

The effect of free writing technique on students' writing ability

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Abstrak

Tujuan dari penelitian ini adalah untuk memecahkan masalah siswa dalam menulis teks naratif, seperti mereka kekurangan kosa kata dan mereka sulit dalam struktur generik tertentu. Siswa tidak tertarik dengan keterampilan Menulis. Penelitian ini merupakan penelitian eksperimen. Tujuan dari penelitian ini adalah untuk mengetahui mana yang lebih signifikan antara pengaruh Teknik Menulis Bebas terhadap Kemampuan Menulis Siswa dalam menulis teks naratif. Pengajaran menulis teks naratif menggunakan teknik menulis bebas atau mengajar menulis teks naratif menggunakan metode konvensional. Desain penelitian yang digunakan dalam penelitian ini adalah penelitian eksperimen semu. Data skor diambil dari siswa kelas XI SMA N. 5 Pematang Siantar. Yang terdiri dari 150 siswa yang dipilih dengan mengambil kelas XI IA3 dan XI IA4 sebagai sampel. Dalam penelitian ini, skor untuk menulis teks naratif pada kelompok kontrol dan kelompok eksperimen digunakan sebagai pengumpulan data. Ada dua data yang digunakan dalam penelitian ini. Yaitu: pre-test dan post-test. Data dianalisis menggunakan rumus uji-t. Setelah dilakukan analisis data, diperoleh hasil bahwa t-test adalah 2,72 dan t-tabel = 2,003. Hasil penelitian menunjukkan bahwa nilai t-test lebih tinggi dari t-tabel t-test > t-tabel (2,72 > 2,003). Dapat disimpulkan bahwa penerapan Teknik Menulis Bebas berpengaruh signifikan terhadap Kemampuan Siswa dalam Menulis Teks Narasi.

Kata Kunci: Teknik Menulis, menulis, teks naratif.

Abstract

This research aims to solve the students' problems in writing narrative text. The students' problems are lack in vocabulary and difficult in constructing generic structures. The purpose of this study is to find out which influence is more significant between Free Writing Techniques and conventional method on students' writing ability in writing narrative texts. This research uses an experimental design with a quasi-experimental research. The data was taken from grade XI students of SMA N. 5 Pematang Siantar that consists of 150 students as population and selected by cluster random sampling then taking classes XI IA3 and XI IA4 as samples. Before conducting the research, a pre-test was taken to see the prior ability of the students and followed by series of treatments in experimental class then finally a post test was taken to see the progress. The data were analyzed by using the t-test formula. After analyzing the data, the results showed that the t-test was 2.72 and t-table = 2.003. The results showed that the t-test value was higher than the t-table t-test > t-table (2.72 > 2.003). It can be concluded that the application of Free Writing Techniques has a significant effect on students' ability in writing narrative texts. The students' ability in writing narrative text improves better taught by using Free Writing technique.

Keywords: Free Writing Techniques, writing, narrative text.

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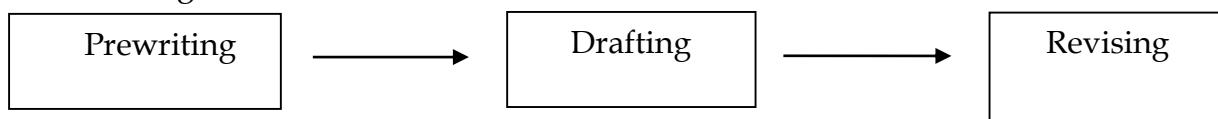
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INTRODUCTION

Writing is an activity to express ideas, issues, events, feeling or thinking to the others thought written form Yamaç et al., (2020); Widodo, (2020). Writing can be defined as communicate act, a way of sharing observation, though, or ideas with ourselves and others Ruini & Mortara, (2022); Smith, (2020). It is tools of thinking the students, who study English, have some problems in learning it especially in mastery English writing, because of limitation about the language without being able to use it to express their intention in writing English text Siregar & Dongoran, (2020); Pardede & Herman, (2020). From the definition above, the writer concludes that writing is a tool of communication in expressing our ideas as well as our experience. So, in writing, there are some parts which cannot be separated, they are: grammar understanding, language exploration, and ideas expression. Méndez-Arreola, (2020); stated in their book titled "Writing Matters" that writing is a process which always requires prewriting, drafting, and revising. Writing process can develop students' ability in writing because they can write independently. Writing is a tool to convey our ideas as well as information through the written form which the result is in the text." Writing is an activity of writing, written or printed words". Writing is the way to know, learn, and communicate. Birch & Fulop, (2020) By writing, we can communicate what we know as well as what we learn. Furthermore, McCarthy, (2020); Lindsay, (2020), stated that writing can force us to clarify our thoughts by thinking. It means that writing is beneficial to stimulate our mind to have a good thinking. Also, Emig, (2020); Fulwiler, (2020), said that writing is write our experience that the more we do it regularly, the more pleasure we get.

Writing process is a description of three main stages, they are: Prewriting, Drafting, and Revising.



Writing process itself depends on: For what you are writing, Why you are writing, What you are writing about, How you feel, how much time you have, and all of the questions which describe the situation Wiyanto & Asmorobangun, (2020); Yamaç et al., (2020).

When the writers took observation in grade XI SMA N 5 Pematang Siantar, particularly IPA X1 and IPS, the writer found that most of the students in the class are not interested in writing as well as able to write a good text. Furthermore, most of them also do not understand about Narrative text because they have never learned about the text before. According to the English teacher, from 29 students in the classroom, there are only about 10 students who reach the score based on Minimum Mastery Criterion (KKM), while the others got below 70 as the standard of KKM score. In the writer's observation, it's found their reasons why the students dislike writing, such as : The students assume that writing is

difficult,, the students have limited vocabularies, the students are afraid of doing mistakes in Grammar, the students have no inspiration to write about, The students think that writing is exhausted and boring, The students don't know how to write, The students prefer reading to writing, the students complain that their English teacher in the classroom is not serious to teach them in writing.

From those problems faced by the students, the writer is interested in applying Free Writing Technique as the bridge in improving the students' ability in writing Narrative. By applying the method, the students will not be worried about the grammar or the other regulations in writing. This activity will help them to enjoy writing as well as give them chance to explore the ideas in their head to write on. Free Writing is a bridge for students to write freely without regard to spelling, grammar, or topic for a brief period in each class, usually it is approximately twenty minutes. This method even can enrich their vocabularies if this is done regularly at least three times in a week before doing the formal writing. If the students reach a point where they cannot think of anything to write, they may write that they cannot think of anything, until they find another topic to write.

In accordance with the explanation above, the writer hypothesized that Free Writing technique will be appropriate used as the technique in teaching writing narrative. By using Free Writing Technique, the students' narrative text writing ability would be better. The writer proposed a research entitled "The effect of Free Writing Technique on Students' Ability in Writing Narrative Text of Grade X1 SMA Negeri 5 Pematang Siantar". Based on the background the explanation above the writer formulates the problem of this research as: Does the Free Writing Technique affect the students' ability in writing narrative text of grade X1 SMA 5 Pematang Siantar?

METHOD

In this research, the writer uses quasi-experimental design. Gopalan, Rosinger, & Ahn, (2020);Herbaut & Geven, (2020). Quasi-experiments include assignment, but not random assignment of participants to groups (Price et al., 2015). This is because the experimenter cannot artificially create groups for the experiment. It is awkward to create a new class in learning by random the participants. Thus, it is more efficient if the writer use quasi- experimental design because it is not random participants. Further, the varieties of quasi experimental designs, which can be divided into two main categories, there are pre- and posttest, posttest only. It describes that quasi-experimental design do not have random assignment, then quasi- experimental divided into categories pre- and posttest, posttest only (Krishnan, 2019). Then, the writer selected two classes, first class as a control class and second class as an experimental class (Graham et al., 2018). The research design can be presented as follows:

Table 1. Research Design

Grop	Pre-test	Treatment	Post-test
<i>Experimental Group</i>	X1	√	Y1
<i>Control Group</i>	X1	-	Y1

Population and Sample of the Research

The population in this research is all students of grade XI SMA N 5 Pematang Siantar. In this research, the writer chose two classes as the sample, the first as the experimental class and the second as the control class. Class XI IA³ and XI IA⁴ which consists of 29 students each classes. In this case, the writer makes the list of the number of population, as follow:

Table 2. Research Population

Class	Male	Female	Total
XI IA ³	14	15	29
XI IA ⁴	12	17	29
Total	26	32	58

Instrument of the Research

The instrument used in this research is writing test. This test has a purpose to measure the students' writing ability (Barus et al., 2020). The writer made two instrument, they are pre-test and post-test. The instruments of pre-test and post-test are tests to be composed of the test is about writing narrative text based on the good generic structure according to (Mehan, 2020).

Technique of Data Collection

To collect the data, the writer used an instrument that was a test which consists of pre-test and post-test. The test was used to know students' narrative text writing ability. In order to know whether there is any effect of Free Writing Technique on the Class XI SMA N 5 Pematang Siantar students' to the ability in writing a narrative text, the difference of mean score of two groups are calculated by using t-test. The formula of t-test is as follows:

$$t = \frac{M_x - M_y}{\sqrt{\frac{d_x \cdot d_y}{(N_x + N_y) - 2} \sqrt{\frac{1}{N_x} + \frac{1}{N_y}}}}$$

Where:

t = Total score
M_x = The mean of experimental group
M_y = The mean of control group
d_x = Standard deviation of experimental group
d_y = Standard deviation of control group
N_x = The total sample of experimental group
N_y = The total sample of control group.

RESULTS AND DISCUSSION

This section talks about the result of the study which consists of the analysis of the data, the level of the students' ability, validity of the data, reliability of the data, interpretation and research finding. The writer has given writing test both in the control class and in the experimental class as the instrument to the students of ninth grade students to know how far their ability in writing narrative text.

Table 3. The students Writing Score Experimental Group

No	Students' Name	X	Y	X ²	Y ²	XY
1	AW	73	81	5329	6561	5913
2	AS	54	66	2916	4356	3564
3	AM	50	72	2500	5184	3600
4	DS	59	80	3481	6400	4720
5	DW	54	74	2916	5476	3996
6	DH	57	82	3249	6724	4674
7	DF	57	80	3249	6400	4560
8	DR	40	73	1600	5329	2920
9	ES	64	76	4096	5776	4864
10	EZ	72	80	5184	6400	5760
11	FL	55	66	3025	4356	3630
12	GD	67	76	4489	5776	5092
13	HZ	52	72	2704	5184	3744
14	HS	68	75	4624	5625	5100
15	KD	71	75	5041	5625	5325
16	MD	65	94	4225	8836	6110
17	MN	47	68	2209	4624	3196
18	M.I	70	96	4900	9216	6720
19	M.K	53	87	2809	7569	4611
20	MD	65	83	4225	6889	5395
21	NT	40	69	1600	4761	2760
22	NS	65	88	4225	7744	5720
23	NA	73	82	5329	6724	5986
24	PR	42	77	1764	5929	3234
25	RS	63	74	3969	5476	4662
26	RN	67	87	4489	7569	5829
27	RT	50	62	2500	3844	3100
28	RS	52	84	2704	7056	4368
29	SA	76	77	5776	5929	5852
N= 29		$\sum x = 1721$	$\sum Y = 2256$	$\sum X^2 = 105127$	$\sum Y^2 = 177338$	$\sum XY = 135$

To find out validity applied product Moment Formula (Arikunto,2006:274).

$$\begin{aligned}
& \frac{29.135005 - (1721).(2256)}{\sqrt{[29.105127 - (1721^2)].[29.177338 - (2256^2)]}} \\
& = \frac{3915145 - 3882576}{[3048683 - (2961841)].[5142802 - 5089536]} \\
& = \frac{32569}{\sqrt{[86842].[53266]}} \\
& = \frac{32569}{\sqrt{4625725972}} \\
& = \frac{32569}{68012,68} \\
& = 0,47
\end{aligned}$$

Based on the result of validity of experimental class, so it is found that the score of validity is 0,47. It means that the validity of the Experimental class was fair.

The Reliability Data of Experimental Class

To find out the reability of the test, the writer applied Spearman-Brown Formula (Arikunto,2006:180)

$$\begin{aligned}
r_{11} &= \frac{\frac{2(0,47)}{2}}{1 + \frac{2(0,47)}{2}} \\
&= \frac{0,94}{1,47} \\
&= 0,63
\end{aligned}$$

The calculation shows that the reliability of the test is 0,63. It means that the reliability of the test is very high based on the value of the reliability.

Table 4. The students Writing Score Control Group

No	Students' Name	X	Y	X ²	Y ²	XY
1	AL	40	41	1600	1681	1640
2	AR	60	63	3600	3969	3730
3	AS	35	55	1225	3025	1925
4	AP	80	95	6400	9025	7600
5	AP	38	45	1444	2025	1710
6	BI	20	30	400	900	600
7	CW	35	55	1225	3025	1925
8	DH	60	62	3600	3844	3720
9	ES	10	30	100	900	300
10	FY	83	90	6889	8100	7470

11	JH	35	62	1225	3844	2170
12	MA	30	30	900	900	900
13	MP	25	44	625	1936	1100
14	MH	45	63	2025	3969	2835
15	MB	50	60	2500	3600	3000
16	NP	30	38	900	1444	1140
17	NS	45	75	2025	5625	3375
18	PM	50	65	2500	4225	3250
19	PA	40	58	1600	3364	2320
20	RS	50	60	2500	3600	3000
21	RB	69	75	4761	5625	5175
22	RG	41	55	1681	3025	2420
23	RM	65	72	4225	5184	4680
24	RS	40	50	1600	2500	2000
25	SS	75	87	5625	7569	6525
26	TRI	30	33	900	1089	990
27	TS	40	55	1600	3025	2200
28	US	45	50	2025	2500	2250
29	WS	30	39	900	1521	1170
N=29		$\sum X =$	$\sum Y =$	$\sum X^2 =$	$\sum Y^2 =$	$\sum XY =$
		1289	1637	66600	101039	81120

From the table above, the writer got the sum of items score pre-test(X) was 1289, the sum of even items scores post-test(Y) was 1637. Furthermore, the sum of X^2 was 66600, the sum of Y^2 was 101039 while the sum of XY was 81120. To find out the validity of the test, the writer uses Product-Moment Formula (Arikunto,2006:274)

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \sum XY - (\sum X) \cdot (\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X^2)] \cdot [N \cdot \sum Y^2 - (\sum Y^2)]}} \\
 &= \frac{29.81120 - (1289) \cdot (1637)}{\sqrt{[29.66600 - (1289^2)] \cdot [29.101039 - (1637^2)]}} \\
 &= \frac{2352480 - 2110093}{\sqrt{[1931400 - (1661521)] \cdot [2930131 - 2679769]}} \\
 &= \frac{21412357}{\sqrt{[269879] \cdot [250362]}} \\
 &= \frac{242387}{\sqrt{67567446198}} \\
 &= \frac{242387}{259937,38} \\
 &= 0,93
 \end{aligned}$$

Based on the table of the result of validity of control class, so it is found that the score of validity is 0,93. It means that the validity of Control Class was very high.

Findings

After the writer analyzed the data and verified the hypothesis, then the writer came to the research finding. It is important as adequate exposition of the purpose of the study being reported and the chapter and section topic involved. The writer found that:

1. The highest score was 76 for pre-test and 96 was the highest for post-test in Experimental Class. The lowest score was 40 for pre-test and 62 for post-test.
2. The highest score was 83 for pre-test and 95 was the highest for post-test in Control Class. The lowest score was 10 for pre-test and 30 for post-test
3. The mean score in Experimental Class from pre-test and post-test were 59,34 and 77,79 while the mean score in Control Class from pre-test and post-test were 44,69 and 56,45.

Test	Class	
	Experimental Class	Control Class
Pre-Test	59,34	44,69
Post-Test	77,79	56,45

4. The total mean score of Experimental Class (M_x) was 18,82
5. The total mean score of Control Class was 12,44
6. The total standard deviation from Experimental Class (X^2) was 3514,86
7. The total standard deviation from Control Class (Y^2) was 1596,82
8. From the previous data calculation, the writer got the t-test with $df = 56 = 2,72$ from the t-test formula
9. Teaching writing by using Free Writing Technique contributed significant influence on the students' ability in writing narrative text based on the result of data analysis shown above which resulted $t\text{-test} > t\text{-table}$ ($2.72 > 2.003$)

Based on the result calculation of the finding above, the result of t-test was 2.72 which is higher than t-table (2.003). In this hypothesis testing, it's shown that the Alternate Hypothesis was accepted ($2.72 > 2.003$). It means that there is a significant influence of using Free Writing Technique of the students' writing ability in narrative text. It was proved from the shown data that the score of Experimental Class was higher than the score of Control Class. Free Writing gives a better way as well as a good technique in developing students' ability in writing. Furthermore, this technique helped the students to be more interested in writing.

CONCLUSION

The conclusion is there is a significant effect of Free Writing Technique on students' ability in writing narrative text in Class XI SMA Negeri 5 Pematang Siantar. Free Writing Technique is appropriate to be implemented in teaching writing narrative to the students because it improves them to express the ideas and constructing it into a good narrative text based on the generic structure.

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