

**THE USE OF FREE-WRITING STRATEGY IN TEACHING  
WRITING AT THE EIGHTH GRADE STUDENTS OF SMPN 1  
PAJO IN ACADEMIC YEAR 2018/2019**



**Presented as a Partial Fulfillment of the Requirement for the Bachelor  
Degree in English Education Program**

**By**

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AT THE EIGHTH GRADE STUDENTS OF SMPN 1 PAJO IN  
ACADEMIC YEAR 2018/2019

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THE USE OF FREE-WRITING STRATEGY IN TEACHING WRITING  
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IN ACADEMIC YEAR 2018/2019

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**MOTTO**

**“ KHAIRUNNAS ANFA’UHUM LINNAS “**

**“"The best of humans is the most beneficial for others"**

**“Sebaik-baiknya manusia adalah yang paling bermanfaat bagi orang lain “**

**(HR.Ahmad : 3289)**



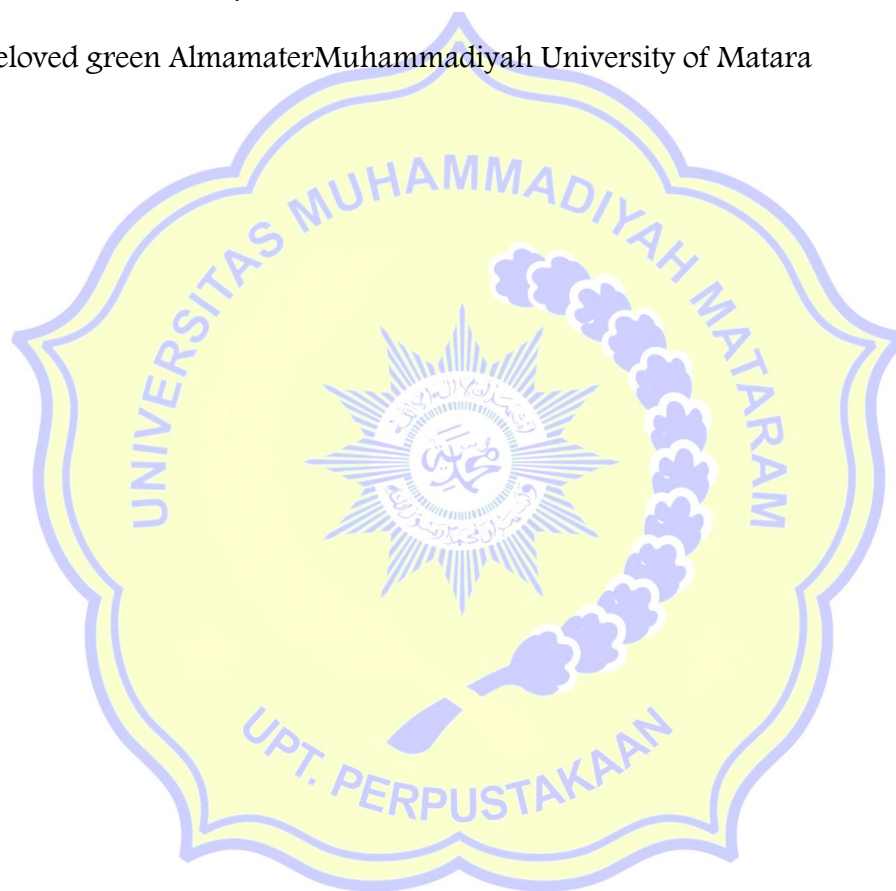
## DEDICATION

This thesis is dedicated to all people who always pray and give support in finishing this thesis for my success, they are:

- ❖ My beloved father (Mr.A.RasulMustamin) and my mother (Mrs. St.SarahA.Rasul) who has been sporting in moral and material in my life, they always motivate me to get my dream come true. Thanks my parents, I will do the best for you, I will show you that I can be a success girl. You are everything in my life, without you I can't do anything. Thank you so much.
- ❖ My beloved grandfather (Mr.MansyurM.Saleh with Mr.Mustamin ), my grandmother (Mrs. Maryam with Mrs.Bo'i) who has been sporting in moral and material in my life, they always motivate me to get my dream come true. Thank you so much.
- ❖ My beloved Brother (Mr.IrawanwithMr.Indra)Thanks so much for everything.
- ❖ My beloved big families. Thanks for your love, care, support, motivate and I always remember all of you. Thank you so much.
- ❖ For the group Blekecek (Inri, Lasmini, Fira, Anti, Nopa, Juli, Manda, Fitri) and the group Kos AlifAqso (Yuliananingsih, YuliYati,Lilis,Leni, Ayu, Nining, Yuli, Mega, Arbia, Anti, Dkk) they are my arms companion, thanks for the spirit, time, suggestions and entertainment in completing my thesis.
- ❖ Group waduriha (Nur,Tini,Juli)
- ❖ Group todukasama (Ningsih,Juli,Fitra,Fatin)



- ❖ My best friends in A class “2015”. Thanks for our friendship and I will never forget your love, help and support. Those who cannot be mentioned one by one.
- ❖ All the lecturers in the English department, the researcher will never forget all of you for all the education, direction, motivation, and knowledge that are given to me. Thank you so much.
- ❖ Beloved green Almamater Muhammadiyah University of Matara



## STATEMENT OF OUTHORY

The autographed bellow that I am the student of English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Mataram state that:

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I certify this thesis entitled: "THE USE OF FREE-WRITING STRATEGY IN TEACHING WRITING AT THE EIGHTH GRADE OF SMPN 1 PAJO IN ACADEMIC YEAR 2018/2019", presented as a partial fulfillment of the requirement for Bachelor of Degree in English language teaching is the result of my own work. Expect where otherwise acknowledgement and this thesis hasn't been submitted for the other institution.

Mataram, August 2019



## ABSTRACT

*Juliati. 2019. A THESIS: "The Use Of Free-Writing Strategy In Teaching Writing At The Eighth Grade Of Smpn 1 Pajo In Academic Year 2018/2019." English Education Program. Faculty Of Teacher Training And Education Muhammadiyah University Of Mataram.*

Free-writing refers to the act of writing quickly for a set of time from ten to fifteen minutes, just putting down whatever is in mind, without pausing and worrying about what words to use, and without going back to modify what has been written. In order, the researcher focused to investigate whether the use of free-writing strategy has effect or not in teaching writing as the first purpose in this study, and the second one is to analyze the significant different between the students are taught using Free-writing strategy and without using Free-writing strategy in teaching writing at the eighth grade of SMPN 1 Pajo in academic year 2018/2019. This research was quasi-experimental design and the population of this research was 50 students. Besides, the sample from an experimental class consists of 25 students and a control class consists of 25 students. To analyze the data, the researcher used the SPSS program. The results of the data analysis show that the average score of the experimental class was 58.60, and the average score of the control class was 48.60. From the results of the analysis, it means that  $H_0$  was accepted. Thus, the use of free-writing strategy has effect and significant different in teaching writing at the eighth grade of SMPN 1 Pajo in academic year 2018/2019.

*Key words: free-writing strategy, writing*



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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

Writing is one skill in English and productive skills that will be learned by many people when someone wants to write something, and they must have writing skills. According to Nunan (2003: 88), "writing is the process of thinking to invent ideas, imagining about how to express into good writing and arranging the thought into statements and paragraphs." Harsyaf et al. (2009) said that writing is transforming thoughts into language; it means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g., grammar and vocabulary). It indicates that the learners have to explore the ideas and make them into good writing. So, the teacher must be productive to make the students enjoyable in all of the aspects when they want their students to get the right product in writing.

There are many reasons why writing English is difficult. Elbow (1998) said that many people could not write. They feel confused when they have to write because they do not even know how to get started to write. Rigg (2011) also stated that getting started to write can be very difficult. Similar to Rigg's statement, Doucette (2009) also found that getting begun is the hardest part of writing.

It is related to the result of the interview done by the researcher with the English teacher, the students in junior high school at the eighth-

grade students of SMPN 1Pajohad problems in writing. Also, the lack of vocabulary, grammar, and paragraph organization, they lack motivation in learning writing. Since the writing is the most difficult skill to be learned, also problem comes from the teacher who used to apply the conventional technique in the teaching process.

Based on the phenomenon above, the researcher tries to apply the use of Free-Writing strategy. According to Elbow and Belanoff (2000), Free-Writing is definite as writing any ideas or thoughts that come to mind in a given period without stopping. According to Hogue (1996:24) points out that Free-Writing is a way to get ideas. When you do Free-Writing, you choose a topic, and then you sit down and write whatever sentences come into your mind about the topic, do not worry about structure, spelling, or punctuation, and do not worry about putting the ideas in order.

The Free-Writing strategy is one of the strategies to teach writing by making the students want to write, help them to generate the idea, engage themselves more deeply in the process of writing dealing with their own experiences. By using Free-Writing makes students more comfortable to get and explore an idea to writing, increase creativity, more focus, more attention, and energy as well as more enjoyable in writing.

Secondly, the thesis of Nurfiryalianti, Jamiluddin, and Hastini (2014)a studentfaculty of Teacher Training and Education English Education Program University Tadulako. The title is “Improving Writing Skill by Using Free -Writing technique”.concluded that the use of the free-

writing technique can improve the students writing skill in writing descriptive paragraph particularly in learning the elements of writing such the paragraph organization, vocabulary, and grammar. It was determined after conducting the treatment for eight meetings. The last is YaholilMustapa, Rusdi Noor Rosa (2013) with the title is "Using-Free Writing Technique in Teaching Writing a Recount Text to Junior High School." It could be concluded that the students were able to write a recount text better by using Free-Writing.

Based on the phenomenon above, the researcher is interested in conducting a research entitled "The Use of Free-Writing Strategy in Teaching Writing at the Eighth Grade Students of SMPN 1 Pajo in Academic Year 2018/2019."

## **1.2 Research Question**

Based on the background above the researcher forms the Research question as follow:

1. Does Use of Free-writing strategy have effect in teaching writing at the eighth grade students of SMPN 1 Pajo in the academic year 2018/2019?
2. Is there any significant differences in students score between the student who is taught using Free-writing strategy in teaching writing than without using Free-writing strategy in teaching writing at the eighth-grade students of SMPN 1 Pajo in the academic year 2018/2019?



### **1.3 Purpose of the Study**

The specific objective of the research based on the problem above stated as follow:

1. To investigate whether the Use of Free-Writing strategy has effect in teaching writing at the eighth-grade students of SMPN 1 Pajo in academic year 2018/2019.
2. To analyze the significant differences in students score between the student who is taught using Free-writing strategy in teaching writing than without using Free-writing strategy in teaching writing at the eighth-grade students of SMPN 1 Pajo in the academic year 2018/2019.

### **1.4 Significance of the Study**

The result of this study is expected to bring beneficial influencing for the teacher, students, and another researcher which are divided into theoretical and practical significance.

#### **1. Theoretically**

The researcher hopes this research would give some information for readers to acquire an alternative media in teaching writing. This research also informs the English teacher related to the strategy in teaching writing, and it can be applied to the students as well. This research is expected to give new knowledge of the future researcher to do better research of the same teaching and learning cases, and it can be

one of the references to conduct a study about the same writing and skill so the future researcher can make their studies more complete.

## 2. Practically

The student will be more interest in studying English, especially in learning writing. The result of this researcher is expected to help the teacher to find out the alternative way of teaching and improve the student's ability.

### 1.5 Scope of the Study

The limitation of the study is limited to the following points, namely:

1. The subject is the eighth grade at SMPN 1 Pajo.
2. The object of the study is descriptive text in the textbook entitled "when English Rings Bell."
3. This research only focuses on a descriptive text.

### 1.6 The hypothesis of the Study

In this study, the researcher has stated the hypothesis as follow:

1. The alternative hypothesis ( $H_a$ )

Using free-writing strategy has an effect on teaching writing at the eighth-grade students of SMPN 1 Pajo in academic year 2018/2019.

Using free-writing strategy have significant differences in student between the student who is taught using Free-writing strategy in teaching writing than without using Free-writing strategy in teaching writing at the eighth-grade students of SMPN 1 Pajo in the academic year 2018/2019?

## 2. The null hypothesis (H0)

Using free-writing strategy does not have an effect in teaching writing at the eighth-grade students of SMPN 1 Pajo in academic year 2018/2019.

Using free-writing strategy does not have significant differences in student between the student who is taught using Free-writing strategy in teaching writing than without using Free-writing strategy in teaching writing at the eighth-grade students of SMPN 1 Pajo in the academic year 2018/2019?

### 1.7 Definition of Key Terms

To avoid possible misunderstanding and misinterpretation about the topic/keyword are involves in this study, the following definition is put forward:

#### 1. Free-Writing

According to Peter Elbow (1998) states that free-writing is broad defines writing without stopping and editing, has been viewed and used as a powerful technique for developing student writing since it was initially advocated by writing.

#### 2. Writing

Writing is traditionally the form used to practice grammatical structure; the writing is critical for the learner to learn a language and check they are grammatical by their writing. (Pachler, 2009:150).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.2 Writing

##### 2.2.1 The Definition of Writing

Writing is an integrated skill in English learning language. It is processed to learn English. Writing is transforming thoughts into language; it means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g., grammar and vocabulary). Consequently, we must learn about organizational skill in writing (Harsyaf et al.; 2009). Brown (2001; 335) mentioned that written product is the result thinking, drafting, and revising procedure; specialized skills are required in written language, and not every speaker develops naturally. Nunan (2003; 88) also gives other ideas that: writing is the process of thinking to invent ideas, thinking about how to express into good writing, arranging ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into excellent written.

Moreover, in order to write a well-written product, learners must follow some steps such as writing, drafting, brainstorming, and revising. As Brown (2001; 335) stated that written product is often the result of thinking, drafting, and revising procedures that required specialized skill, a skill not every speaker develops naturally.

Based on the theories above of writing, it can be concluded that writing is the process of thinking to invent ideas, thinking about how to express into good product writing and arrange the ideas into statement and paragraph clearly. It indicated that learners are expected to explore the ideas and make them into excellent written. The scoring is based on an indicator of writing competence, namely organization, content, grammar, punctuation, spelling mechanic, style, and quality of expression.

### 2.2.2 The principal of Teaching Writing

Every teacher should consider while planning a course, whether it is a writing course or a course in which writing will play a part. According to Harsyaf et al.; (2009), writing will be used as a generic term to refer to all the various activities that involve transferring thought through the paper. Writing that focuses primarily on the conventions of language form, i.e., grammatical or lexical structures, will be termed transcription. The term composition will refer to the skill involved in effectively developing and communicating an idea or making a point.

On the other hand, some principles are proposed by Nunan (2003:94):

1. Understand our student' reason for writing (make sure they're a match between what the student, the teacher, and the curriculum demand)
2. Provide many opportunities for the student to write (practice as much and as many varied types of writing as possible, like you are learning a sport/new skill)



3. Make feedback helpful and meaningful (provide varied constructive comment on both content and code, develop students' self-awareness/criticism)
4. Clarify the evaluation procedure in operation.

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages are the core of process writing. In the traditional approach to writing instruction, students either are given timed in-class composition to write from start to finish within a class hour, or they are given homework writing an assignment.

Based on the explanation above, the writer can conclude that there are some principles of teaching writing that can help the teacher to design and manage English writing class to be productive, fun, and successful. The principles of teaching writing are understood our students' reason for writing, provides many opportunities for students to write, make feedback helpful and meaningful, and clarify the evaluation procedures in operation.

### 2.2.3 Types of Writing Performance

There are some types of writing performance that learners must know. Brown (2004) described five types of writing performance; those were as follows:

1. Imitative or Writing Down

At the beginning level of learning to write, students will simply "write down" English letter, words, and possibly sentences in order to learn the conventions of the orthographic code. Some form of dictation falls into this category, although dictation can serve to teach and test higher-order processing as well. The intensive or controlled common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example, they may be asked to change all present tense; in such a case, students may need to alter other time references in the paragraph.

#### 2. Self-Writing

A significant proportion of classroom writing may be devoted to self-writing or writing with only the self in mind as an audience. The most silent instance of this category in the classroom is not-taking, where students take notes during a lecture for the purpose of litter call. Other not taking may be done in the margins of books and on odd scraps of paper.

#### 3. Self-Writing

It was noted earlier that writing within the school curricular context is a way of life. For all a language students, short answer exercises, essay examinations, and even research reports will involve an element of the display.

#### 4. Real Writing

While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of that message. The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lies, some combination of display and real writing.

#### 2.2.4 Steps in Teaching Writing

##### 1. Writing Process

Cooper (2000) explains that process writing is an approach to teaching writing that allows students to take charge of their own writing and learning.

The writing process depends on:

- Whom you are writing or for (reader)
- Why you are writing (purpose)
- What you are writing about (content)
- Where you are, how much time you have, how you feel etc. (situation).

##### a. Preparing to write

We can also call this stage the stage of planning or pre-writing (Lee & Vanpatten, 1995, p. 217). Whatever type of writing a student is attempting, this stage can be the most important. This is when students gather their information and begin to organize it into a cohesive unit. There are a number of subprocesses entailed

in this stage, among them: generating ideas, organizing ideas, and goal setting. In doing so, we ordinarily need to use a brainstorming technique.

b. Drafting

It is the process or the stage in which writers render through into visible language, or we can call it as the physical act of writing. Here, the students transfer the information they have gathered and organized into a traditional format. This may take the shape of a simple paragraph, a one-page essay, or a multiple page report. Up until this stage, they may not be precisely confident which direction their ideas will go, but this stage allows them to settle on the course the paper will take.

Teaching about writing can sometimes be as simple as evaluation good literature together, and exploring what makes the piece enjoyable or useful. It also involves helping students choose topics for writing based on their personal interest. Modeling the writing process in front of our students also helps them see that even adults struggle for words and have to work at putting ideas together.

c. Revising

Revising or editing is usually the least favorite stage of the writing process, especially for beginning writers. Critiquing one's own writing can easily create tension and frustration. But as you

support your young writers, remind them that even the most celebrated authors spend the majority of their time on this stage of the writing process. Revising can include adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make their writing more accurately represent their ideas. It is often not a one-time event, but a continual process as the paper progresses. When teaching revision, be sure to allow your child time to voice aloud the problems they see in their writing. This may be very difficult for some children, especially sensitive ones, so allow them to start with something small, such as replacing some passive verbs in their paper with more current ones.

d. Publishing

It is the final step of the process writing. If you have written something, you must have intended for someone to read it, even if that person is only yourself. When you publish a document, you are releasing it to the public for others to read. Not all of your writing will be taken through the publishing stage, but even turning a paper into your teacher constitutes publishing. Ways to publish your writing include: turning in paper to your teacher, entering an essay contest, writing for your school newspaper, posting a piece of writing on the internet, etc.

2. Product Approach

Product approach is a traditional approach, in which students are encouraged to mimic a model text, which is usually presented and analyzed at an early stage (Nunan, 1990).



In the teaching of writing, the product approach focus on the product of writing. When concentrating on the product, we are only interested in the aim of a task and in the end product. Consideration of written genre has a lot in common with a product approach to writing, i.e., a thing to be focused on (rather than the process of writing itself) (Harmer, 2007).

In addition, Steele (2009) stated that have four stages in product approach:

- a. Model text is read, and then the features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to be critical of paragraphing, and the language used to make a formal request. If studying a story, the focus may be on the techniques used to make the story interesting, and the students focus on where and how the writer employs these techniques.
- b. This consists of the controlled practice of the highlighted features, usually in isolation. So if students are studying a formal letter, they may be asked to practice the language used to make formal requests, practicing the "I would be grateful if you would." structure.
- c. Organization of ideas. This stage is critical. Those who favor this approach believe that the organization of the ideas is more important than the ideas themselves and as relevant as the control of language.

d. The end result of the learning process, students choose from a choice of comparable writing tasks. Individually, they use the skills, structure, and vocabulary they have been taught to produce the product; to show what they can do as fluent and competent users of the language.

### 3. Genre Approach

Genre is a fundamental element of writing (Tardy, 2006). Genre represents the norms of different kinds of writing. A genre approach is especially appropriate for students of English for Specific Purposes. However, it is also highly useful for general English students, even at low levels, if we want them to produce written work they can be proud of. Students who are writing within a specific genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions, and style of the genre and the context in which their writing will be read, as well as by whom. When teachers concentrate on the genre, students study text in the genre in which they are going to be writing before they embark on their own work. Thus, if we want them to write business letters of various kinds, we let them look at typical models of such letters before starting to compose their own. If we want them to write newspaper articles, we have them study real examples to discover facts about construction and specific language use, which are common to that genre (Harmer, 2007).

The genre-based approach is concerned with providing students with explicit knowledge about language (Elashri, 2013). A genre-based approach placed great emphasis on the relationship between text-genres and their contexts (Hyon, 1996). In doing so, it aimed to help students become active participants in their academic and professional environment as well as in their broader communities (Hammond & Derewianka, 2001).

#### 2.2.5 Stage in Pre-Writing

The writing process consists of different stages: prewriting, drafting, revising, and editing. In many ways, prewriting is the most important of these steps. Prewriting is the "generating ideas" part of the writing process when the student works to determine the topic and the position or point-of-view for a target audience. Pre-writing should be offered with the time necessary for a student to create a plan or develop an outline to organize materials for the final product.

The pre-writing stage could also be dubbed the "talking stage" of writing. Researchers have determined that talking plays a vital role in literacy. Andrew Wilkinson (1965) coined the phrase *oracy*, defining it as "the ability to express oneself coherently and to communicate freely with others by word of mouth." Wilkinson explained how oracy leads to increased skill in reading and writing. In other words, talking about a topic will improve writing. This connection between talk and writing is best

expressed by the author James Britton (1970) who stated: "talk is the sea upon which all else floats."

There are a number of ways that students can tackle the prewriting stage of the writing process. Following are a few of the most common methods and strategies that students can use.

### 1. Brainstorming

Is the rule of getting up with as many ideas as possible about a topic without being worried about the feasibility or whether an idea is realistic or not. A list format is often the easiest to organize. This can be done individually and then shared with the class or done as a group. Access to this list during the writing process can help students make connections they may want to use later in their writing.

### 2. Free-Writing

The Free-Writing strategy is when your students write whatever comes into their mind about the topic at hand for a specific amount of time, like 10 or 15 minutes. In a free write, students should not worry about grammar, punctuation, or spelling. Instead, they should try and come up with as many ideas as they possibly can to help them when they get to the writing process.

### 3. Mind Mapping

Are great strategies to use during the pre-writing stage. Both are visual ways to outline information. There are many varieties of mind maps that can be quite useful as students work in the prewriting

stage. Webbing is a great tool that has students writes a word in the middle of a sheet of paper. Related words or phrases are then connected by lines to this original word in the center. They build on the idea so that, in the end, the student has a wealth of ideas that are connected to this central idea. For example, if the topic for a paper were the role of the US President, the student would write this in the center of the paper. Then as they thought of each role that the president fulfills, they could write this down in a circle connected by a line to this original idea. From these terms, the student could then add supporting details. In the end, they would have an excellent roadmap for an essay on this topic.

#### 4. Drawing/Doodling

Some students respond well to the idea of being able to combine words with drawings as they think about what they want to write in the prewriting stage. This can open up creative lines of thought.

#### 5. Asking Questions

Students often come up with more creative ideas through the use of questioning. For example, if the student has to write about role in Wuthering Heights, they might begin by asking themselves some questions about him and the causes of his hatred. They might ask how a 'normal' person might react to understand the depths of malevolence



better. The point is that these questions can help the student uncover a deeper understanding of the topic before they begin writing the essay.

## 6. Outlining

Students can employ traditional outlines to help them organize their thoughts in a logical manner. The student would start with the overall topic and then list out their ideas with supporting details. It is helpful to point out to students that the more detailed their outline is from the beginning, the easier it will be for them to write their paper.

Teachers should recognize that prewriting that begins in a "sea of talk" will engage students. Many students will find that combining a couple of these strategies may work well to provide them with an excellent basis for their final product. They may find that if they ask questions as they brainstorm, free write, mind-map, or doodle, they will organize their ideas for the topic. In short, the time put in upfront in the pre-writing stage will make the writing stage much more comfortable.

### 2.3 Free-Writing

According to Elbow,(1984: 13) stated that free-writing refers to the act of writing quickly for a set of time from ten to fifteen minutes, just putting down whatever is in mind, without pausing and worrying about what words to use, and without going back to modify what has been written because the goal of Free-Writing is the process, not the product. This

technique has been viewed and used as a powerful technique for developing students' writing (Elbow, 1984: 13).

According to the proponents of this technique, Free-Writing is a prewriting technique in which a person writes continuously for a set period of time without regard to spelling, grammar, or topic. Free-writing is based on a presumption that while everybody has something to say and the ability to say it, however, the mental wellspring may be blocked by apathy, self-criticism, resentment, anxiety about deadlines, fear of failure or censure, or other forms of resistance. Cole (2001) states that the accepted rules of free-writing enable a writer to build up enough momentum to blast past blocks into the uninhibited flow. In doing free-writing, a person produces raw, often unusable material, but helps him overcome blocks of apathy and self-criticism.

The essential rules of Free-Writing that are often formulated for beginners or students, as proposed by Goldberg (1998) are summarized in four points: (1) give a time limit, for example, write for one or ten or twenty minutes, and then stop; (2) keep hand moving until the time is up; do not pause to stare into space or to read what you've written; write quickly but not in a hurry; (3) pay no attention to grammar, spelling, punctuation, neatness, or style: nobody else needs to read what someone produce here; the correctness and quality of what we write do not matter; the act of writing does; (4) if someone gets off the topic or runs out of ideas, keep writing anyway; if necessary, write nonsense or whatever comes into our head, or

simply scribble: anything to keep the hand moving; (5) if we feel bored or uncomfortable as we're writing, ask yourself what's bothering you and write about that; (6) when the time is up, look over what you've written, and mark passages that contain ideas or phrases that might be worth keeping or elaborating on in a subsequent free-writing session.

Furthermore, Elbow (1998: 14-15) elaborates that several benefits of Free-Writing, especially for language class; i.e, (1) Free-Writing makes writing more comfortable by helping learner with the root psychological or existential difficulty in writing: finding words in his/her head and putting them down on a blank piece of paper; (2) Free-Writing is the best way to learn to separate the producing process from revising process; (3) free-writing is an excellent way to warm up to make time effective and help student find words easily; (4) Free-Writing is a useful outlet of feelings; and (5) Free-Writing is one of the alternatives to improve learners' writing performance.

There are two types of free-writing strategy; they are: (1) unfocused free writing: the writer chooses the topic and is free to shift from subject to subject Often this is used to generate ideas for a piece of writing on any topic of the writer's choice; (2) focused Free-Writing: the writer focuses attention on a specific subject, often in response to an assigned task. Focused free-writing is often used in classrooms. Free-writing activities enable students to try out their language in a freer way. However, since the more language the

children have, the easier it is to work on free writing activities (Scott and Ytreberg (2002: 74).

### 2.3.1 The Steps of Free-Writing

In Free-Writing, the use of imagination is also necessary. Barber (2003) stated that in writing down how we "see," what we are imagining, we gain control and can return to these visual and emotional ideas again and again to discover ourselves. Imagination is crucial to good writing, and at the same time, undeniably connected to the acquired skills and knowledge. The main difficulty with free-writing is to be going from nothing to something. In this research, the researcher asked the students to write down the sentence about whatever they wanted to wrote, and the researcher just remained to the students to give attention to the elements or the mechanics of writing when they are doing Free-Writing exercises. Also, it offers a student center activity that can be very beneficial for writing class

Based on Brown (2001) explains: You may follow these steps of how to make a free-writing:

1. From your list of changes, choose one idea that interested you.
2. Write the idea at the top of a clean sheet of paper.
3. For ten minutes, write about this topic without stopping.

This means that you should be writing something regularly.

- a. Write down everything that comes to your mind.
- b. Do not judge your ideas.

- c. Do not worry about your spelling and grammar.
- d. If you run out of things to say, continue writing whatever comes to your mind. This process is called free-writing. It is designed to help in writing free ideas that you might not realize. An essential aspect of Free-Writing is that you write without being concerned about spelling, punctuation, or grammar. The free-writing strategy can be suitably done when students do not worry anymore about the mistakes or grammatical features. In doing this, the students need reasonable confidence while at the same time, they need to consider two aspects: content and audience. Once ideas are down on the page, grammatical accuracy, organization, and the rest will gradually follow. Therefore, Free-Writing is essential because, in the act of writing down what our imagination tells us, we are better able to understand our meaning. The students also tend to choose Free-Writing than other kinds of formal writing, because, in free writing, they take time to re-write any events in their lives, and shape the things that have actually happened.

### 2.3.2 The Strengths and Weaknesses of Free-Writing strategy

- 1. Strength of Free-Writing strategy
  - a. Free-writing makes writing easier by helping you with the root psychological or existential difficulty in writing.
  - b. Finding words in your head and putting them down on a blank piece of paper.
  - c. Free-writing helps you learn to write when you don't feel like writing.



- d. Free-writing teaches you to write without thinking about writing.
- e. Free-writing helps you pour more attention, focus, and energy into what you write.

By using Free-Writing makes students more comfortable to get and explore the idea of writing, increase creativity, more focus, more attention, and energy as well as more enjoyable in writing.

## 2. Weaknesses of Free-Writing Strategy

- a. The writer repeatedly stops, writes briefly, and is always looking around. He/she never seems to concentrate for more than a few seconds at a time.
- b. The use of an eraser, liquid paper or scoring out of whatever has been written indicate a writer with perfectionism as his/ her ideal.
- c. Frequent use of the pocket electronic dictionary or flipping of dictionary pages indicates someone pursuing the most accurate word possible.
- d. Since a quiet class is usually required for this task, the talker is immediately noticed above the silence of the classroom, either as the buzz from the back of the class or audible words coming from the corner.
- e. The writer has another piece of paper on which is written a topic, title, and even some notes or a plan. He/she can be seen as copying or referring to it frequently. To solve those problems the teacher gives solution such as: (1) the teacher asks the students to make an outline (2) the teacher encourages students to be more confident (3)

the teacher gives the keywords in accordance with the topic (4) the teacher control the class by having them quiet for sometimes (5) the teacher monitors the class accordingly.

### 2.3 Descriptive Text

#### 1. The Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place, or thing (ArtonoWardiman, 2008: 122). The description is a part of another piece of writing and is used to inform an audience to see something from the writer's point of view.

Descriptive writing is a type of written text, which has a specific function to give a description of an object (human and non-human or idea).

The descriptive genre can also describe the idea or point of view in order to have a visual appearance of it. In other words, it can be said that descriptive genre is the way to describe or illustrate the object, person or idea so that the reader can see the object, or person or idea by his/her eyes physically.

#### 2. Purposes of Descriptive Text

- a. To entertain
- b. To express feelings
- c. To relate experience
- d. To inform (for a reader unfamiliar with the subject)
- e. To inform (to create a fresh appreciation for the familiar)

f. To persuade

### 3. Kinds of Descriptive Text

- a. Description of the people
- b. Description of the place
- c. Description of the things

### 4. The Structure of Descriptive Text

- a. The generic structures of description are as follows:
  - Identification: identifies the phenomenon to be described
  - Description of features: describe features in order of importance: parts/things, qualities, and other characteristics.
- b. The generic features of description are:
  - The verb in the present tense
  - Adjective to describe the features of the subject
  - Topic sentences to begin paragraph and organize the various aspects of the description.

There are many kinds of text in writing; one of them is descriptive.

The researcher chooses descriptive text because they want to focus on which text would be used in her research. In the descriptive text, the students have to describe the object and make the reader can see, feel, hear, and touch the object. It means that the students use their imagination and knowledge in their writing. So, why the researcher choose descriptive text because so that researcher is more focus, if the researcher uses a lot of

texts will not be effective because in Free-Writing many cycle or stages will have use, so, we need much time for it.

## 2.4 Previous Studies

There some studies related to the present study. The first research is Khaerani (2014/2015) in their study” improve students’ writing ability of Class VIII B at SMP Muhammadiyah 2 Mlati in the academic year of 2014/2015 through the use of free-writing technique”.it can be concluded that all of the scores of each aspect increased. Furthermore, the data also proved that free-writing technique could appropriate to apply in individual work, pair work, and group work.

In this previous study, the researcher used classroom action research (CAR) design, during the researcher used quasi-experimental design. The subjects of this research were grade VIII B students of SMP Muhammadiyah 2 Mlati Sleman Yogyakarta in the academic year of 2014/2015. Based on the analysis of the research findings, the writing ability of the students were improved by using Free-Writing technique based on the qualitative data, such as the results of the interview transcripts of the students' attitude and field notes, it was shown that the students seemed to be more confident and motivated begin to write in the terms for generating the ideas.

Moreover, this improvement can also be seen quantitatively by comparing the mean values of each score from the pre-test to the post-test, it can be concluded that all of the scores of each aspect increased.

Furthermore, the data also proved that free-writing technique could appropriate to apply in individual work, pair work, and group work.

The second previous study by Nurfiryalianti, Jamaluddin, Hastini entitled “Improving Writing Skill by Using Free-Writing Technique”. She used the quasi-experimental research design. The purpose of this research was to find out whether the use of free-writing technique could improve students' writing skill, especially in writing a descriptive paragraph or not.

This research was conducted at SMP Negeri 1 Pasangkayu. The population was the eighth-grade students, and the sample was class VIIIB as the experimental class and VIIIC as control class. After conducting and analyzing the research, she concluded the use of free technique could improve the students writing skill in writing descriptive paragraph particularly in learning the elements of writing such the paragraph organization, vocabulary, and grammar.

It was proven after conducting the treatment for eight meetings. Besides, the free-writing technique can make the students start writing without overthinking to the grammatical sentences in sharing their ideas in the paper. It might make the students be comfortable in doing the writing. The Free-Writing technique also can be used not only to improve students writing skill but also to improve other skills or components in different genres and elements in teaching English while the research focuses on descriptive text, the data gained from the writing test.



The last is YaholilMustapa, Rusdi Noor Rosa (2013) with the title "Using Free-Writing Technique in teaching writing a Recount Text to junior high school" students at khairaniUmmah Islamic Junior High School in Padang. This research used technique Pre-teaching, Whilst-teaching, and post-teaching. It can be concluded that the students were able to write a recount text better by using Free-Writing.



**CHAPTER III**  
**RESEARCH METHODOLOGY**

**3.1 Research Design**

Research design is procedures for collecting, analyzing, and reporting research in quantitative and qualitative research (Creswell, 2012: 627). According to Sugiyono (2013: 107) said that an experimental method was the research method used to find out the effect of treatment toward the other case in reasonable condition. The researcher applied a quasi-experimental research design. Because the sample consists of two classes: the experimental and control class. They received different teaching treatments, i.e., different technique. Then the difference is at the use of Free-Writing strategy on the teaching of writing Descriptive texts.

The experimental class was taught by free-writing strategy on the teaching of writing descriptive texts. Meanwhile, the control group was not taught by using free-writing strategy or using a conventional technique such as using a textbook. The difference between both of the groups may define the significance of treatment (Bell, 2009: 147, Wiersma and Jurs, 2009:165). The design can be illustrated as follows:

**Tabel 3.1: Design of the Research**

Sample	Class	Pre-Test	Treatment	Post-Test
S	E	O <sup>1</sup>	X	O <sup>2</sup>
S	C	O <sup>1</sup>		O <sup>2</sup>

Notes:

S: Sample

E: Experimental

C: Control

O<sup>1</sup>: Students' pre-test score

O<sup>2</sup>: Students' post-test score

X: Free-Writing Strategy

### **3.2 Population and Sample**

#### **3.1.1 Population**

According to Sugiyono (2014: 117) population is a generalization region consisting of object/ subject that has qualities and characteristics set by the researcher to be studied and then drawn a conclusion. It means that "population" consists of all of the subjects which want to be studied. The population of this research is all of the students at SMPN 1 Pajoin academic year 2018/2019. The total of the population is 50 students, were consist of two classes.

#### **3.1.2 Sample**

Arikunto (2013: 147) states that the sample is a smaller part of the population that taken as an object. It means that we can take the sample from the population. Based on the population above, this research took two classes as the sample.

**Tabel 3.2 : Tabel of sample**

No.	Class	Population
1.	VIII A	25 Students
2.	VIII B	25 Students
Total		50

### **3.3 The Instrument**

According to Sugiyono (2014; 102) define that research instrumental the tool which used to measure natural phenomena or social phenomena that studied the instrument of this research is writing the test. Writing test is a test which is given to the students in order to know their ability in writing the test. The test is required for the students to write a descriptive based on the instruction given.

### **3.4 The Method of Data Collection**

In collecting data from the sample, the researcher applied the following steps:

a. Pre-test

The researcher conduct pre-test in first at the experimental group and control group before treatment. It aims to know the basic of students' knowledge in writing, especially in descriptive text. The teacher explained to students what they have to do and ask them to do the test. The teacher gave the topic entitled "my friend," then students made a paragraph about my friends of descriptive text.

## b. Treatment

The next step is treatment. In this step, the researcher used descriptive text. There are three steps in applying Free-Writing Strategy in the teaching process; they are:

### a) Pra-Teaching

The researcher began the class with a greeting, praying, taking attendance list, telling the material, and the aim of material.

### b) Main Teaching

#### Observing

- 1) The researcher explained about descriptive text
- 2) The researcher gave an example of descriptive text
- 3) The researcher asks the students to understand the text
- 4) The researcher gave some questions to students in order to test the students' understanding of the text

#### Elaborating

1. The researcher would ask the students to write down the descriptive text about people, for example, about their friends, their family, or their idol.
2. The researcher keeps handling the students when they are writing.

#### Confirming:

1. The researcher conclude and give the reinforcement about the material



First, the researcher teaches the students with a specific topic. For example, the teacher gave the topic entitled “my friends”, then students made a paragraph about my friends of descriptive text.

## 2. Post-Teaching

The researcher ends the meeting and gives some motivations to the students.

Treatment is the technique or strategy that is conducted by the research. There are two groups that are the control group and experimental group, and one of the groups is given treatment that is experimental group, in the experimental group the students are taught how to write with the Free-Writing strategy.

### c. Post-test

After conducting the treatment, the researcher gave post-test for experimental and control groups about the topic entitled “idol”, then students make a paragraph about the idol of descriptive text the researcher using a scoring rubric that was stated by Hughes and Arthur (2003: 133) to get students’ value in writing as follow:

**Tabel 3.3: Scoring Rubric for Writing**

No.	COMPONENTS	RANGE	DESCRIPTION
1	CONTENT	30-27 Excellent to Very Good 26-22 Good 21-17 Fair to poor 16-13 Very poor	Related ideas  Occasionally unrelated ideas Very often unrelated ideas Irrelevant ideas
2	ORGANIZATION	20-18 Excellent to very good 17-14 Good 13-10 Fair to poor 9-7 Very poor	Effective and well organized  Occasionally ineffective, weak transition and Incomplete organization Lack of organization Little or no organization
3	VOCABULARY	20-18 Excellent to very good 17-14 Good 13-10 Fair to poor 9-7 Very poor	Effective word choice  Mostly effective word choice Frequently error in word choice Mostly ineffective word choice
4	LANGUAGE USE	25-22 Excellent to very good 21-18 Good 17-11 Fair to poor 10-5 Poor	Grammatically correct  Mostly grammatically correct Frequently error in grammar Very often error grammar
5	MECHANICS	5 Excellent to very	Few errors in spelling,

	good	punctuation, capitalization and paragraphing.
	4 Good	Occasionally errors in spelling, punctuation, capitalization and paragraphing.
	3 Fair to poor	Frequent errors in spelling, punctuation, capitalization and paragraphing.
	2 Very poor	Dominated by errors in spelling, punctuation, capitalization and paragraphing.
TOTAL SCORE		

**Table 3.4: Score and classification**

Score	Classification
86-100	Excellent
71-85	Very Good
56-70	Good
41-55	Fairly Good
1-40	Poor

### 3.5 Data Analysis Procedure

To analyze the data, the researcher used SPSS 17.00, the data collecting from pre-test and post-test :

### 3.6 Descriptive Data

Descriptive statistical data is useful for explaining and describing research data, including the amount of data, maximum score, minimum score, average score, and others.

### 3.7 Normality t-test

- a. Normality test is do
- b. To find out whether the research data is usually distributed or not.
- c. Standard data is an absolute requirement before we do parametric statistical analysis.
- d. In parametric statistics, there are two types of normality test that are often used, namely the Kolmogorov-Smirnov test and sharpio-wil test.

If significance (Sig) score is more  $>$  (high) than 0,05 then the data is usually distributed, while if significance (Sig) score is more  $<$  than 0,05 then the data is not normally distributed.

### 3.8 Paired t-test

- a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs
- b. Requirements in the paired sample t-test are normal distribution data
- c. For homogeneous variant data, it is not a requirement in the paired sample t-test.
- d. The paired sample t-test in this research is used to answer the problem statement.

- e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with post-test experimental class, then the pre-test control class data with the control class post-test data.

### **3.9 Wilcoxon t-test**

- a. Test wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs
- b. The research data used in the Wilcoxon test is ideally ordinal or interval data
- c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test, there is not needed for research data that are normally distributed Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

### **3.10 Homogeneity t-test**

- a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous
- b. Homogeneous data is one of the requirements in the independent sample t-test.
- c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not.



If significance (Sig) score based on mean  $> 0,05$  then the data variant is HOMOGEN, while if significance (Sig) score based on mean  $< 0,05$  then the data variant is NOT homogenous.

### 3.11 Independent t-test

- a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.
- b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.
- c. The independent sample t-test in this research is used to answer the problem formulation.
- d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

### 3.12 Mann Whitney t-test

- a. Mann Whitney test aims to determine whether there is a difference in the average of two unpaired samples
- b. The number of samples used does not have to be the same
- c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous
- d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.