5	5	5	3	5	5	5	5	4	4	3	4	4	4	4	88
17	5	3	5	5	5	5	5	5	5	4	5	5	5	5	4	4	4	4	4	4	91
18	3	5	5	5	5	5	5	5	5	5	4	5	5	4	5	4	4	3	4	4	90
19	5	5	5	5	3	5	5	5	5	5	5	5	5	3	5	5	4	4	3	4	91
20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	79

21	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	78
22	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	3	4	77
23	3	5	5	5	3	5	5	5	5	4	5	5	5	5	5	5	4	5	5	94
24	5	5	5	3	5	3	5	3	5	5	5	5	5	5	5	4	5	5	5	93
25	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	3	4	77
26	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	77
27	5	5	5	3	5	5	3	5	5	5	5	5	4	5	5	5	3	5	5	93
28	5	5	3	5	5	5	5	5	5	3	5	4	5	4	5	5	5	5	5	94
29	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	79
																				2483

$$X = \frac{\sum X}{N}$$

$$= \frac{2483}{29}$$

$$= 85.6$$

Based on the result of questionnaire above, the total mean score of all items showed that 85.6. It was categorized very strong. Based on likert's scale that the students' are very interesting in learning free writing technique.

## 4.2 Discussion

Discussion section discuss about the finding result of this research through the test.

### 4.2.1 The Ways of Using free writing technique to Improve the Students' Writing Ability

To find out how "the use free writing technique" strategy is able to improve students' writing ability in descriptive text, the researcher got some pieces of information from the students 'activities in learning process during few meetings. To do this research, there were four meetings

The first meeting, before started the lesson the researcher give a test to students. The goal of this test is to know about the students' writing ability especially in descriptive text before got the treatment. In this case, the researcher gave score to the students' work based on scoring rubric of writing. The researcher asked the students to write a descriptive text about "place" and write using their own words. The situation in that time is very noisy. There are some students complained that they can describing. Beside of they lack of vocabulary, they difficult to finding ideas about someone that they want to describe. After a few moment, they collected their paper to the researcher. The researcher observed that writing ability in that class was poor. After that the teacher give an explanation of the definition of descriptive text and characteristics and the teacher explain the present tense, to be, and possessive pronoun

The second meeting the researcher divided the students into four groups. The researcher chooses the kind of experiences that will be written by students such as experience with a friend and tell that each group had to determine their topic based on the kind of experience that researcher specify. The situation at that time is very noisy because every group discuss each other about the topic they have choose and start to write. Then, The researcher tell the students that a valuable way to reflect on the experience is to relive it or experience it as it did the first time in the here and now. It aims to give more impact clearer and more dramatic writing. So, the content that can be written by students can increase. The researcher provide a white paper for every group and instructed every group to write, now, about the topic that had been selected and tell them to start and write what they are doing and feel about the topic. The researcher give students enough time to write and not make students feeling rushed. After they finished, the researcher asked every group to read their work in

front of the class and the other students listened. Class do a reflective discussion about their work. If any mistakes on their work, the other students allowed to correct them. Both of content, grammar, mechanic, language use, etc.

The third meeting is similar with the second meeting but different in material that researcher was explained. Students in group read other descriptive text from various source with the correct pronunciation, word stress and intonation and the researcher correct students mistakes in pronunciation, word pressure and intonasi.

The last meeting the researcher explain about noun phrase. The researcher ask students to analyze noun phrase contained in the reading of descriptive after that students to mention example of noun phrase.

After that the researcher give a post-test and asked the students to write a descriptive text about “animal: and write using their own words. The goal of this test is to know about the students’ writing ability especially in descriptive text after got the treatment. The situation at that time was quiet because they had already know what they want to describe and can find any ideas based on their experience. After a few moment, they collected their paper to the researcher. Based on their posttest, the researcher observed that there are an improvement in content of students’ text. The students writing was more than the result of their writing at the pretest.

In giving the score, the researcher gave score to the students’ work based on scoring rubric of writing in table 3.2.

#### 4.2.2 The Discussion of the Finding the Test

Before giving the treatment, the students faced some problems in writing descriptive text. It happened because the students difficult to remembering the object that they want to describe. The content that they write in their paper is lack and not

detail. So, the result of their work would make the reader confuse or do not understand what the writer described.

A good description is if the reader can imagine in his mind the object, place, or person that the writer describe. We can say that, the reader can understand the ideas presented. The result of descriptive writing is a descriptive text which can tell the characteristic of someone or something that can make the reader interpret it well. Descriptive text tell how something looks, feels, tastes, smells, and sounds. So, the readers can also come to feel and easily understand an object described by the writer.

Anderson & Anderson state that descriptive text different from information report because they describe a specific subject rather than general group. The writer should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear taste, smell, or touch.

This problem also supported by Rivers in Lai Mei Leong's journal who thinks that learners often have nothing to say because their teachers had selected a topic that is not appropriate for them and less information about it and the learners is very difficult to tell things in a foreign language because they have little opinions about what to say. These problems can make students difficult to make a descriptive text and then not have motivation to write.

By the result of it, the alternative way to solve the problems or inhibitions that the students faced, the researcher gave the treatment through free writing technique, it supposed that this strategy is able to motivate and to habituate students in learning and cultivate active character in writing.

According Mel Silberman, the learning process will increase if students asked to do the following:<sup>41</sup>

1. Reiterate the information in their own words.
2. Give an example.
3. Recognize in various forms and situation.
4. Seeing the connection between that information and other facts or ideas.
5. Make use of it in various ways.
6. Foresee some of its consequences.
7. State it opposite or converse.

Based on John Holt statement's above, one of activity that can increase learning process is to reiterate information from their experience. This activity can make students interested and automatically active in writing. So, the core of this strategy is the students are accustomed to being active in writing.

Hilgrad and Bower, state that learn is to gain knowledge, comprehension, or mastery of through experience or study, to fix in the mind or memory, to acquire through experience, to become in form of to find out. It means that, using experience as a media in learning can make students easier to understand the subject. Free writing technique is a strategy that allow students to reflect their experience. This will give more impact clearer and more dramatic. It will make students to finding many ideas related with subject. It means that this technique can help students had lots of content to write. It train and sharpen the imagination of students.

By looking at the test finding, from the data provided in classification table based on the aspects of writing, clearly to see that in the pre-test, there were no one

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<sup>41</sup>Mel Silberman, *Active Learning: Cara Belajar Siswa Aktif* (Bandung: Nusa Media Bekerjasama Dengan Nuansa, 2006), p. 19.

students who got excellent, no one students who got good score, six (20.6%) students got fair score, seventeen (58.6%) students got poor score, six (20.6%) students got very poor score. Whereas in the post-test, there was four (13.7%) students who got excellent, nine (31.0%) students got good score, six (20.6%) students got fair score, ten (34.5%) students got poor score, no one students who got very poor score. From the result, the researcher concluded that the students' writing ability had improved.

Most of the students get poor classification because students have less English so they have to do some treatments even though this the treatment only gained a slight increase. The teachers should use medias, strategies and techniques that are more effective so that students are more interested in English

In addition, after calculate the data of pre-test and post-test, the researcher found that, the mean score of post-test was 64.8. Based on table 3.3 we can conclude that the result of students' posttest was in fair category. There was an improvement from the result of pretest was 47.5 and just classified in poor category. For the level significant ( $p$ ) 5% and degree of freedom ( $df$ )=28 based on the t-distribution table in appendices 4 we can find that the result of t table is 1.701. Furthermore, the value of t table is 1.701, while the value of t test is 6.75. So, t test value is higher than t table ( $46.75 \geq 1.701$ ). It means that, there was an improvement of students writing ability after they were given free writing technique.

As seen as in the findings above, the students could gain a high achievement in post-test after studying writing using free writing free writing technique. A very poor students in pre-test had been reduce in post-test. Thus, it can be concluded that the students' writing ability in descriptive text is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is refused and the alternative hypothesis ( $H_1$ ) is accepted.

Based on the findings above, the researcher concluded that free writing technique is able to improve the students writing ability at the first grade students of MA Al Mubarak DDI Tobarakka Kab. Wajo.

As conclusion of discussion above, the researcher correlate the relation between the result of the test and free writing technique. The correlation is explained on the point below:

1. Hedge says that one of difficulties in writing is they did not knowing what they have to write. They difficult to imagine, so cannot bring any ideas. Therefore, Melvin Silberman suggested that free writing technique can help students to come up ideas easily because using experience as a way to stimulate their imagination and creativity. Imagination can bring creative ideas that may have been hidden so far without any further efforts to explore them. By looking at the result of post-test, the researcher observed that there are many ideas that students can write in their papers. It is proven in table 4.1 and table 4.2, the data showed that the score of content was up to 2.1, the score of organization was up to 1.4, the score of vocabulary was up to 1.9, the score of language use was up to 1.3, and the score of mechanics was up to 0.3. The score of content is the most improved aspect from the five aspect of assessment. So, we can say that this strategy improved students writing ability especially in the improvement of content.
2. This technique makes students more active in write a text. It happened because when the students remembering their experience, it will make them feeling happy and then easily to describe something through writing. In accordance with Melvin L. Silberman in his book that this technique is one of active learning technique. It can make students active to write in the class. We can say that, if

students do not have a difficult in write, they will be happy. Indirectly will make the students more active to write.

3. Increase the students' understanding of the core message of the subject matter. It is happen because this technique use an experience as a media to learn something.
4. This technique connect the subject matter with the realities of life. What they have seen in theirs life, they can describe it using their imagination and their creativity.
5. This technique is able to sharpen the imagination of students because involving the minds of the students.
6. Beside train and sharpen the imagination of the students, this technique also able to enhance students' creativity. It is because the students are allowed to write their experiences as if they were going to happen the students writing will be more dramatic.

#### 4.2.3 The discussion of the finding through the questionnaire.

The questionnaire was successfully filled by 29 respondent that taken on November 27<sup>th</sup>, 2019. The students' response by using free writing technique to writing ability students' at the first grade of MA Al Mubarak DDI Tobarakka has been and analyzed by using likert scale. From 20 items of questionnaires, most of students answered very positively. Based on the liker scale that the students' was very positive in learning English through free writing technique. It means that free writing technique makes students have positive response toward in writing ability and they agreed about it.

## CHAPTER V

### CONCLUSION AND SUGGESTION

After presenting the research findings and discussions in the previous chapter, the researcher draw the conclusion and offer some suggestions based on the research that was done in MA Al Mubarak DDI Tobarakka.

#### 5.1 Conclusions

5.1.1 The findings of the research show a great improvement in the students' writing ability. This study is categorized pre-experiment research method. The objective of this study is to find out whether the use of free writing technique is able to improve the students' writing ability at the first grade students of MA Al Mubarak DDI Tobarakka. The improvement of the students' writing ability is also supported by the result of test score that had been analyzed: the mean score of pre-test was 47.5 had improved to 64.8 in the post test, standard deviation of pre-test was 7.41 had improve to 14.8 in the post test. Then, the t-test (6.75) was greater than the t-table. It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It proved that the use of free writing technique can improve the students' writing ability in MA Al Mubarak DDI Tobarakka.

5.1.2 The students were very positive after studied writing conducted by the researcher. Its mean the students are very excited about this lesson. They got enjoyable and feel interesting in learning English. Most of them show their positive response about the material in the free writing technique.

## 5.2 Suggestions

Based on the conclusion, the researcher would like to give some suggestions related to this research for teachers, students, and other researchers. The suggestions are as follows:

### 5.2.1 For the English Teacher

5.2.1.1 The English teacher should use a suitable strategy that can encourage students to improve their learning result especially in English.

5.2.1.2 The teachers can use writing in the here and now strategy for teaching English especially in writing.

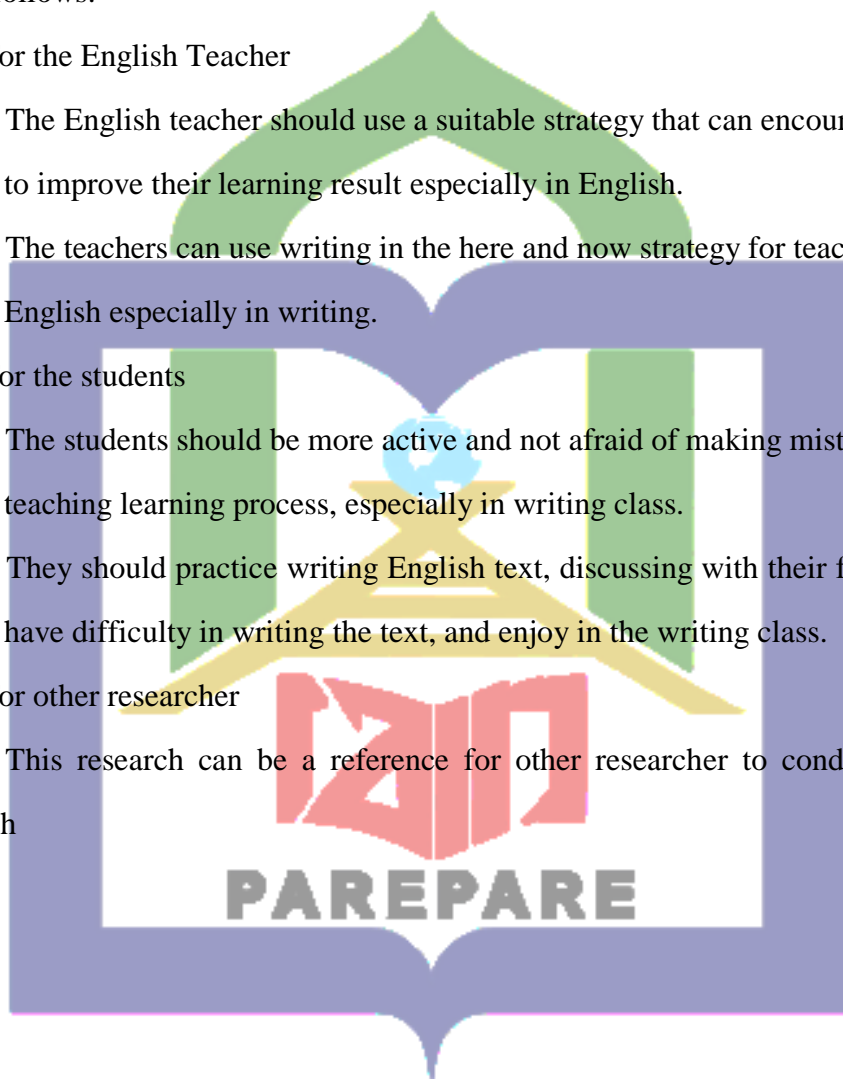
### 5.2.2 For the students

5.2.2.1 The students should be more active and not afraid of making mistakes during teaching learning process, especially in writing class.

5.2.2.2 They should practice writing English text, discussing with their friend if they have difficulty in writing the text, and enjoy in the writing class.

### 5.2.3 For other researcher

This research can be a reference for other researcher to conduct the next research



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 The logo for PAREPARE, featuring the word "PAREPARE" in a bold, sans-serif font. Above the text is a stylized graphic of an open book with a yellow cover and a blue spine, set against a green background. The entire logo is framed by a purple border.
 

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## CURRICULUM VITAE



**A. Nurrahmayani**, was born on 17<sup>th</sup> July 1997 in Totakki, Wajo Regency, and South Sulawesi. She lives in Siwa. She is the fourth child in her family. Her father's name is H.Dg Marewa and her mother's name is Andi Tenri Abeng. She also have three brothers.

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