

## ABSTRACT

**KURLILLAH, ANIS.** 2016. "The Effectiveness of Using FreeWriting Technique on Writing Skill at Eighth Grade of Mts Al Hidayah Kendal Ngawi in Academic Year 2015/2016". Thesis. English Education Department of State Islamic College (STAIN) Ponorogo. Advisor: Dr. Harjali. M.Pd.

**Key Words: Freewriting, Writing.**

This study deals with The Effectiveness of Using FreeWriting Technique on Writing Skill at Eighth Grade of Mts Al Hidayah Kendal Ngawi in Academic Year 2015/2016. The objective of the study was to find out the differences of effectiveness between student who using freewriting technique and student who doesn't using freewriting technique in writing activity.

The problem that the researcher found that, almost of every students of eighth grade of MTs Al Hidayah has a same problem on their writing activity. They felt confuse and didn't know what they should write on paper and how to begin at their writing activity. The researcher took a short interview with the teacher of English subject, and she said commonly the students felt confuse on writing activity and it influenced on their writing fluency". And the teacher didn't use some technique to provoke the student's creativity in writing activity during teaching activity.

The researcher used Quasi Experimental and used Nonequivalent (Pre-test and Post-test) Control-Group design. This study carried at Eighth grade of MTs Al Hidayah in May 2016. This study assigned two classes; they are class VIII A and class VIII B. The clusters in this research are VIII A class which consists of 23 students for experiment group which using freewriting technique and VIII B which consists of 23 students for control group which doesn't using freewriting.

Based on the statistical analysis, it could be seen from the result showed that  $t_0 = 8,237$ . After being consulted with 5% significant level with  $db = 44$ , that is  $t$  index  $t_t = 2,02$ . Therefore  $t_0 \geq t_t$ , so  $H_a$ . The student who using freewriting will achieve better score in writing activity than the student who doesn't use freewriting in writing skill at the eighth grade of MTs Al Hidayah in academic year 2015/2016 was accepted. So the result showed that technique of freewriting technique is effective in writing activity at eighth grade of MTs Al Hidayah Kendal Ngawi in academic year 2015/2016.

# CHAPTER I

## INTRODUCTION

### A. Background of study

Language is an important thing in our life because it cannot be separated from our daily activities. When we want to communicate with other peoples, language is a main device of communication. Language skills are often categorized as receptive or productive skills.

Listening and reading are regarded as receptive skill because the focuses are on receiving information from an outside source. Speaking and writing, on the other hand, are productive skill because the focuses are on producing information.<sup>1</sup>

In learning activity, teacher has to present all the language skills that are identified as listening, reading, speaking, and writing. All of language skills must be presented to achieve the whole understanding of English.

When dealing with writing, we make the best use of sentence to express our message. When we write, we intend to interact with our readers using written language.<sup>2</sup> Writing, as a process of expressing ideas or thoughts in words, should be done at our leisure.<sup>3</sup> Writing takes on many forms in our lives, everything from jotting down phone message to write research papers and the processes we use to write vary greatly depending on the purpose of the writing tasks.<sup>4</sup> Writing has been a major means used by academic staff across the disciplines in assessment of student

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<sup>1</sup> David Nunan, Practical English Language (New York: The MC Graw Hill Companies, 2003), 24.

<sup>2</sup> Bram Barli, Write Well Improving Writing Skill, (KANISIUS, Yogyakarta, 1995) 25

<sup>3</sup> Groth Cheryl, Kendra Irene L, Leo Sutanto, Lilyana Sandra, Lukman Edwar Aldrich, Yugianingrum, Essay Writing English For Academic Purpose Second Edition (ANDI OFFSET, Yogyakarta, 2013) 1

<sup>4</sup> Parrish Betsy, Teaching Adult ESL a Practical Introduction, (America, New York, McGraw-Hill Companies 2004) 146



learning in higher education. Likewise, the ability to convey thoughts effectively in writing has been deemed crucial for success in tertiary studies.<sup>5</sup> Writing is also the important skill in English, because it can use to communicate with the other people.

Writing takes time and energy; it is a long process. Before we start drafting, we certainly need to decide what to write; we must choose a topic. To find an inspiring topic might be sometimes rather difficult.<sup>6</sup> As a productive skill, sometimes it is a little bit difficult to write. Perhaps, students have much idea in their mind but they have difficulty to arise it. It could be embarrassing for students to admit that they are having difficulties starting out, so be vigilant. Students who make no effort to write anything down at beginner level may need special attention.

Writing is either hard or easy, as person make it. For most of people who have not written very much, the chief difficulty is uncertainly as to what they should do. Worry takes more out of them than work. They try seeing the completely finished paper at the very start of thinking about it, perhaps even before the topic is define in their minds, usually before the material has been got together and lied up. At the stage they cannot even worry intelligently about the paper, much less see their way to working profitably on it.<sup>7</sup>

It is not a simple and easy task for the teachers to improve their students' writing skill. They need to apply various techniques that can increase students' writing skill. The appropriate techniques can make the student feel enjoy and

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<sup>5</sup>Li Linda Y., Exploring the Use of Focused Freewriting in Developing Academic Writing, University of Canberra, [linda.li@canberra.edu.au](mailto:linda.li@canberra.edu.au), ([http://jutlp.uow.edu.au/2007\\_v04\\_i01/pdf/li\\_009.pdf](http://jutlp.uow.edu.au/2007_v04_i01/pdf/li_009.pdf).)

<sup>6</sup> Bram Barli, Write Well Improving Writing Skill, (KANISIUS, Yogyakarta, 1995) 64

<sup>7</sup> Perrin Porter G, *Writer's Guide and Index to English*, (Scott, Foresman & Co, University of Washington, Chicago, Atlanta, Dallas, New York, 1942) 288

interested on writing activity and as such is a technique rather than a whole procedure.<sup>8</sup>

One of the technique or strategy in teaching writing is freewriting technique. Freewriting is some technique that the student keeps on writing without stopping to write, no worry about grammatical error or etc. Peter Elbow said that freeWriting is the easiest way to get words on paper and the best all-around practice in writing that I know. Freewriting is a brainstorming activity in which you write freely about atopic because you are looking for specific purpose.<sup>9</sup>

To do a free writing exercise, simply force yourself to write without stopping for ten minutes. Sometimes you will produce good writing, but that's not the goal. Sometimes you will produce garbage, but that's not the goal either. You may stay on one topic, you may flip repeatedly from one to another, and it doesn't matter.<sup>10</sup>

In the simplest terms, free writing refers to the act of writing quickly for a set time from ten to fifteen minutes, just putting down whatever is in the mind, without pausing and worrying about what words to use, and without going back to modify what has been written. In Elbow's own words, "the only requirement is that you never stop."<sup>11</sup>

Freewriting also stimulates thinking by allowing the student writer to pour more attention, focus and energy into a brief writing act, which in turn, helps to discover and generate more ideas. When the anxiety about writing for a perfect

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<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Third Edition, Longman) 79

<sup>9</sup>Oshima Alice, Hogue Ann, *Writing Academic English*, Third Edition, (Addison Wesley Longman 1999) 6

<sup>10</sup>Elbow Peter, *Writing With Power Techniques for Mastering the Writing Process* Second Edition (New York, Oxford University Press,1998) 13

<sup>11</sup>Li Linda Y., *Exploring the Use of Focused Freewriting in Developing Academic Writing*, University of Canberra, linda.li@canberra.edu.au, ([http://jutlp.uow.edu.au/2007\\_v04\\_i01/pdf/li\\_009.pdf](http://jutlp.uow.edu.au/2007_v04_i01/pdf/li_009.pdf).)



product is removed, students will find the writing process more enjoyable, liberating and empowering.<sup>12</sup>

The main thing about free writing is that it is none editing. It is an exercise in bringing together the process of producing words and putting them down on the page. It will make writing less blocked because words will come more easily.<sup>13</sup> Freewritings help the students by providing no feedback at all. The main thing of free writing is no evaluated in any way and in fact there must be no discussion or comment at all.

Based on the observation which conducted at Eighth grade of MTs Al-Hidayah, almost of the students of eighth grade of MTs Al Hidayah have a same problem on their writing activity. They felt confuse and didn't know what they should write on paper and how to begin at their writing activity. They also poor in vocabulary, and didn't understand about grammatical. The researcher took a short interview with the teacher of English subject, and she said commonly the students felt confuse on writing activity and it influenced on their writing fluency'. And the teacher didn't use some technique to provoke the student's creativity in writing activity during teaching activity.

This research attempts to explore and to find out on the different achievement students of writing who taught by using freewriting technique and who doesn't taught by using freewriting technique in their writing activity at eighth grade of MTs Al-Hidayah Academic year 2015/2016. The student at eighth grade will asked to use free writing in certain ways and duration. Either they will be tested before using

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<sup>12</sup>Elbow Peter, Everyone Can write essays Toward a Hopeful Theory Of Writing and Teaching Writing (New York Oxford University Press,2000 )

<sup>13</sup>Elbow Peter, Writing Without Teachers (London Oxford New York, Oxford University Press 1973) 4

freewriting in certain ways and time. Then, the score will be enumerated by T-test formula to find out the comparison.

From the explanation above, the researcher is interested in conducting the research on “The Effectiveness of Using FreeWriting Technique on Writing Skill at Eighth Grade of Mts Al Hidayah Kendal Ngawi in Academic Year 2015/2016”

## **B. Limitation of the study**

There are many problems that may be happened at eighth grade of MTs Al Hidayah Kendal Ngawi, such as: lack of study, lack of motivation, lack of technique on writing skill, lack of understanding. To avoid a far-ranging discussion, this research discusses on lack of technique, and focus on some concerns identified as follow:

1. This research focus on knowing the different of students writing skill achievement between who taught by using free writing technique and who doesn't taught by using free writing technique on writing activity at eighth grade of MTs Al Hidayah Kendal Ngawi academic year 2015/2016.
2. This research focus to identify, whether freewriting is effective on writing skill activity at eighth grade of MTs Al Hidayah Kendal Ngawi academic year 2015/2016.

## **C. Statement of the problem**

Regarding the limitation of the study, this study promotes some problems formulated into:



1. How is student's writing skill that who taught by using freewriting technique in their writing activity at eighth grade of MTs Al Hidayah Kendal Ngawi academic year 2015/2016?
2. How is student's writing skill that doesn't taught by using freewriting technique in their writing activity at eighth grade of MTs Al Hidayah Kendal Ngawi academic year 2015/2016?
3. Is there any significant difference of student writing skill between who taught by using freewriting technique and who doesn't taught by using freewriting technique in writing activity at eighth grade of MTs Al Hidayah Kendal Ngawi academic year 2015/2016?

#### **D. Objectives of the study**

Based on the statement of the problem above, it can be figured out the purpose of the study as following:

1. To describe the student writing skill who taught by using freewriting technique on their writing activity at eighth grade MTs Al Hidayah Kendal Ngawi academic year 2015/2016
2. To describe the student writing skill who doesn't taught by freewriting technique on their writing activity at eighth grade MTs Al Hidayah Kendal Ngawi academic year 2015/2016
3. To find out the difference between who taught by using freewriting technique and who doesn't taught by using freewriting technique on writing activity at eighth grade MTs Al Hidayah Kendal Ngawi academic year 2015/2016

## **E. Significance of the study**

Basically, all the study activities should be having clear significance at the end of study; the writer hopes that this writing will give a great benefit as follow:

### **a. Theoretically**

The significance of this study is to explore the effectiveness and strength of free writing on writing achievement. The research can give the contribution of developing knowledge in teaching writing moreover in using free writing technique.

### **b. Practically**

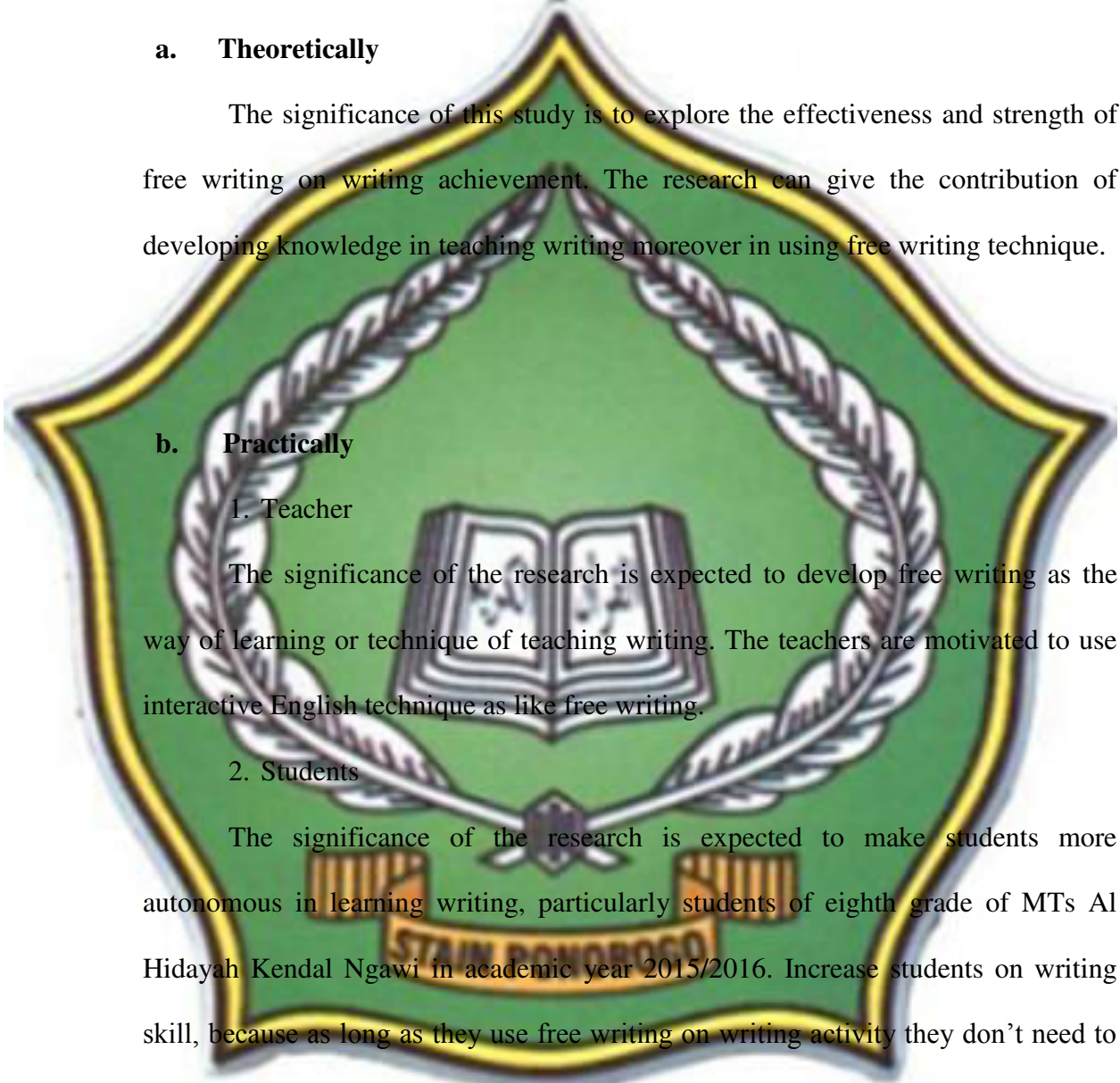
#### **1. Teacher**

The significance of the research is expected to develop free writing as the way of learning or technique of teaching writing. The teachers are motivated to use interactive English technique as like free writing.

#### **2. Students**

The significance of the research is expected to make students more autonomous in learning writing, particularly students of eighth grade of MTs Al Hidayah Kendal Ngawi in academic year 2015/2016. Increase students on writing skill, because as long as they use free writing on writing activity they don't need to worry about grammatical, punctuation, spelling error.

#### **3. Readers**





This expected to give a contribution to readers, particularly the students of English Department of STAIN Ponorogo in exercising reference concerned with the effectiveness of freewriting technique on writing skill.

#### 4. Researcher

By conducting this research, the researcher will get practical experience which can be useful to the coming research and also to promote the effectiveness of free writing on writing activity.

### **F. Organization of the Thesis**

The organization of this thesis has purpose to make readers easily understanding this thesis. This thesis divide in five chapters, those are:

Chapter I is introduction. It involve the background of study, identification of the problem, limitation of the problem, statement of the problem, objective of the study, significant of the study, and organization of the thesis.

Chapter II is reviewing of the literature. It involves the theoretical analysis, theoretical framework, and hypothesis.

Chapter III is research methodology. It involves research design, population, sample and respondent, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV is research result. It involves research location, data descriptive and analysis, and discussion.

Chapter V is conclusion and recommendation. This chapter is designed to make easy who make reader easy who take subsistence from thesis find some information and clue related with this skill.\

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of related literature has a goal of providing previous study and information concerning with the research problem including overviews of Theoretical Background, Previous Research Finding, Theoretical Frame work, and Hypothesis.

#### A. Theoretical Background

##### 1) Writing

###### a. Definition of Writing

Many definitions when the word writing mentioned. Someone could think that writing as the act of pick up a pencil and forming letters either by printing of writing them in cursive. Some could think that the act of composing a piece of text or you could think of writing as an act completed by someone else.

Writing is the combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.<sup>14</sup> Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.<sup>15</sup>

Writing is a method of writing language in visual or tactile form.

Writing system use of symbols to represent the sound of speech, and may also have

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<sup>14</sup>Linse Carroline T, Practical English Language Teaching: Young Learners (America, New York, McGraw-Hill, 2005) 98

<sup>15</sup>Ghaith Ghazi, Writing (Beirut: American University OF Beirut, 2002) 2



symbols for such thing as punctuation and numeral. Writing system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterance<sup>16</sup>

According the statement above, the researcher can conclude that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete.

### **b. The Goal of Writing**

Writing has some goals that student or writers want to be achieved. Some example the goals of writing are, to express the thoughts hidden in the depths of the mind. Writing Allow us to see a part of our self we wish we could hide. Writing stimulates the imagination and the intellectual students. It exemplifies all truths, all realities. All that is, was, and will continue to be.<sup>17</sup>

### **c. Writing process**

Writing, particularly academic writing, Is not easy. It takes study and practice to develop the skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a “product”. this mean that a piece of writing, whether it is a composition for your English class or a lab report for your chemistry class, Is never complete, that is, it is always possible to review and revise, and review and revise again.

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<sup>16</sup><http://www.omniglot.com/writing/definition.htm>-accessed January 5, 2016

<sup>17</sup> [https://googleweblight.com/?lite\\_url=https://www.Quora.com](https://googleweblight.com/?lite_url=https://www.Quora.com)-accessed March 1, 2016

There are four main stages in the writing process: Prewriting, Planning, Writing and revising draft, and writing the final copy to hand it.

1. Prewriting, you're ready to start writing. Prewriting, which is activities to help you generate ideas for your writing assignments<sup>18</sup>. Prewriting is everything you need to do before you sits down to start your rough draft.

2. Planning, while you are criticizing and selecting the material your paper is to present, you are thinking about the order in which the various points should probably stand<sup>19</sup>. In prewriting stage, you organized the ideas you generated by brainstorming into an outline. Think of this stage as a free writing exercise, just with more direction.

3. Writing and revising draft, the writing should be free from worry, perhaps even a pleasure. Most of papers that a person is talking seriously need to be written out in a first draft and then revised and written over. In revising, the writer takes the point of view of a reader or critic as far as he can and looks at his work to see how it will read or, if it is a speech, how it will sound. This means testing for material, for plan, and for style and the mechanics of writing.

4. Writing the final copy to hand it, now you ready to write the final copy to hand it. Be sure that you make all the corrections that you noted on your second draft. After rereading the final copy, don't be surprised if you decide to make a few minor or

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<sup>18</sup>Oshima Alice, Hogue Ann, *Writing Academic English*, Third Edition, (Addison Wesley Longman 1999) 3

<sup>19</sup>Perrin Porter G, *Writer's Guide and Index to English*, (Scott, Foresman & Co, University of Washington, Chicago, Atlanta, Dallas, New York, 1942) 297



even major changes. remember that writing is continuous process of writing and rewriting until you are satisfied with the final product.<sup>20</sup>

#### **d. Type of writing text**

In generally, there are two types of writing, Factual form and literary form. Factual texts inform, instruct or persuade by giving facts and information. Literary texts entertain or elicit an emotional response by using language to create mental images. Students are often asked to present an assignment or project which may be one of these text types. Below are lists of different text types, purposes and features that. This list may provide hints to help with your child's written task. Always refer to the actual task requirements sent home with your child and remember the type of text used by a writer should suit the purpose and the audience. And the types are:

##### **1. Description**

Descriptive text describes a place or thing using facts, Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.<sup>21</sup> Begins with an introductory statement systematically describes different aspects of the subject may end with a concluding statement

##### **2. Recount**

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<sup>20</sup><http://www.liferichpublishing.com/AuthorResources/General/5-Step-Writing-Process.aspx> accessed January 5 2016

<sup>21</sup><http://www.scribd.com/doc/232853606/The-Definition-and-Purpose-of-Descriptive-Text>, accessed March 29 2016

Recount text retells events which have already happened in time order, begins with an background information who, when, where describes the series of events in time order may end with a personal comment

### 3. Report

Report text classifies, describes and gives factual information about people, animals, things or phenomena, begins with a general classification or definition, lists a sequence of related information about the topic, ends with a concluding comment

### 4. Procedure

Procedure text gives instructions on how to make or do something, begins with a statement of goal (could be the title), lists materials needed in order of use, gives a series of steps (instructions) in order each instruction begins with a verb in the present tense

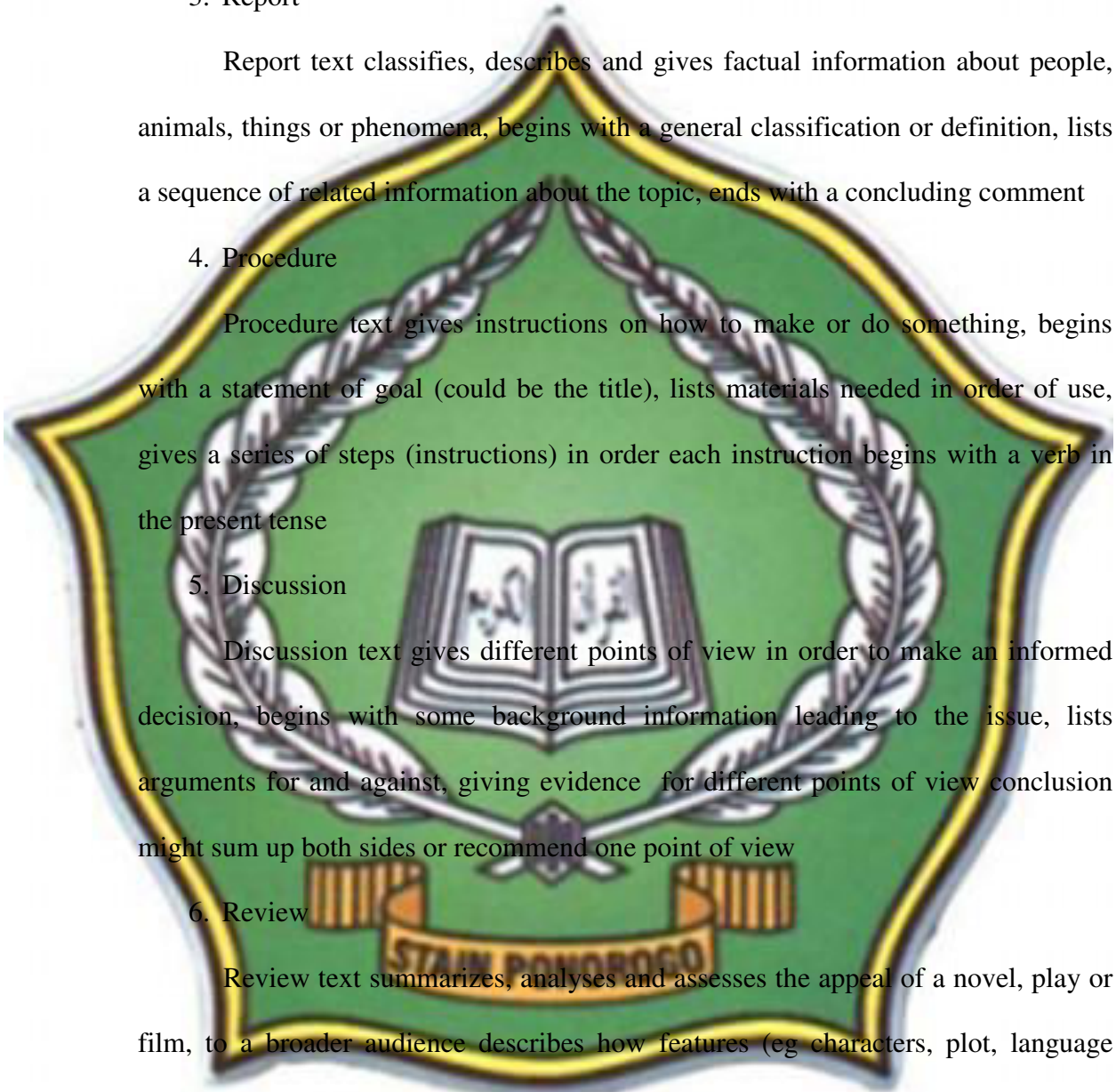
### 5. Discussion

Discussion text gives different points of view in order to make an informed decision, begins with some background information leading to the issue, lists arguments for and against, giving evidence for different points of view conclusion might sum up both sides or recommend one point of view

### 6. Review

Review text summarizes, analyses and assesses the appeal of a novel, play or film, to a broader audience describes how features (eg characters, plot, language features, humor etc) may or may not appeal

### 7. Narrative





Narrative text tells a story using a series of events the scene is set in a time and place and characters are introduced usually has a problem that is addressed may contain a message for the reader. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.<sup>22</sup>

#### **e. The Component of Writing**

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skill necessary for writing good prose into five general component or main areas.

1. Language Use: The ability to write correct and appropriate sentence
2. Mechanical Skills: The ability to use correctly those conventions peculiar to the written language-e.g. punctuation, spelling.
3. Treatment of Content: The ability to think creatively and develop thoughts, excluding all irrelevant information.
4. Stylistic Skill: the ability to manipulate to manipulate sentence and paragraph, and use language effectively.

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<sup>22</sup>.<http://duoulala.blogspot.co.id/2013/07/narrative-text-definition-purposes.html>, accessed March 29 2016

5. Judgment Skills: The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.<sup>23</sup>

## 2) Freewriting

### a) The Definition of Freewriting

Freewriting is writing without stopping. It means writing whatever comes to your mind without worrying about whether the idea are good or the grammar is correct. Its purpose to free up your mind to let it make associations and connections.<sup>24</sup> Freewriting is writing activity which is just write down our utterance in our mind on paper and not allow our hand to stop writing. Don't worry about grammar, punctuation, or spelling because no one else will see your free writing.

Freewriting is the easiest way to get words on paper and the best all-around practice in writing that I know. To do a free writing exercise, simply force yourself to write without stopping for ten minutes.<sup>25</sup> Sometimes you will produce good writing, but that's not the goal. Sometimes you will produce garbage, but that's not the goal either. You may stay on one topic, you may flip repeatedly from one to another: it doesn't matter.

Freewriting helps you by providing no feedback at all. The main thing is that free writing must never be evaluated in any way, in fact there must be on discussion or comment at all.

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<sup>23</sup> J.B.Heaton, Writing English Language Test, (New York, Longman, 1990) 135

<sup>24</sup> Regina L Smalley, Mary K.Ruetten. Joan Rishel Kozyrev, Revising Composition Skills Rhetoric and Grammar, Fifth Edition (Heinle & Heinle Publisher, United State of America, 2001) 5

<sup>25</sup>Elbow Peter, Writing With Power Techniques for Mastering the Writing Process Second Edition (New York, Oxford University Press,1998) 14



Freewriting is what you get when you remove most of the constraints involved in writing. Freewriting means:

- Not showing your words to anyone (unless you later change your mind);
- Not having to stay on one topic—that is, freely digressing;
- Not thinking about spelling, grammar, and mechanics;
- Not worrying about how well the writing is—even whether it makes sense or is understandable (even to one).<sup>26</sup>

### **b) The Benefit of Freewriting**

The first benefit of freewriting is crudely practical. Freewriting gets you going, gets you writing, and makes it much easier to begin. With freewriting, "starting to write" means just blurting out first thoughts, musings, and perplexities, starting anywhere not trying to write a draft. For me and many others, the most dispiriting thing about writing is not having written yet, and the most empowering thing is simply to have lots of raw material already down to work with even if it's not very good. Things to say, finding words for them, and filling up lots of sheets of paper.

The second benefit is that free writing doesn't just get words on paper, it improves Thinking. I'm convinced it's the no-stopping rule that has this effect. When we have to keep on writing even when we run out of things to say or Have second thoughts or change our mind, we naturally drift into writing Metadiscourse: "Wait a minute, what I just wrote doesn't make sense" or "I just realized that such-and-such

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<sup>26</sup>Elbow Peter, Everyone Can write essays Toward a Hopeful Theory Of Writing and Teaching Writing (New York Oxford University Press,2000 )85-87

contradicts what I just wrote." Under normal conditions we stop writing when we have thoughts like that. But when free writing Leads us to write such thoughts down instead of just thinking them, the process Improves and enriches our thinking. The nonstop exploratory process usually encourages us to continue and to articulate why our thoughts don't make sense or what our dilemma is, and that articulation on paper is the best leverage for Sound thinking and new ideas. This benefit has something to do with dialogue as the most generative and fruitful form of discourse for thinking. Free writing encourages us to have dialogues with ourselves.

Third, freewriting puts life into our writing: voice, energy, presence. That Is, even though free writing can lead to incoherence or even garbage, free written Language is usually livelier than our careful writing because freewriting leads us to speak on paper. We can later get rid of the garbage and change the Structure and still use many of the phrases, sentences, and even longer passages of what we have written—and thereby carry that verbal energy over Into a carefully structured and revised piece. In addition, regular freewriting gradually and subtly brings more voice even into the sentences that we labor over. I now revise my careful prose with the sound of live speech in my ear.<sup>27</sup>

### c) **The Use of Freewriting in Writing skill**

Freewriting is one of the best tools to help the student in making essay or writing. The step in using freewriting is: the teacher gives some topic to the student and then the students begin to write the all of idea on the paper.

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<sup>27</sup>Elbow Peter, Everyone Can write essays Toward a Hopeful Theory Of Writing and Teaching Writing (New York Oxford University Press,2000 ) 88



The most effective way I know to improve your writing is to do freewriting exercises regularly. At least three times a week. They are sometimes called "automatic writing," "babbling," Or "jabbering" exercises. The idea is simply to write for ten Minutes. (Later on, perhaps fifteen or twenty). Don't stop for anything. Go quickly without rushing. Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or to think about what you are doing.<sup>28</sup>

## **B. Previous Research Findings**

In this research, the researcher use previous study of research finding bellow:

Linda Y Li, was examined that “Exploring the Use of Focused Freewriting in Developing Academic Writing” University of Canberra, though this journal The findings of this study have provided classroom-based evidence to support the use of focused freewriting as a useful pedagogical tool in the context of academic skills development, particularly in the area of academic writing. The findings from this study suggest that focused freewriting has the potential for wider applications in the broader contexts of teaching and learning to enhance student engagement in higher education.<sup>29</sup>

Tutus Emy Rohmawati, was examined that “The Use of Free Writing Technique to Improve the Student’s Ability in “Writing Skill” at The Tenth Grade of MA Al-Mawaddah Ponorogo Academic Year 2010/2011” though this thesis was

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<sup>28</sup>Elbow Peter, Writing Without Teacher (London, Oxford University Press, New York1973) 1.

<sup>29</sup>Li Linda Y., Exploring the Use of Focused Freewriting in Developing Academic Writing, University of Canberra linda.li@canberra.edu.au ([http://jutlp.uow.edu.au/2007\\_v04\\_i01/pdf/li\\_009.pdf](http://jutlp.uow.edu.au/2007_v04_i01/pdf/li_009.pdf).)

conclude that free writing technique is effective applied in teaching writing. It made the student more interest and enjoy during learning and teaching. And they have more idea and make their writing are fun.<sup>30</sup>

Jua A Hwang, was presented a journal with the title “A Case Study of The Influence of Free writing on Writing Fluency and Confidence ff EFL College-Level Students” through this journal was conclude that practicing guided freewriting helped with the increase in the students’ English writing fluency. Their writing fluency increased with a mean difference of 3.87 WPM when the mean for the first two weeks was compare with that of the last two weeks.<sup>31</sup>

From these of previous studies that the researcher has taken, they have the same variable with this research, and the difference between these previous studies and this research is they use difference method in research. In this research, the researcher use Quantitative research. From these of previous studies proved that free writing is effective applied in teaching writing, and help the student to increase the students’ writing fluency, without worrying on grammatical error.

### C. Theoretical Framework

Elbow Peter said that the most effective way to improve our writing skill is to do freewriting technique exercise regularly. Freewriting technique is one of the best tools to help the student in making essay or writing. The researcher assumes that

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<sup>30</sup> Emy Rahmawati Tutus, The Use of Free Writing Technique to Improve the Student’s Ability in “Writing Skill” at The Tenth Grade of MA Al-Mawaddah Ponorogo Academic Year 2010/2011, STAIN Ponorogo, 66

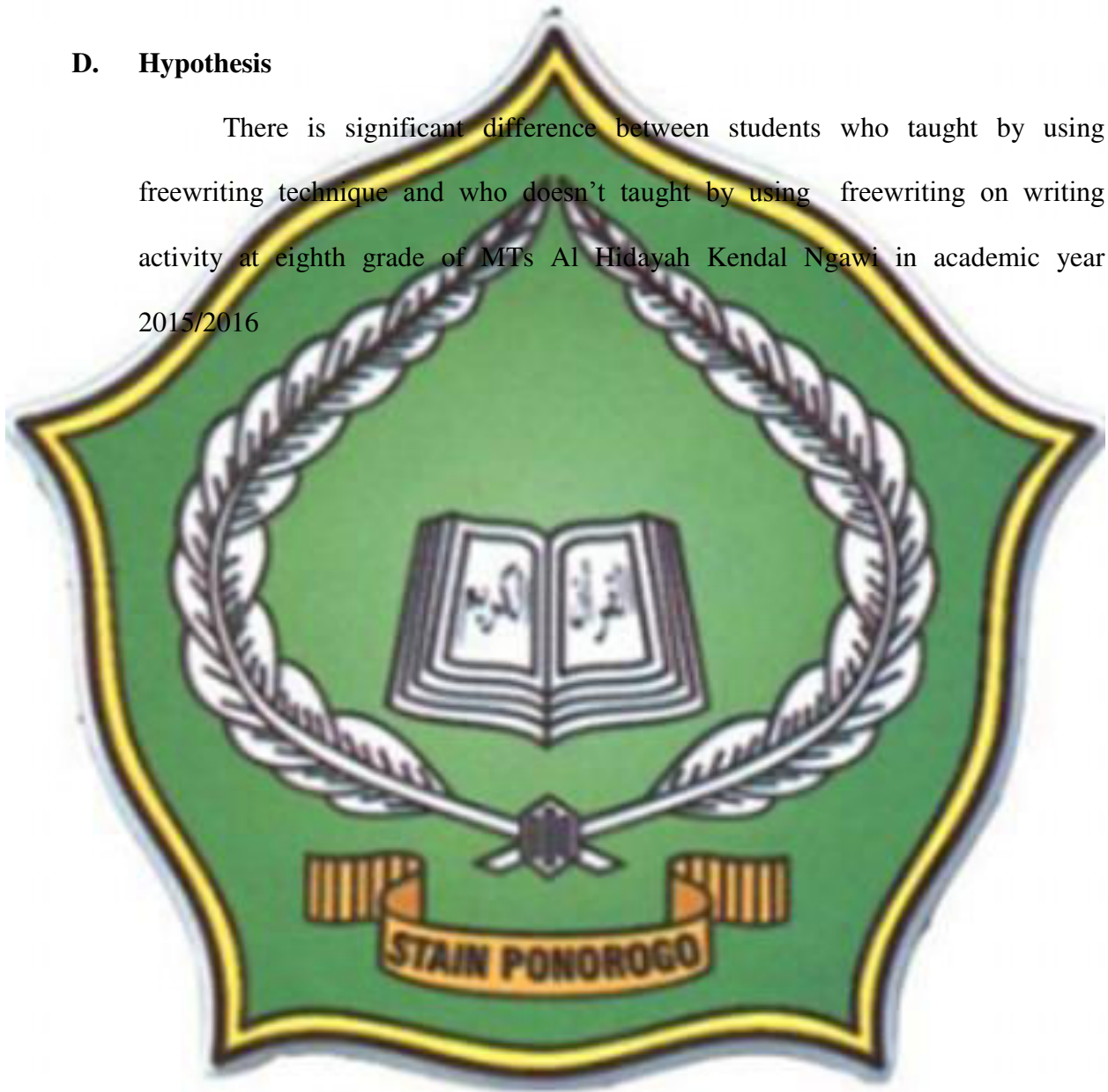
<sup>31</sup> Jua A Hwang, A Case Study of The Influence of Free writing on Writing Fluency and Confidence ff EFL College-Level Students, University of Hawai’I at Manoa.



writing ability of student at eighth grade of MTs Al Hidayah Kendal Ngawi in academic year 2015/2016 who taught by using freewriting technique better than the student who doesn't taught by using free writing technique on writing activity.

#### **D. Hypothesis**

There is significant difference between students who taught by using freewriting technique and who doesn't taught by using freewriting on writing activity at eighth grade of MTs Al Hidayah Kendal Ngawi in academic year 2015/2016



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research design

Research in common parlance refers to a search for knowledge. Research is an academic activity and as such the term should be used in a technical sense. The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet.<sup>32</sup>

This research applies a Quantitative research design. Quantitative approach always talks about number. Quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).'<sup>33</sup>

There are several type of Quantitative research, there are: 1) Survey Research 2) Correlation Research 3) Experimental Research 4) Causal Comparative Research.<sup>34</sup>

Based on the research design this research is experimental research and use Quasi-Experimental Design. The reason that the researcher used Quasi Experimental is to find out the different between two classes, which is taught using freewriting and doesn't taught using freewriting technique. This design has a control group, but can

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<sup>32</sup> C R Khothari, Research Methodology Methods & Techniques, (Former Principal, College of Commerce, University of Rajasthan, Jaipur, India, 2004) 2

<sup>33</sup> Muijs Daniel, Doing Quantitative Research in Education with SPSS, (Sage Publications, London, Thousand Oaks, New Delhi, 2004) 1

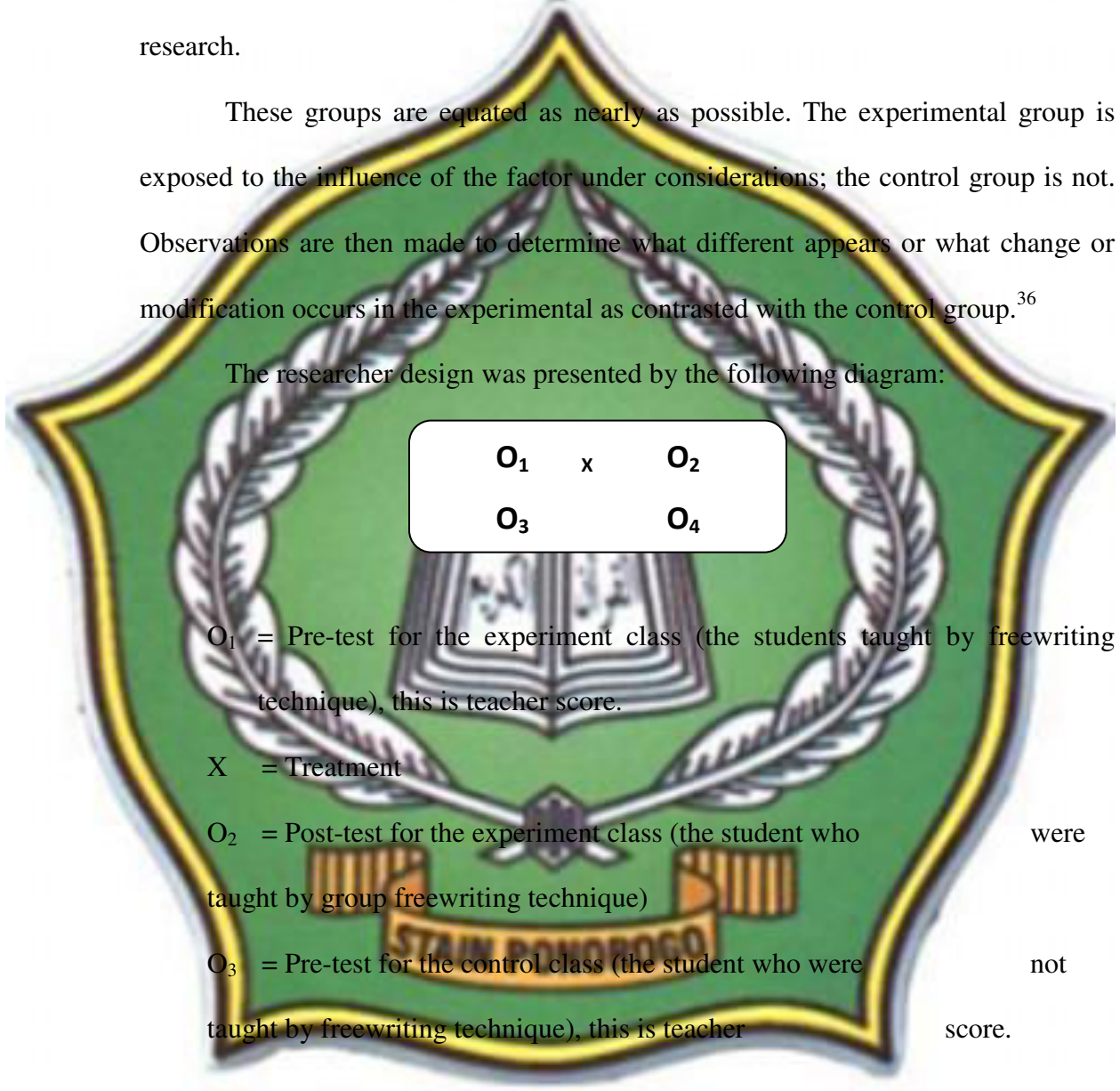
<sup>34</sup> Creswell John W, Research Design Qualitative, Quantitative, And Mixed Methods Approaches, (University Of Nebraska-Lincoln, SAGE Publications, 2009) 12



be fully controlling variables during experiment held on.<sup>35</sup> Experimental research has two defining characteristics: manipulation of one or more independent variables and control over extraneous variables. Be sure that you understand these concepts, described as follows, because they are central to understanding experimental research.

These groups are equated as nearly as possible. The experimental group is exposed to the influence of the factor under considerations; the control group is not. Observations are then made to determine what different appears or what change or modification occurs in the experimental as contrasted with the control group.<sup>36</sup>

The researcher design was presented by the following diagram:



O<sub>1</sub> = Pre-test for the experiment class (the students taught by freewriting technique), this is teacher score.

X = Treatment

O<sub>2</sub> = Post-test for the experiment class (the student who were taught by group freewriting technique)

O<sub>3</sub> = Pre-test for the control class (the student who were not taught by freewriting technique), this is teacher score.

<sup>35</sup> Louis Cohen, Lawrence Manion, and Keith Marrison, Research Methods in Education Sixth Edition, (New York: British Library Cataloguing in Publication Data, 2007) 282

<sup>36</sup> John W Beet, James V Kahm, Research In Education, seventh edition , (Prentice Hall of India, Private Limited New Delhi-110 001, 1995) 135

O<sub>4</sub> = Post-test for the control class (the student who were not taught by group work technique)

The researcher design that was used by the researcher was adjusted with the purpose of the study that was know the effectiveness of freewriting technique in writing skill for eighth grade of MTs Al Hidayah Kendal Ngawi Academic year 2015/2016.

## **B. Population and sample**

### **1. Population**

Population is all numbers of well defined class of the people event or object. A population is a set (or collection) of all element processing one or more attribute of interest.<sup>37</sup> From the statement above the writer can make the conclusion that population is entire subject that will be conducted and population defined as all members of any well defined class of people, events or subject.

Based on that statement above, the researcher takes the eighth grade of MTs Al Hidayah Kendal Ngawi in academic year 2015/2016. The number of population is 69 students, and they are dividing into 3 classes.

### **2. Sample**

Sample is a part of a group that represents the population.<sup>38</sup> In Quantitative research, sampling refers to this process of selecting a sample from

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<sup>37</sup> Linse Carroline T, Practical English Language Teaching: Young Learners (America, New York, McGraw-Hill, 2005) 130

<sup>38</sup> S. Nasution, Metode Research, (Bandung, Jemmars), 107



defined population in with the intent that the sample accurately represents that population.<sup>39</sup>

In this research, researcher applies total sampling at the sampling technique. Thus, total sampling applied weather the respondent is small.

There are two classes used in this research, one class for the experiment and another one for control class which has criteria, that is the students have same capabilities in writing skill. This can be seen from the score being told to the researcher. The clusters in this research are VIII A class which consists of 23 students for experiment group and VIII B which consists of 23 students for control group at eighth grade of MTs Al Hidayah Kendal Ngawi in academic year 2015/2016

**C. Instrument of data collection**

**Table 3.1 Instrument of Data Collection**

Title	Variable	Indicator	Technique
The Effectiveness of Using Freewriting Technique on Writing Skill at Eight Grade of MTs Al Hidayah Kendal Ngawi in Academic year	Freewriting (X)	The students are able to write down on paper without worry about grammar, punctuation, or spelling error.	Test

<sup>39</sup> Meredith D Gall, Joyce P Gall, Educational Research an Introduction, Seventh educational, ( United State of America, 2003) 167

2015/2016			
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Good instrument must have prerequisite valid and reliable as follows:

### 1. Validity

Valid means correct. According to Charles, C.M., as quoted by Mohammad Adnan Latief, scores obtained from a test of critical thinking are valid if they represent ability to think critically, as distinct from knowledge of vocabulary or reading skill. It means that the correctness of the assessment is called validity.<sup>40</sup> For example when we want to assess students speaking skill, but we use an assessment instrument that gives paper and pencil task, the result of the assessment might not be the valid representation of students' speaking skill.

So no matter how good an assessment instrument is, it can never become a valid instrument, since it always depends on what purpose the instrument is used. Validity can be divided into four types, namely content validity, construct validity, predictive validity, and concurrent validity. To test the validity of the instrument in this research, researcher used a type of construct validity. Construct validity evidence comes from the assessment instrument used. An assessment instrument is always designed to measure specific knowledge or skill of a group of people. The construct defined will lead to what task the instrument requires students to do. In this study, the

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<sup>40</sup> Mohammad Adnan Latief, *Research Methods on Language Learning, An Introduction*, (Malang: UM Press, 2014), p. 223-224



writer counted the validity of reading skill. In this study, the writer counted the validity of writing instrument.

The formula is:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$r_{xy}$  = Digit of index product moment correlation

$\sum x$  = the total score X

$\sum y$  = the total score of Y

$\sum xy$  = the total of result multiplication between score X and Y

N = Total of respondent<sup>41</sup>

With df or db is  $n-r$   $23-2 = 21$  in 5% significant the r index is 0,413.<sup>42</sup> When the index of  $r_{xy}$  is bellow the r index it could be concluded that the items were not valid instruments. Thus, the item said to be valid instruments if the coefficient of correlation ( $r_{xy}$ ) is more than 0, 413.

To measure the validity of instruments of research, the researcher put the total sample 23 respondent in students class VIII C. The researcher gave question for this class, with the writing scoring rubric Organization, Content, Grammar, Punctuation, and Style. And then the researcher calculates the validity test from five scoring rubric writing. From of result the test validity instrument, and all questions or scoring rubrics are valid.<sup>43</sup>

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<sup>41</sup> Andhita Dessy Wulansari, M.Si, Peneliiian Pendidikan : Suatu Pendekatan Praktik Dengan Menggunakan SPSS, (Ponorogo:STAIN Po PRESS,2012) 84

<sup>42</sup> see Appendix 9

<sup>43</sup> see Appendix 2

From the result calculation item validity instrument, could be conclude in table 3.2 as follow:

**Table 3.2 The Result of Validity Calculation**

Item	“r” calculated	“r” index	Notes
Organization	0,743	0,413	Valid
Content	0,519	0,413	Valid
Grammar	0,718	0,413	Valid
Punctuation	0,699	0,413	Valid
Style	0,843	0,413	Valid

## 2. Reliability

Reliability is the degree of consistency the instrument of test.<sup>44</sup> The result of a language skill assessment has high reliability if the result precisely represents (is much closer to, or is not too far away from, or gives good estimate of, or underestimate) the true level of the skill being assessed.<sup>45</sup>

Reliability is necessary characteristic of any good test: for it to be valid at all, a test must be reliable as a mesuring instrument. Reliability is of primary importance in the use of both public achievement and proficiency test and classroom tests.<sup>46</sup> Reliability is defined as the extent to which the results can be considered consistent or stable.<sup>47</sup>

<sup>44</sup> Zainal Arifin, *Evaluasi Pembelajaran* (Bandung: Remaja Rosdakarya, 2011), p.258.

<sup>45</sup> Mohammad Adnan Latief, *Research Methods on Language Learning, An Introduction*, (Malang: UM Press, 2014), p. 212.

<sup>46</sup> Heaton.J.B (John Brian), *Writing English Language Test, New Edition*, Logman, New York, United State of America, 1988. (162)

<sup>47</sup> James Dean Brown, *Testing in Language Programs: A Comprehensive Guide to English Language Assessment*, McGraw-Hill, New York, America, 2005 (175)



In other words, if the language skill assessment result is too far away different from the true level of the skill being assessed, then the assessment result has low reliability.

Reliability test is intended to test the degree of regularity by using Spearman-Brown prophecy formula. The test is usually split on the basic of odd- and even-numbered item. The odd-numbered and the even-numbered items are scored separately as though they were two different forms. A correlation coefficient is then calculated for the two sets of scores. This coefficient gives the reliability for either the odd-numbered items or the even-numbered items-either half, but just half of the test. The applicable formula is:

$$r_{xx'} = \frac{(n)r}{(n-1)r+1}$$

$r_{xx'}$  = full-test reliability

$r$  = correlation between two test halves

$n$  = number of times the test length is to be increase<sup>48</sup>

Reliability of the result of the above calculations was the value of the variable instrument reliability students' of VIII C class is 0,912. And the test is reliable because the index of reliability test is 0,988, it is higher than  $r$  index that showed 0,413.<sup>49</sup>

#### D. Technique of data Collection

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<sup>48</sup> James Dean Brown, *Testing in Language Programs: A Comprehensive Guide to English Language Assessment*, McGraw-Hill, New York, America, 2005 (177)

<sup>49</sup> see Appendix 3

Data collection technique is important stage to get data. Data collection technique must be chosen based on the kind of data to be acquired. A technique of data collection in this research is test.

- Test

Test is set of question or practice or other tools which is used to measure skill, intelligence, ability or talent individual or group. According Brown, test is method of measuring person's ability, knowledge or performance in a given domain.<sup>50</sup>

According to Penny Ur, It is often conventionally assumed that tests are mostly used for assessment: the test gives a score which is assumed to define the level of knowledge of the tested.<sup>51</sup> The researcher used test to get scores of data from students, so it can be know significant difference between students before use free writing technique and after use free writing technique. And here was analytic scale for measuring students' writing.<sup>52</sup>

**Table 3.3. Analytic scale for rating composition task (Brown & Bailey)**

	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to fair	11-6 Unacceptabl e- not	5-1 College- level work
<b>1. Organiza tion:</b> Introducti on, Body, and Conclusio	Appropriate title, effective introductory paragraph, topic is stated, leads o body: transitional	Adequate title, introduction , and conclusion; body of essay is	Mediocre or scant introduction or conclusion; problem with the	Shaky or minimally recognizable introduction; organization can barely be seen; severe	Absence of introduction or conclusion; no apparent organization of body;

<sup>50</sup> H. Douglas Brown, Language Assessment (San Fransisco: Longman Ltd, p.3

<sup>51</sup> Penny Ur, A Course in anguage Teaching (Cambridge University Press, 1996) 33

<sup>52</sup> H. Douglas Brown, Language Assessment: Principle and Classroom Practices. (New York: pearson Education inc 2004, ) 244-245



ns	expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete.	acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.	order of ideas in body; the generalizations may not be fully supported by the evidence given; problem of organization interfere	problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.	severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
<b>II. Logical Development of ideas: content</b>	Essay addressed the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.	Essay addressed the issue but misses some points; ideas could be more fully developed; some extraneous material is present.	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
<b>III. Grammar</b>	Native-like fluency in English grammar; correct use of relative clause, prepositions, modals, articles, verb forms, and tense	Advanced proficiency in English grammar; some grammar problems don't influence communication,	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was

	sequencing; no fragments or run-on sentences	although the reader is aware of them; no fragments or run on sentence.	communication; run-on sentences or fragment present	some areas clearly needed; difficult to read sentence.	trying to say; unintelligible sentence structure.
<b>IV. Punctuations, spelling, and mechanics</b>	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problem.
<b>V. Style and quality of expression.</b>	Precise vocabulary usage; use of parallel structures concise; register good.	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.	Some vocabulary misused; lack awareness of register; may be too wordy.	Poor expression of ideas; problems in vocabulary; lack variety of structure.	Inappropriate use of vocabulary; no concept of register or sentence variety.

#### **E. Technique of data analysis**

After collecting data, the researcher uses T-test to analyze the data this research is used to compare the result of post test the experiment class and control class.

Before the researcher use t test, the researcher applied assumption test, namely normality test and homogeneity test:



- 1) Normality test using Kolmogorov-smirnov test. Each of the two populations being compared must follow a normal distribution. And the formula is:

$$M_x = \frac{\sum fx}{n}$$

$$SD_x = \sqrt{\frac{\sum fx^2}{n} - \left[\frac{\sum fx}{n}\right]^2}$$

$$Z = \frac{x - \mu}{\sigma}$$

- 2) Homogeneity test using Harley test. Homogeneity test is the variance ratio test between two groups or more. Harley can be tested by Harley test, the formula is:

$$f(\max) = \frac{\text{Var max} = sd^2 \max}{\text{Var min} = sd^2 \min}$$

The formula T test to analyze the data is:

1. Determining of mean post test from each group

$$M_1 = M' + i \left[ \frac{\sum fx'}{N} \right] \quad M_2 = M' + i \left[ \frac{\sum fy'}{N} \right]$$

2. Determining of standard deviation of each group

$$SD_1 = \sqrt{\frac{\sum fx'^2}{N_1} - \left[ \frac{\sum fx'}{N_1} \right]^2} \quad SD_2 = \sqrt{\frac{\sum fy'^2}{N_2} - \left[ \frac{\sum fy'}{N_2} \right]^2}$$

3. Determining of standard of error mean from each group

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}} \quad SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

4. Determining the differentiation standard error between the mean variable I and variable II

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

5. Determining of T-test

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

## 6. Interpretation

M1 = Mean of variable x

M2 = Mean of Variable y

I = Interval

$\sum fx'$  = Sum of frequency and x'

$\sum fy'$  = Sum of frequency and y'

N<sub>x</sub> = The number of sample variable x

N<sub>y</sub> = The number of sample variable y

SD 1 = Standard deviation of variable x

SD 2 = Standard deviation of variable y

SE<sub>M1</sub> = Standard error of mean x

SE<sub>M2</sub> = Standard error of mean y

SE<sub>M1-M2</sub> = Standard error between the mean from variable I and

Variable II

t<sub>0</sub> = T-test<sup>53</sup>

This is to identify the effectiveness of free writing technique in teaching writing skill.<sup>54</sup>

<sup>53</sup> Retno Widyaningrum, Statistika, Edisi Revisi, (Yogyakarta: Pustaka Felicha, 2013), p.163

<sup>54</sup> [http://en.m.wikipedia.org/wiki/student's\\_t-test](http://en.m.wikipedia.org/wiki/student's_t-test), accessed, 10 November, 2015



## CHAPTER IV

### RESEARCH RESULT

#### A. Research findings

In this research the writer takes place in MTs Al Hidayah Kendal Ngawi. In this school has the history of this school, vision and mission, the geographical location, the facilities of the school, number of the teacher and students. All of them explained as follows:

##### 1. The history of MTs Al-Hidayah Kendal Ngawi

Boarding school Al-Hidayah exactly situated in the hamlet village Sondriyan Majasem at Kendal Ngawi. Historically, this Sondriyan village as one of the hamlets in the small village at Majasem and less in religion. Psychologically people traumatized by the events of 1965 gestapu, where the majority of its people are stuck in their political aspirations (try by error), almost 90% of its political aspirations is a PKI that later PKI stuck with KUP prolonged trauma due to the absence of religious leaders in this village so the “abangan” potential more rampant. At the same level as the condition of the people here are economically below average, so it is also easier for them dragged on charges of violating religious norms and social.

See the above phenomenon, about 1990s a community leader and philanthropist and former village head called to build mosques and landfill create their backwardness, he is h. Zainuddin nawawi, sh. Bir 40 am nawawi bin kh. Uthman, to start this fight, he established a mosque as a means of worship for this village there is only one mosque

that is not representative. The mosque is intended as a place of worship and fostering prayer, reading of holy Qur'an, and others. Therefore, H. Zainuddin assigning a brother named Drs. Qomari nawawi besides being ta'mir rowatib mosque imam. At first activity quite well, and many people who want to learn to pray, but the feel of the crowd was not old mosque and gradually decreased, so that the mosque was not functioning optimally, even staying the evening prayer congregational prayer and evening prayer. In February 1997, H. Zainuddin get son in law from Bojonegoro named H. Khoirul anam, SH bin H. Mu'min graduated from boarding school Bahr Ulum, Tambak Beras, Jombang.

In June 1998, H. Khoirul anam holds social activities attended by students from Bahr Ulum madrasah i'dadiyyah (sppt bu) Tambak Beras Jombang for ten days. Along with that also organized the event in cooperation with gp. Ansor Madiun residency namely apel banser and rapim gp. Ansor, with social activities and distribution of food, the event ended with two recitals at the same grand opening of The Islamic education foundation of boarding school Al-Hidayah. Very nice momentum is exploited opening of new student enrollment Mts Al-Hidayah. Precisely on July 17, 1998 MTs Al-Hidayah started to implement the process of learning has about 74 students.

Many people give a good response to the emergence of MTs Al-Hidayah, as evidenced by the quantity that is quite for the new school was born. That's because the Al-Hidayah is an alternative to people who want their children housed out areas such as Kediri, Jombang, solo and others but the cost unattainable. The emergence of Al-Hidayah bring special appart around boading school in Ngawi. Strategies offered in this boarding school and then applied in a motto is: "maintain a long tradition of pious and taking and accepting the new better methods".



Salaf patterns that existed at the boarding school Al-Hidayah was built is not static but dynamic. The education system paddling between salafi and ashary characterize in his teaching so that in reviewing the “yellow book” not only textual, but also contextual in nature.

Month by month the year gave way came in the third year of age MTs Al-Hidayah, in last examination collectively first students was ranked third mark and in second last examination was ranked second mark, and in the following madaris week and camp together in 2003 also got the overall winner of the 2nd after MTsn Kedunggalar. In other years also won various types of races, especially in the fields of languages, arabic and english and others. Hence the public increasingly trust.

The development of formal education at the boarding school al-Hidayah accompany the needs of the community, especially for guardians of students whose children have completing their education nine years in general confused directing their child's education especially those schools outside boarding easily influenced by the bad cultures so they want to Al-Hidayah madrasah aliyah opened and precisely in 2000-2001 Al-Hidayah madrasah aliyah was officially opened.

The influence of the boarding school on the behavior of many people around yet. This is evident from the volume congregation in the mosque boarding school Al-Hidayah and also measured from the Friday prayers congregation long holiday when the students return, deserted mosques and Friday prayer worshipers did not meet the quota of 40 people. But mu'assis still hope that boarding school can be subject to change (social change), can be a torch even directions to the surrounding community, according to the al-hidayah name itself. Al-Hidayah name deliberately chosen by the mu'assisnya (call: h.

Zainuddin nawawi and h. Khoirul momin anam, sh.), with the al-hidayah connoted name as the name of the lodge, hoping mu'assis surrounding communities received guidance from Allah SWT<sup>55</sup>.

## **2. Geographical location**

MTs Al-Hidayah located on the roadway Kendal-Geneng km. 3, rt 01 rw 01 rural districts Majasem Kendal Ngawi, East Java. MTs Al-Hidayah -7.567500 located at coordinates (latitude south) and 111.30900 (longitude). Geographical category MTs Al-Hidayah territory is mountainous.

## **3. Vision, mission, and goals mts al-hidayah sondriyan kendal**

### **a. Vision**

Setting up a generation that has the quality of human resources in the field of science and technology and imtaq and sensitive to social problems.

### **b. Mission**

- 1) Educating students to have an understanding of religion deeply and able to practice.
- 2) Educate students who are wise in facing the future through an understanding of science and technology and be able to socialize with heterogeneous society.

### **c. Goal**

Educate the nation and lili'laai kalimatillah

## **4. Organizational structure MTs Al-Hidayah Sondriyan Kendal**

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<sup>55</sup> see Appendix 4



Madrasah is an institution in which there are various activities, both teaching and extracurricular activities. That activity goes well, it takes a madrasah organization as the driving operation of the madrasah so that implementation of the programs at the school can run well and can achieve predetermined objectives. The organizational structure is an arrangement position in an organization that each position has specific authority and responsibility. With the madrasah good organizational structure, the function of management can work well too.

## **5. Infrastructure MTs Al-Hidayah Sondriyan Kendal**

In an educational institution, the means is everything that is used to achieve the goals of the institution. Infrastructure is everything that acts as a support in achieving that goal. Adequate facilities and infrastructure that will support the successful implementation of the activities of educational institutions teaching and learning activities and other activities of the institution.

MTs Al-Hidayah Sondriyan Kendal stands on the land area of 4000 m<sup>2</sup> which is located at roadway raya Kendal-Geneng km. 03 Sondriyan Kendal Ngawi. MTs Al-Hidayah Sondriyan Kendal has the facilities and infrastructure used to support the success of the learning process.<sup>56</sup>

## **6. Circumstances teachers, employees and students of MTs Al-Hidayah Sondriyan Kendal.**

### **a) State teachers**

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<sup>56</sup> see appendix 5

The educational process cannot be separated from the important role of a teacher. Teacher is an educator who has the task not only delivers learning materials, but also shapes the personality of the learner.

MTs Al-Hidayah Sondriyan Kendal has 30 educators. The majority of educators' status s1, as many as 27 people, while one recent education is s2 and two people last education is high school.

**b) State employees**

An employee at Mts Al-Hidayah Sondriyan Kendal consists of one person as the head of the administration, one administrative staff person, and one librarian.

**c) Circumstances students**

The students of MTs Al-Hidayah Sondriyan Kendal in academic year 2015/2016 amounted to 244 students. VII class totaled 88 students, totaling 69 students of class VIII, and IX class totaled 87 students.

**B. Data description**

**1. The result of students' pre test in experimental group (8a)**

The table bellow showed the score of the pre test of the student that using freewriting technique.

Table 4.1 The Score of Student Pre Test in Experimental Group (8A)

No	Name	Score					Total
		Organization	Content	Grammar	Punctuation	Style	
1	Ahmad abdul a	16	17	14	14	17	78
2	Ahmad bashori	16	17	16	15	15	79
3	Dimas aditya nf	17	17	16	17	15	83



4	Eka gusti bayu	16	17	16	14	14	76
5	Erwin sepriono	14	16	17	16	14	76
6	Hamam FA	15	15	16	17	16	79
7	Huda anshori	16	15	16	17	16	78
8	Miftakul huda	15	15	16	14	16	76
9	Muhammad m	15	15	15	17	16	78
10	Ridho akbar f	16	16	14	14	17	77
11	Riko malaya s	17	17	16	15	15	80
12	Aryaning diahw	16	18	13	14	17	78
13	Dewi iim d h	14	16	16	14	18	78
14	Dwi rahmawati	16	15	16	15	16	76
15	Finda D farida	15	16	16	14	18	79
16	Ima N prihatini	18	18	14	14	17	83
17	Nurul K	18	18	16	15	18	85
18	Rifah K	18	16	15	15	15	79
19	Septia amelia	18	14	14	18	18	82
20	Tri astutik	14	16	16	14	18	78
21	Ulfa inayatul m	15	16	16	14	18	79
22	Yeni ayu nur m	16	16	16	14	18	80
23	Zahrotul ulfah	16	15	16	15	16	76

From the table above, it can be seen that the pre test of the students in experimental group which using freewriting technique was varieties. There were, 6 students got 79, 2 students got 80, 7 students got 76, 4 students got 78, 1 student got 82, 1 student got 77, 1 student got 85, 1 student got 83. So that, can be conclude that the pre test of the students which using freewriting technique was moderate.

## 2. The result of students' pre test in control group (8B)

The table below showed the score of the pre test of the student that without using freewriting technique.

Table 4.2 The Score of Student Pre Test in Control Group (8B)

No	Name	Score					Total
		Organization	Content	Grammar	Punctuation	Style	
1	Agus s	16	15	14	18	18	79
2	Andre pria m	18	18	14	15	16	79
3	Celvin nur a	17	15	14	18	18	80
4	David fathul h	16	15	14	18	18	79
5	Erwan s	17	15	14	15	15	76
6	Faqih bahrul	16	17	14	14	17	78
7	Krisna aldy	16	15	16	15	16	76
8	M. Ponco p	15	15	14	18	18	78
9	M bagus p	16	15	14	16	18	76
10	Roisul muzaki	17	17	14	15	17	80
11	Yongki a putra	15	15	14	18	18	78
12	Amalia d	16	15	14	18	18	79
13	Angre bihsiro	18	18	14	15	17	82
14	Binti kholisatul	18	18	14	15	15	78
15	Fitria ningsih	17	18	14	15	15	77
16	Herlina sheli a	18	18	14	14	15	76
17	Ismi o nabella	14	18	15	18	14	76
18	Miftahur r	16	16	14	15	15	76
19	Naja a octavia	16	17	16	15	15	79
20	Nurul m	17	17	15	15	17	85
21	Putri nur alisa	17	16	15	14	14	76
22	Rohmatul m	16	16	15	15	17	83
23	Silfia ningtias	17	16	16	15	15	79



From the table above, it can be seen that the pre test of the students in control group which using freewriting technique was varieties. There were, 5 students got 79, 6 students got 78, 2 students got 83, 5 students got 76, 1 student got 77, 2 students got 80, 1 student got 85, 1 student got 82. So that, can be conclude that the pre test of the students which without using freewriting technique was moderate.

### 3. The result of students' post test in experimental group (8A)

The table bellow showed the score of the post test of the student that using freewriting technique.

Table 4.3 The Score of Student Post Test in Experimental Group (8A)

No	Name	Score					Total
		Organization	Content	Grammar	Punctuation	Style	
1	Ahmad Abdul AN	18	18	15	15	15	80
2	Ahmad bashori	12	19	16	15	18	86
3	Dimas aditya NF	17	17	15	18	18	84
4	Eka gusti bayu A	18	18	18	18	19	92
5	Erwin sepriono	18	18	15	15	15	80
6	Hamam F alkindy	18	18	17	17	17	86
7	Huda anshori	18	18	17	17	17	86
8	Miftakul Huda	18	18	17	18	18	88
9	Muhammad M	17	17	17	17	17	84
10	Ridho akbar F	17	17	16	18	16	84
11	Riko malaya S	18	18	15	16	15	81
12	Aryaning diahw	18	18	14	14	18	82
13	Dewi iim DH	18	18	17	16	17	87
14	Dwi rahmawati	18	18	14	15	16	81
15	Finda dwi farida	19	19	17	18	18	88

16	Ima nurprihatini	18	18	17	15	18	87
17	Nurul khmidatur	18	18	18	18	19	92
18	Rif'ah khofifatul	17	17	14	16	17	82
19	Septia amelia	18	18	17	16	19	88
20	Tri astutik	16	16	14	16	18	82
21	Ulfa inayatul M	18	18	15	15	18	84
22	Yeni ayu nur M	18	18	16	17	18	87
23	Zahrotul UUN	18	18	15	17	18	86

From the table above, it can be seen that the post test of the students in experimental group which using freewriting technique was varieties. There were, 1 student got 92, 1 student got 89, 3 students got 88, 3 students got 87, 4 students got 86, 4 students got 84, 3 students got 82, 2 students got 81, 2 students got 80. So that, can be conclude that the post test students which using freewriting technique was good.

#### 4. The result of students' post test in control group (8B)

The table bellow showed the score of the post test of the student that using freewriting technique.

Table 4.4 The Score of Student Post Test in Control Group (8B)

No	Name	Score					Total
		Organization	Content	Grammar	Punctuation	Style	
1	Agus S	14	14	15	13	16	72
2	Andre pria M	15	13	14	15	13	70
3	Celvin nur A	16	17	16	15	15	79
4	David FH	17	16	14	11	15	73
5	Erwan S	14	16	18	16	14	77
6	Faqih bahrul	16	15	15	14	14	74



7	Krisna aldy	16	17	14	14	17	78
8	M. Ponco P	15	13	14	15	13	70
9	M bagus P	15	13	14	15	13	70
10	Roisul muzaki	16	17	16	15	15	79
11	Yongki a putra	14	15	14	15	14	72
12	Amalia D	15	15	14	12	14	70
13	Anggre bihiro	16	15	16	15	15	77
14	Binti K	16	15	14	15	15	75
15	Fitria ningsih	14	15	14	15	14	72
16	Herlina SA	14	16	16	14	15	75
17	Ismi O nabella	14	14	15	15	15	73
18	Miftahur R	14	15	14	15	14	72
19	Naja a octavia	15	15	16	14	15	75
20	Nurul M	15	16	15	16	15	77
21	Putri nur alisa	18	16	12	14	14	74
22	Rohmatul M	17	17	15	15	17	81
23	Silfia ningtias	16	17	14	14	17	78

From the table above, can be seen that the post test of the students in control group which using freewriting technique was varieties. There were, 1 student got 81, 2 students got 79, 2 students got 78, 3 students got 77, 3 students got 75, 2 students got 74, 2 students got 73, 4 students got 72, 4 students got 70. So that, can be conclude that the post pre test students which without using freewriting technique was moderate.

**5. The result of assumption test for parametric statistic**

**a. Normality**

Normality test was conducted to know whether the data distribution or not. For this test, it would be proposed by the hypothesis as follow:

Ho: the data was not normal distribution

Ha: the data was normal distribution

Table 4.5 Normality of Data and Calculation of the Students' Post Test in Experimental Group

X	F	Fx	X <sup>2</sup>	Fx <sup>2</sup>
92	1	92	8464	8464
89	1	89	7921	7921
88	3	264	7744	69696
87	3	261	7569	68121
86	4	344	7396	118336
84	4	336	7056	112896
82	3	246	6724	60516
81	2	162	6561	26244
80	2	160	400	25600
	<b>23</b>	<b>1954</b>	<b>59835</b>	<b>497794</b>

Calculate the average:

$$\begin{aligned}
 M_x &= \frac{\sum fx}{n} \\
 &= \frac{1954}{23} \\
 &= 84,96
 \end{aligned}$$

Calculate the deviation standard:

$$\begin{aligned}
 S_{dx} &= \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\
 &= \sqrt{\frac{497794}{23} - \left(\frac{1954}{23}\right)^2} \\
 &= \sqrt{21643,217 - (84,96)^2}
 \end{aligned}$$



$$= \sqrt{21643,217 - 7218,2016}$$

$$= \sqrt{14425,0154}$$

$$= 120,104$$

Table 4.6 The Result of Normality Test for Experimental Group

X	F	Fkb	F/n	Fkb/n	Z	P ≤ z	A <sub>2</sub>	A <sub>1</sub>
1	2	3	4	5	6	7	8	9
92	1	23	0,043	1	2,751	0,997	0,003	0,04
89	1	22	0,043	0,96	1,579	0,947	0,013	0,03
88	3	21	0,130	0,91	1,188	0,881	0,029	0,101
87	3	18	0,130	0,78	0,014	0,504	0,276	0,146
86	4	15	0,173	0,65	0,007	0,5	0,15	0,023
84	4	11	0,173	0,48	-0,006	0,5000	0,02	0,153
82	3	7	0,130	0,30	-0,020	0,4920	0,192	0,062
81	2	4	0,087	0,17	-0,027	0,4920	0,322	0,235
80	2	2	0,087	0,09	-0,034	0,4880	0,398	0,311

$D_{(0,05,23)}$  from index 0,27

$$0,153 \leq 0,27$$

Ha was accepted if  $a_1 \max \leq d_{index}$ , so the decision was to accept ha, which meant the data was normality distributed.

Table 4.7 Normality of Data and Calculation of the Students' Post Test in Control Group

Y	F	Fy	Y <sup>2</sup>	Fy <sup>2</sup>
81	1	81	6561	6561
79	2	158	6241	24964
78	2	156	6084	24336
77	3	231	5929	53361
75	3	225	5625	50625
74	2	148	5476	21904
73	2	146	5329	21316
72	4	288	5184	82944

70	4	280	4900	78400
	<b>23</b>	<b>1713</b>	<b>51329</b>	<b>364411</b>

Calculate the average:

$$M_x = \frac{\sum fy}{n}$$

$$= \frac{1713}{23}$$

$$= 74,479$$

Calculate the deviation standard:

$$S_{dy} = \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum fy}{n}\right)^2}$$

$$= \sqrt{\frac{364411}{23} - \left(\frac{1713}{23}\right)^2}$$

$$= \sqrt{15843,95652 - (74,478)^2}$$

$$= \sqrt{15843,95652 - 5547,011342}$$

$$= \sqrt{10296,94518}$$

$$= 101,474$$

Table 4.8 The Result of Normality Test for Control Group

<b>Y</b>	<b>F</b>	<b>Fkb</b>	<b>F/n</b>	<b>Fkb/n</b>	<b>Z</b>	<b>P &lt; z</b>	<b>A<sub>2</sub></b>	<b>A<sub>1</sub></b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
81	1	23	0,043	1	2,548	0,9945	0,006	0,037
79	2	22	0,086	0,96	1,767	0,9608	0,001	0,085
78	2	20	0,086	0,87	1,376	0,9147	0,045	0,04
77	3	18	0,130	0,783	0,025	0,508	0,275	0,145
75	3	15	0,130	0,652	0,005	0,5	0,152	0,022
74	2	12	0,086	0,52	-0,005	0,5000	0,02	0,066
73	2	10	0,086	0,43	-0,015	0,4960	0,066	0,02
72	4	8	0,174	0,348	-0,024	0,4920	0,144	0,03
70	4	4	0,174	0,17	-0,044	0,4840	0,1314	0,14



$D_{(0,05,23)}$  from index 0,27<sup>57</sup>

$$0,145 \leq 0,27$$

$H_a$  was accepted if  $a_1 \max \leq d_{\text{index}}$ , so the decision was to accept  $h_a$ , which meant the data was normality distributed.

### b. Homogeneity

Homogeneity test is the variance ratio test between two groups or more. This can be tested harley test.

$$f(\max) = \frac{Var \max = SD^2 \max}{Var \min = SD^2 \min}$$

$$f(\max) = \frac{Var \max = 120,1066476^2}{Var \min = 101,4738645^2}$$

$$f(\max) = \frac{14425,6068}{10296,94518}$$

$$= 1,400959852$$

$$= 1,401$$

$$db = n-1; k$$

$$db = 23-1; 2 = 23; 2$$

F max index is 2,40,<sup>58</sup> fmax is  $\leq$  fmax index receive  $h_0$  and data is homogeny

## C. Data analysis

### 1. The analysis o student's post test of experimental group

To obtain data, the researcher uses a writing test to 23 students for experimental group and 23 students for control group, to know the students writing skill at eighth

<sup>57</sup> see appendix 11

<sup>58</sup> see appendix 12

grade at MTs Al Hidayah Kendal Ngawi academic year 2015/2016. After scoring, then it thought  $M_x$  and  $SD_x$  to determine the students' writing skill is excellent, good, or low category.

Table 4.9 The Computation of Students' Post Test in Experimental Group

<b>X</b>	<b>F</b>	<b>X'</b>	<b>Fx'</b>	<b>X'<sup>2</sup></b>	<b>Fx'<sup>2</sup></b>
92	1	+4	4	16	16
89	1	+3	3	9	9
88	3	+2	2	4	36
87	3	+1	1	1	9
86	4	0	0	0	0
84	4	-1	-1	1	16
82	3	-2	-2	4	36
81	2	-3	-3	9	36
80	2	-4	-4	16	64
	<b>23</b>		<b>-8</b>		<b>222</b>

1) Finding average (mean) of the variable x

$$\begin{aligned}
 M_x &= m + \left( \frac{\sum fx'}{n} \right)^2 \\
 &= 86 + \left( \frac{-8}{23} \right) \\
 &= 86 + -0,347826087 \\
 &= 85,65217391
 \end{aligned}$$

2) Finding for sdx

$$\begin{aligned}
 Sdx &= \sqrt{\frac{\sum f(x')^2}{n} - \left( \frac{\sum fx'}{n} \right)^2} \\
 &= \sqrt{\frac{222}{23} - \left( \frac{-8}{23} \right)^2} \\
 &= \sqrt{9,65 - 0,12}
 \end{aligned}$$



$$= \sqrt{9,53}$$

$$= 3,087069808$$

From the calculation above, it known that  $M_x = 85,65217391$  and  $SD_x = 3,087069808$ . To determine the category of writing skill at MTs Al Hidayah was excellent, good or low category, made grouping category used the standard bellow:

$$M_x + 1. SD_x = 85,65217391 + 1. 3,087069808$$

$$= 85,65217391 + 3,087069808$$

$$= 88,73924373 = 89 \text{ (rounded)}$$

$$M_x - 1. SD_x = 85,65217391 - 1. 3,087069808$$

$$= 85,65217391 - 3,087069808$$

$$= 82,5651041 = 83 \text{ (rounded)}$$

It can be seen that score over 89 is considered excellent category, while the score less than 83 were as low category, and it score of 83-89 is good category. To know more clearly about the category of writing skill of the student of experimental group, it can be seen at the following table:

Table 4.10 The Category of Writing Skill of the Students in Experimental Group

No	Score	Frequency	Category
1	More than 89	1	Excellent
2	83-9	19	Good
3	Less than 83	3	Poor
		<b>23</b>	

From the category above it can be seen that in excellent category with frequency of 1 respondent, in a good category frequency with 19, and in poor category with

frequency 3. Thus, in general it can be said that the writing skill of the students post test in experimental group that taught by freewriting technique at the eighth grade of MTs Al Hidayah is good level.

## 2. The analysis of student's post test of control group

Table 4.11 The Computation of Students' Post Test in Control Group

X	F	X'	Fx'	X' <sup>2</sup>	Fx' <sup>2</sup>
81	1	+4	4	16	16
79	2	+3	6	9	36
78	2	+2	4	4	16
77	3	+1	3	1	9
75	3	0	0	0	0
74	2	-1	-2	1	4
73	2	-2	-4	4	16
72	4	-3	-12	9	144
70	4	-4	-16	16	256
	<b>23</b>		<b>-17</b>		<b>497</b>

1) Finding average (mean) of the variable x

$$\begin{aligned}
 \text{My} &= m' + \left(\frac{\sum f y'}{n}\right)^2 \\
 &= 75 + \left(\frac{-17}{23}\right) \\
 &= 75 + -0,739130434 \\
 &= 74,26086957
 \end{aligned}$$

2) Finding for sdy

$$\text{Sdy} = \sqrt{\frac{\sum f (y')^2}{n} - \left(\frac{\sum f y'}{n}\right)^2}$$

$$\begin{aligned}
&= \sqrt{\frac{497}{23} - \left(\frac{-17}{23}\right)^2} \\
&= \sqrt{21,609 - 0,546} \\
&= \sqrt{21,06238185} \\
&= 4,589377066
\end{aligned}$$

From the calculation above, it known that  $\mu_y = 74,26086957$  and  $SD_y = 4,589377066$ . To determine the category of writing skill at MTs Al Hidayah was excellent, good or low category, made grouping category used the standard bellow:

$$\begin{aligned}
\mu_y + 1. SD_y &= 74,26086957 + 1. 4,589377066 \\
&= 74,26086957 + 4,589377066 \\
&= 78,85024658 = 79 \text{ (rounded)}
\end{aligned}$$

$$\begin{aligned}
\mu_y - 1. SD_y &= 74,26086957 - 1. 4,589377066 \\
&= 74,26086957 - 4,589377066 \\
&= 69,6714925 = 70 \text{ (rounded)}
\end{aligned}$$

It can be seen that score over 79 is considered excellent category, while the score less than 70 were as low category, and it score of 70-79 is good category. To know more clearly about the category of writing skill of the student of experimental group, it can be seen at the following table:

Table 4.12 The Category of Writing Skill of the Students in Control Group

No	Score	Frequency	Category
1	More than 79	1	Excellent
2	70-79	22	Good
3	Less than 70	-	Poor
		<b>23</b>	



From the category above it can be seen that in excellent category with frequency of 1 respondent, in a good category frequency with 22, and in poor category with frequency 0. Thus, in general it can be said that the writing skill of the students post test in control group that taught without using freewriting technique at the eighth grade of mts al hidayah is low level.

### 3. Testing hypothesis ( $t_{test}$ )

From the description above the researcher would to compare the main score between the student taught by freewriting technique (x), and the student who didn't taught by freewriting technique(y), by the following step:

a) Average (mean) of the variable x and y

$$M_x = m' + i \left( \frac{\sum f x'}{n} \right)$$

$$M_x = 86 + 1 \left( \frac{-8}{23} \right)$$

$$M_x = 86 + 1 \cdot -0,347826087$$

$$= 86 + -0,347826087$$

$$= 85,65217391$$

$$= 85,652$$

$$M_y = m' + i \left( \frac{\sum f x'}{n} \right)$$

$$M_y = 75 + 1 \left( \frac{-17}{23} \right)$$

$$M_y = 75 + 1 \cdot -0,73913043$$

$$= 75 + -0,739130437$$

$$= 74,26086957$$

$$= 74,261$$

b)  $SD_x$  and  $SD_y$

$$SD_x = i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= \sqrt{\frac{222}{23} - \left(\frac{-18}{23}\right)^2}$$

$$= \sqrt{9,652173913 - 0,61247637}$$

$$= \sqrt{9,039697543}$$

$$= 3,006608977$$

$$= 3,007$$

$$SD_y = i \sqrt{\frac{\sum fy'^2}{n} - \left(\frac{\sum fy'}{n}\right)^2}$$

$$= \sqrt{\frac{497}{23} - \left(\frac{-17}{23}\right)^2}$$

$$= \sqrt{21,60869565 - 0,546313799}$$

$$= \sqrt{21,06238185}$$

$$= 4,589377066$$

$$= 4,589$$

c) Determining standard error mean variable x and y

$$\begin{aligned}
 Se_{mx} &= \frac{Sdx}{\sqrt{n_x-1}} \\
 &= \frac{3,007}{\sqrt{23-1}} \\
 &= \frac{3,007}{4,690} \\
 &= 0,6411513859 \\
 &= 0,641
 \end{aligned}$$

$$\begin{aligned}
 Se_{my} &= \frac{Sdy}{\sqrt{n_y-1}} \\
 &= \frac{4,589}{\sqrt{23-1}} \\
 &= \frac{4,589}{4,690} \\
 &= 0,9784644818 \\
 &= 0,978
 \end{aligned}$$

d) Difference standard error score of the means variable x and variable y

$$\begin{aligned}
 Se_{mx-my} &= \sqrt{SE_{mx}^2 + SE_{my}^2} \\
 &= \sqrt{0,6411513859^2 + 0,9784644818^2} \\
 &= \sqrt{0,411075098 + 0,95739274} \\
 &= 1,368467839 \\
 &= 1,368
 \end{aligned}$$

e)  $T_o$  score



$$\begin{aligned}
T_o &= \frac{mx - my}{se_{mx - my}} = \frac{85,652 - 74,261}{1,368} \\
&= \frac{11,391}{1,368} = 8,3267543 \\
&= 8,237
\end{aligned}$$

#### D. Discussion

From the computation above, it was shown that the different coefficient of student taught using freewriting technique and student taught without using freewriting technique. Hypothesis test ( $t_o$ ) at 8,237 from the computation above would be compared to the “t” index ( $t_t$ ) with the condition stated below:

If the  $t_o \geq t_t$ ,  $H_a$  was accepted. It mean that the mean different of both variables was a significant difference. to determine  $t_o$  was checking db and consulted with the  $t_t$  score:

$$\begin{aligned}
Db &= (n_1 + n_2) - 2 \\
&= (23 + 23) - 2 \\
&= 46 - 2 \\
&= 44
\end{aligned}$$

From the score above, the researcher could know that in 5% significant level  $t_o = 8,237$  and  $t_t = 2,02$ .<sup>59</sup> Based on this statement, the researcher interpret that there was a significant different between the student taught using freewriting technique and student taught without using freewriting technique in writing skill. It implies that the student using freewriting technique achieve better in writing skill.

<sup>59</sup> see Appendix 13

So alternative Hypothesis (ha) that stated the student using freewriting technique will achieve better score in writing was accepted. In other word, freewriting technique was effective in writing activity at eighth grade of MTs Al Hidayah in academic year 2015/2016.

It is suitable theory with theory of Linda L Yi, which focused freewriting is fully utilized and becomes a regular and integral part of the teaching and learning process, student will be empowered to think through problems, make discoveries, gain insights, and express themselves with confidence through spontaneous writing focusing on a specific topic.<sup>60</sup>

In other word, Peter Elbow said that freewriting technique has many benefits, such as; the first benefit of free writing is crudely practical. Free writing gets you going, gets you writing, and makes it much easier to begin. The second benefit is that free writing doesn't just get words on paper, it improves Thinking. The third benefits, free writing Leads us to write such thoughts down instead of just thinking them, the process Improves and enriches our thinking. The fourth benefits, free writing puts life into our writing: voice, energy, presence. That Is, even though free writing can lead to incoherence or even garbage, free written Language is usually livelier than our careful writing because free writing leads us to speak on paper.<sup>61</sup>

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<sup>60</sup> Linda L Yi, Exploring The Use of Freewriting in Developing Academic Writing, University of Canberra, (Journal of University Teaching and Learning Practice)

<sup>61</sup> Elbow Peter, Everyone Can write essays Toward a Hopeful Theory Of Writing and Teaching Writing (New York Oxford University Press,2000 ) 88

## CHAPTER V

### CLOSING

#### A. Conclusion

From the result above, Hypothesis (H<sub>a</sub>) said that

1. The students who are taught by using freewriting achieve better than student these are not taught by using freewriting technique in writing activity.
2. Student that doesn't use freewriting technique have low score than student which use freewriting technique in writing activity. So
3. The researcher conclude that there was a significant difference in writing achievement between the students who are taught by using freewriting than student these are not taught by using freewriting technique in writing activity.

In other word freewriting technique is effective and appropriate technique that can increase students' writing activity at eighth grade of MTs Al Hidayah in academic year 2015/2016. The index of  $t_o$  is 8.237 it is higher than the index of  $t_t$  is 2.02 at the level of significant 5%.

#### B. Recommendation

1. For the teacher

The teachers should apply the best methods in order to make students interested in attending the lesson moreover in writing activity. The teacher should attract the students' interest and motivation in learning English. They should be



facilitator, controller, and guide all students who need help when they face the problem of learning in writing. By using appropriate method the students' ability in writing will improve effectively.

2. For the school

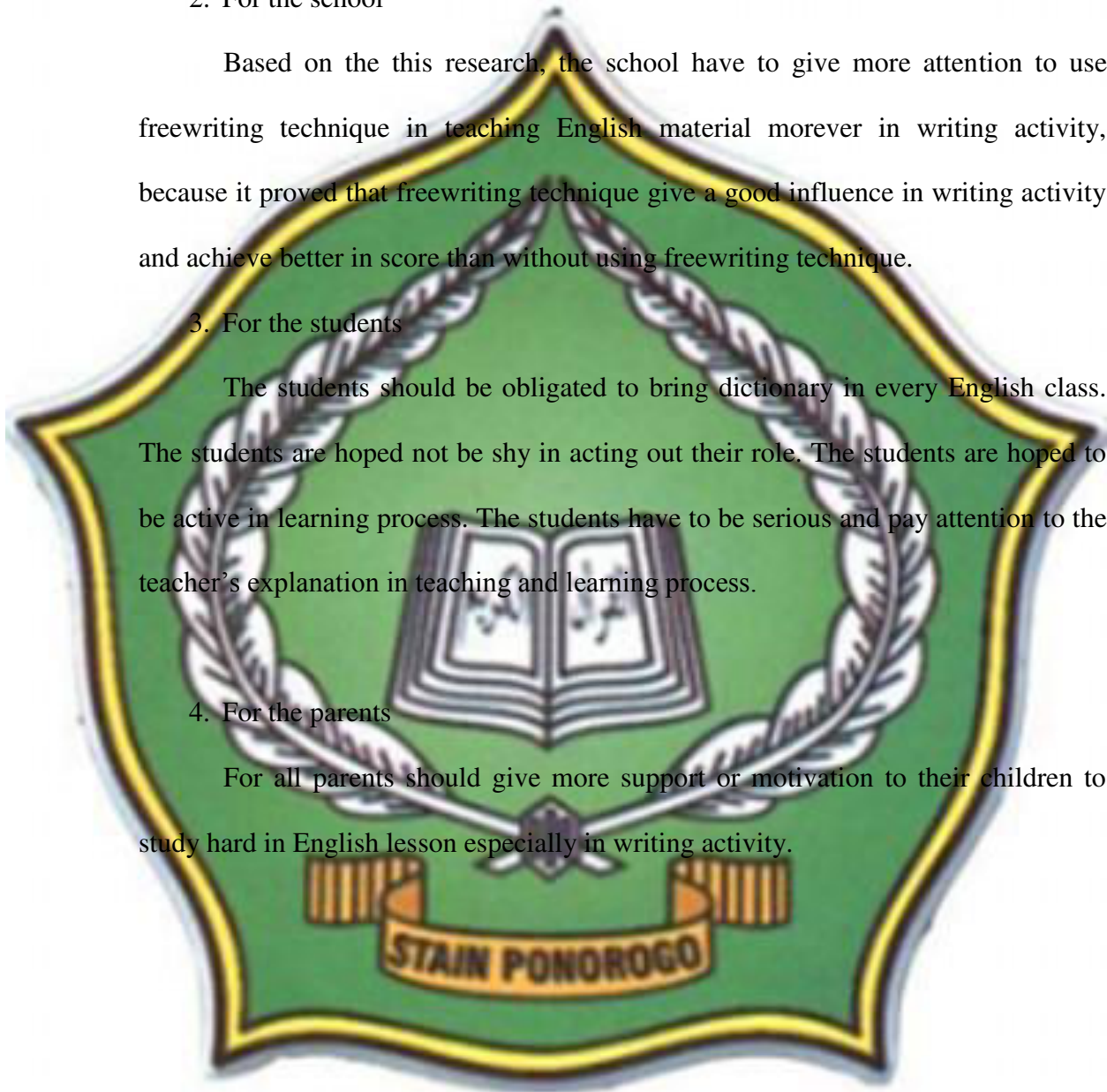
Based on this research, the school has to give more attention to use freewriting technique in teaching English material moreover in writing activity, because it proved that freewriting technique gives a good influence in writing activity and achieves better scores than without using freewriting technique.

3. For the students

The students should be obligated to bring a dictionary in every English class. The students are hoped not to be shy in acting out their role. The students are hoped to be active in the learning process. The students have to be serious and pay attention to the teacher's explanation in the teaching and learning process.

4. For the parents

All parents should give more support or motivation to their children to study hard in English lessons especially in writing activities.



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