THE EFFECT OF FREE WRITING TECHNIQUE ON STUDENTS' MOTIVATION AND WRITING ABILITY AT MTs DARUL ULUM PALANGKA RAYA

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2021 M / 1443 H

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THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

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Day	:	Monday
Date	:	1 November 2021

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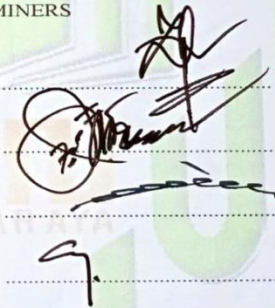
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MOTTO AND DEDICATION

"You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives."

~ Clay P. Bedford ~
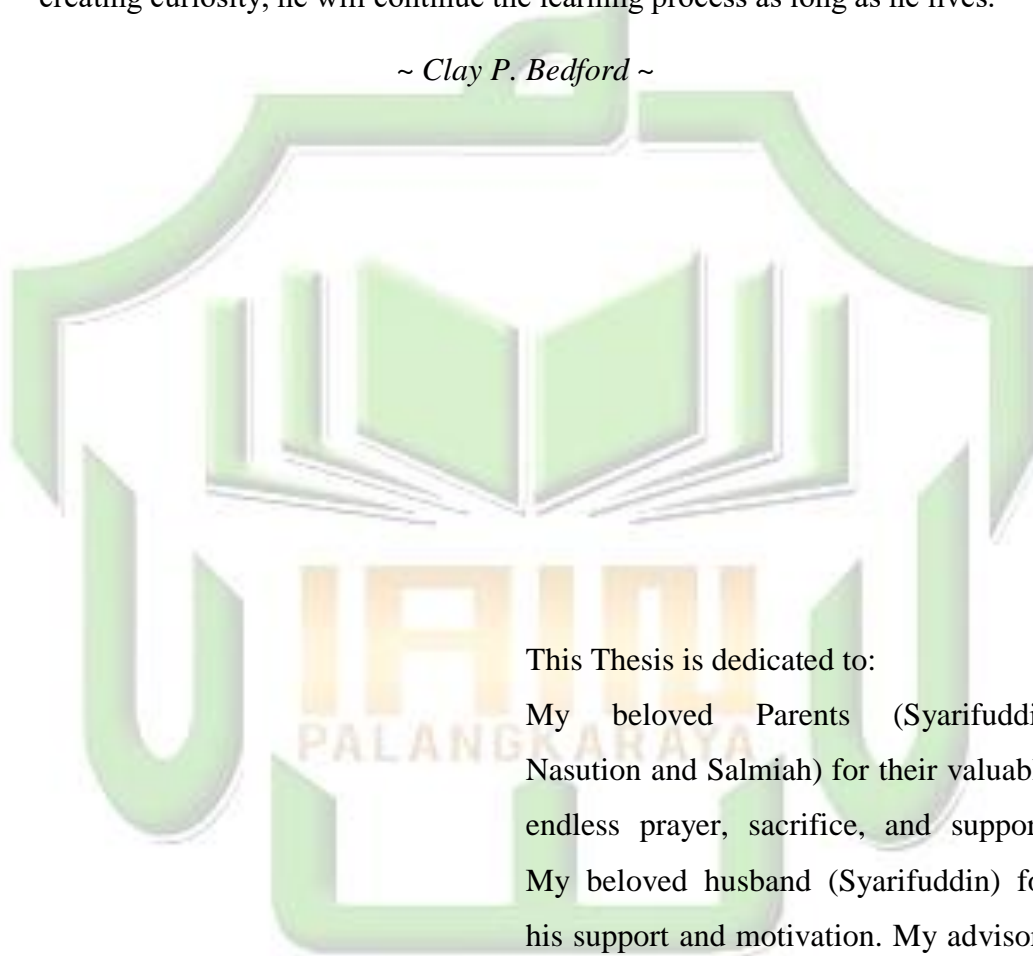
This Thesis is dedicated to:

My beloved Parents (Syarifuddin Nasution and Salmiah) for their valuable endless prayer, sacrifice, and support. My beloved husband (Syarifuddin) for his support and motivation. My advisors (M. Zaini Miftah, M.Pd and Sabarun, M.Pd) for their time, advice, help, and suggestion during doing this thesis. All of my friends and my family who always support me.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Herewith, I:

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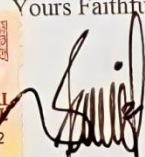
Study Program   : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

3. If a later time is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 1 November 2021

Yours Faithfully,

Selvi Maulidzar Nasution
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Palangka Raya, 1 November 2021

Hal   : **Examination of**
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To
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka Raya

In -
Palangka Raya

Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of:

Name   : SELVI MAULIDZAR NASUTION
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Thesis Title : THE EFFECT OF FREE WRITING TECHNIQUE ON
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                AT MTs DARUL ULUM PALANGKA RAYA

Can be examined in partial fulfillment of the requirements of the Degree of Sarjana Pendidikan in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.
Thank you for the attention.

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Hal   : **Permohonan Ujian Skripsi**
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                 MTs DARUL ULUM PALANGKA RAYA

Dapat diujikan sebagai syarat untuk memenuhi kewajiban dari mencapai gelar Sarjana Pendidikan pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.
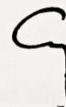
Terima kasih atas perhatiannya.

Wassalamu'alaikum Wr. Wb.

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ABSTRACT

Nasution, Selvi Maulidzar. 2020. *The Effect of Free Writing Technique on Students' Motivation and Writing Ability at MTs Darul Ulum Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M.Pd, (II) Sabarun, M.Pd

Key words: effect, free writing technique, students' motivation, writing ability.

Free writing is low-stakes, which means it should only be used as an exercise for learning and thinking, rather than a task for marks. Based on the problems identified above, the researcher assumed that the free writing as a technique in improving students' writing ability is important and can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experiences.

The research was aimed to measure the effectiveness of using free writing technique on writing ability and students' motivationin descriptive text at MTs Darul Ulum Palangka Raya.

The research was included in quantitative research with Quasi-Experimental Design. The researcher designed the lesson plan, conducted the treatment, and counted the students' scores by pre-test and post-test. The population of this research was all of the first grade students at MTs Darul Ulum Palangka Raya and the sample of this research was 40 students from class VII – B as experiment class and class VII – A as control class. The sample was determined using clustersampling technique.

The researcher used MANOVA to analyze the data, the result of MANOVA showed that there were significant differences among groups after doing the treatment, with the significant level was lower than alpha (α) ($0.000 \leq 0.05$). Based on the result of calculation with MANOVA used SPSS program, the researcher interpreted that; teaching writing used free writing technique was more effective toward writing ability than teaching without using free writing technique. It was showed in the result of significant value was lower than alpha ($0.000 < 0.05$). Teaching writing used free writing technique was more effective toward students' motivation than teaching without using free writing technique. It was showed in the result of significant value was lower than alpha ($0.000 < 0.05$). Teaching writing used free writing technique was more effective toward writing ability and students' motivation than teaching without using free writing technique. It was showed in the result of significant value was lower than alpha ($0.000 < 0.05$). *free writing technique.* Hal ini ditunjukkan dengan hasil nilai signifikansi yang lebih rendah dari alpha ($0,000 < 0,05$).

ABSTRAK

Nasution, Selvi Maulidzar. 2020. Pengaruh Free Writing Technique Motivasi Siswa dan Kemampuan Menulis di MTs Darul Ulum Palangka Raya. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M.Pd, (II) Sabarun, M.Pd

Kata Kunci: pengaruh, *free writing technique*, motivasi siswa, kemampuan menulis

Free writing berisiko rendah, yang berarti seharusnya hanya digunakan sebagai latihan untuk belajar dan berpikir, bukan tugas untuk mendapatkan nilai. Berdasarkan permasalahan yang di identifikasi di atas, peneliti berasumsi bahwa free writing sebagai teknik dalam meningkatkan kemampuan menulis siswa adalah penting dan dapat digunakan oleh siswa membantu untuk menghasilkan ide dan melibatkan diri lebih dalam dalam menulis ekspresi mereka berhubungan dengan imajinasi mereka. atau pengalaman mereka sendiri.

Penelitian ini bertujuan untuk mengukur efektivitas penggunaan *free writing technique* pada kemampuan menulis dan motivasi siswa dalam teks deskriptif di MTs Darul Ulum Palangka Raya.

Penelitian ini termasuk dalam penelitian kuantitatif dengan Desain Kuasi Eksperimental. Peneliti merancang RPP, melakukan treatment, dan menghitung nilai siswa dengan pre-test dan post-test. Populasi penelitian ini adalah seluruh siswa kelas I MTs Darul Ulum Palangka Raya dan sampel penelitian ini adalah 40 siswa dari kelas VII - B sebagai kelas eksperimen dan kelas VII - A sebagai kelas kontrol. Sampel ditentukan dengan menggunakan teknik cluster sampling.

Peneliti menggunakan MANOVA untuk menganalisis data, hasil MANOVA menunjukkan bahwa ada perbedaan yang signifikan antar kelompok setelah dilakukan perlakuan, dengan tingkat signifikan lebih rendah dari alpha (α) (0,000 0,05). Berdasarkan hasil perhitungan dengan MANOVA menggunakan program SPSS, peneliti menginterpretasikan bahwa; pengajaran menulis menggunakan *free writing technique* lebih efektif terhadap kemampuan menulis daripada mengajar tanpa menggunakan *free writing technique*. Hal ini ditunjukkan dengan hasil nilai signifikansi yang lebih rendah dari alpha (0,000<0,05). Pengajaran menulis menggunakan *free writing technique* lebih efektif terhadap motivasi siswa daripada mengajar tanpa menggunakan *free writing technique*. Hal ini ditunjukkan pada hasil nilai signifikan lebih rendah dari alpha (0,000<0,05). Pengajaran menulis menggunakan *free writing technique* lebih efektif terhadap kemampuan menulis dan motivasi siswa daripada mengajar tanpa menggunakan *free writing technique*. Hal ini ditunjukkan dengan hasil nilai signifikansi yang lebih rendah dari alpha (0,000<0,05).

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Alhamdulillah and praise to Allah, because of His Blessing and Mercy, the researcher is able to accomplish this thesis entitled: **The Effect of Free Writing Technique on Students' Motivation and Writing Ability at MTs Darul Ulum Palangka Raya**. In this right chance, the writer would like to give her greatest thanks to:
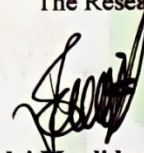
1. Dr. Hj. Rodhatul Jennah, M.Pd, the Dean of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, for her invaluable assistance both in academic and administrative matters.

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10. Special thanks are addressed to the students of the Class VII – A, and VII – B of MTs Darul Ulum Palangka Raya for their helps.

The researcher realizes that this thesis is still far from the perfect, therefore some constructive critical and suggestion are warmly welcome. Hopefully, may Allah keep us on the straight path and rewards us for what we have done and this can be useful for all of us.

Palangka Raya, 1 November 2021

The Researcher,

Selvi Maulidzar Nasution
SRN 1501121032

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LIST OF ABBREVIATIONS

Df   :   Degree of Freedom

SD   :   Standart Deviation

SE   :   Standart Error

Ha   :   Alternative Hypothesis

Ho   :   Null Hypothesis

N   :   Number of Students

SPSS   :   Statistical Package for the Social Science

MTs   :   Madrasah Tsanawiyah
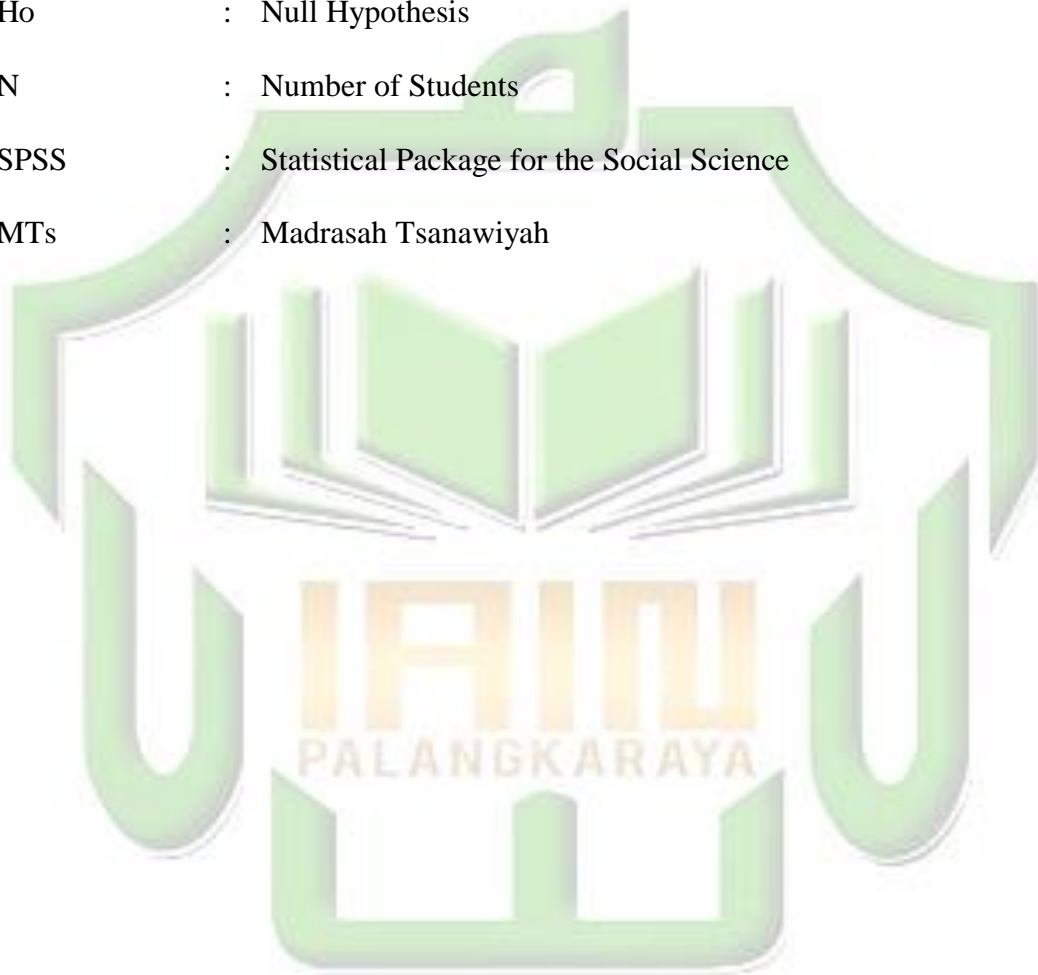
CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problem, objectives of the study, hypothesis of the study, assumption, significance of the study, and definition of key terms.

A. Background of the Study

English is one of international languages that is used in over the world. According to Richards and Rodgers say English is the world's most widely studied foreign language. Based on that, the writer concludes that English as the international language is needed and very important for human to communication in the world. Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used tocommunicate both in written and spoken languages. Considering the importance of the language, our government has drawn English as a foreign language that should be mastered by the students.

In Indonesia, English teaching aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills. Nowadays, the students are expected to master those four skills in order to be able to use English communicatively even written or spoken language.

In fact, the majority of students usually refuse to write. It caused they did not know what to write. The writing skill is considered to be the most difficult of the language skills for Indonesian students. The first stage in learning language is by hearing it. The students are able to understand what

they heard but they do not know how to write it. Then, some general signs are easy to find in public area which is related with the use of their reading comprehension of language context, for example 'push and pull' at the door of one store, 'no smoking', 'parking area', etc.

In contrast, the writing skill could be both new and difficult things used in daily life. Not all of students write in English to send a text. In spite of the fact that writing is very important, especially for Indonesian students who should master four language skill that have to be mastered since junior high schools, the writing skill is considered as a difficult assignment. Based on the researcher's observation and the interview with the English teacher on March, 20th 2019, every time the students were asked to make the writing assignment, they felt reluctant to do that. Their results of English assignment were not as good as the other English language skill results.

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

This problem is caused by lack motivation of the students. Most of students' parents in this school are not well educated or do not have good background study. Most of them were parking-workers, housemaids, farm workers, and many more. These conditions made the parents not concern

about the behavior and the education of their children. Another problem comes from the teacher used a conventional technique in the teaching process. Many Indonesian teachers do not realize their responsible that being a teacher is not only dealing with their attendance in the class but also dealing with their technique to facilitate the learner needs, the tools they used and the result that students achieved, the media, the good material, and many more necessary aspects.

By using the conventional techniques, the teacher is unable to increase the students' motivation for learning. That is why they feel bored and do not have any spirit to join the learning activity. Therefore, the teachers as the facilitators should be responsible to find the solution of the problem. They should change and develop their teaching strategy in writing, so the satisfaction of teaching and learning activities is able to be obtained and student's motivation can be increased.

Due to those facts, the researcher tried to prove using the free writing technique as an important tool helping students to express themselves by writing and it is expected to give students a great start or an introduction to write. It is always better to write something once or at least twice in a day. This would keep students' mind fresh (Buana, 2008).

Free writing is a writing technique that makes students write whatever comes into their head without stopping, worrying about grammar, spelling, organization or even making basic sense. Elbow (1980) said that one way to improve writing skill is practice to do free writing periodically. It also can be

a useful media in order to help students start to write. Moreover, Elbow (1980,p. 14) also found that this free writing activity can help students learn simply to get on writing and not be held by worries about whether they use good words or right words.

Rigg (2011) added that if the students have to write, "I don't know what to say" repeat for 5 minutes, which would be fine. The main aim of free writing is to get something on the page. It is supported by Bello (1997) who stated that one way to improve the writing skill is to practice. In this case, the practice will be conducted in form of the free writing activity.

Free writing is a tool or strategy that can be used by anyone – lecturers, tutors or students – and for a range of purposes. Essentially, the purpose of free writing is to unlock creativity and ideas in a low stakes, not-for-marks writing task that is specifically timed and framed. For example, if you are trying to write a paper for publication and you have done some reading and have lots of ideas but are not sure where to start with the writing, set yourself a free writing task. Choose an aspect of your paper's topic that you would like to make some notes on, and write for five minutes. The only real rule is that your pen should not stop writing for the whole of the five minutes. Don't concern yourself with writing in 'perfect' grammar or even in full sentences. Write the ideas down in whatever form they emerge and don't stop yourself until time is up. Then read what you have written and begin to work out for yourself which ideas are worth keeping and which are not, and you can expand and develop your paper from there.

Free writing is low-stakes, which means it should only be used as an exercise for learning and thinking, rather than a task for marks. Attaching marks to free writes tends to defeat their purpose of being exploratory and concerned with the free flow of ideas and thoughts rather than perfectly grammatical sentences and paragraphs.

Based on the problems identified above, the researcher assumed that the free writing as a technique in improving students' writing ability is important and can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experiences. The reason to choose this topic because in MTs Darul Ulum have a low skill in writing, and the researcher want to improving the students writing ability.

B. Research Problems

Based on the explanation above, this study tries to answer the following question:

1. Is there any significant effect of free writing techniquein writing ability?

2. Is there any significance effect of free writing technique in students' motivation?

3. Is there any significance effect of free writing technique inwriting ability and students' motivation?

C. Objectives of the Study

1. To find out the significance effect of free writing technique in writing ability.

2. To find out the significant effect of free writing technique in students' motivation.

3. To measure the significance effect of free writing technique inwriting ability and students' motivation.

D. Hypothesis of The Study

The hypothesis of this study was prepared as a tentative answer for the research problem previously. The hypothesis of this study is divided into two categories. They are alternative hypothesis and null hypothesis.

1. Alternative Hypothesis (Ha)

a. There is significance effect of free writing technique on writing ability at the first-grade students of MTs Darul Ulum Palangka Raya.

b. There is significant effect of free writing technique on students' motivation at the first-grade students of MTs Darul Ulum Palangka Raya.

c. There are significance effect of free writing technique on writing ability and students' motivation at the first-grade students of MTs Darul Ulum Palangka Raya.

2. **Null Hypothesis (Ho)**

   a. There is no significance effect of free writing technique on writing ability at the first-grade students of MTs Darul Ulum Palangka Raya.

   b. There is no significant effect of free writing technique on students' motivation at the first-grade students of MTs Darul Ulum Palangka Raya.

   c. There are no significance effect of free writing technique on writing ability and students' motivation at the first-grade students of MTs Darul Ulum Palangka Raya.

E. **Assumption**

   If there is a good increase of Free Writing Technique to students understanding, it will also affect writing skill to continue learning to write. Free writing as a technique in improving students' writing ability is important and can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experiences.

F. **Scope and Limitation**

   This research belongs to experiment research.It is conduct at the first grade students of MTs Darul Ulum Palangka Raya. This research focus to measure an effect of using free writing technique on students' motivation and writing ability. In this research, researcher focus on descriptive text. The One-

Way ANOVA applied to answer the research problems. The number of sample are 20 of each class.

G. Significance of the Study

The result of the study is expected to give a contribution to the teaching and learning process of writing in English as a foreign language.

1. For the Students

Through this study the researcher expected this technique can be used to help the students in generating ideas which might help them to write easily. Besides, it helps students to improve their writing ability.

2. For the English teacher

The researcher hopes that this technique able to give information for the teacher in order to consider the free writing as additional technique in teaching writing for EFL/ESL students and as a contribution of the study about English language teaching and learning, particularly in the way on how to improve students' writing skill.

H. Definition of Key Terms

1. Definition of Effect

Effect is something that inevitably follows an antecedent (such as a cause or agent). The meaning of effect also a change which is a result or consequence of an action or other cause.

2. **Definition of Writing**

Meyers (2005, 2) said that writing is a way to produce language, which you do naturally when you speak. Writing is also an action–a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

3. **Definition of Free Writing**

Wojansinski and Smith (2002) said that free writing is a strategy used to said students with disabilities" writing. It is a timed activity that encourages the student to write in a stream of unconsciousness mind. The main aim is to capture as many ideas and thoughts as possible and allow the writing to flow wherever their minds lead them. Few days can be used to allow students to write on any given topic while other days the teacher can direct the topic.

4. **Definition of Motivation**

Motivation is a kind of supporting effort to reach the goal of the study. A student makes some efforts in learning to reach the goal in their study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses related of the study, writing, writing skill in junior high school, free writing, motivation, and descriptive text.

A. Related Studies

There were some related studies the use of free writing technique to improve students' writing ability.

Isni (2018) conducted a research entitled "*Free Writing Technique in Teaching Writing Skill in EFL Classroom*". The purpose of the research was to find out the effectiveness of free writing technique in teaching writing for the tenth graders of SMA NW Wanasaba in the school year 2016-2017. The design of the research was pre-experimental research by using one group pre-test and post-test. The sample of the research was the tenth grade which consisted of 20 students. The instrument used to collect the data was a writing test. The data were analyzed through parametric statistics by using SPSS 17.0 for windows. The result shows that the free writing technique was significantly effective in teaching writing for the tenth graders of SMA NW Wanasaba in the school year 2016-2017.

A Mufarridun (2017) in his research entitled "*The Influence of Using Free Writing Technique towards Students' Analytical Exposition Text Writing Ability at the First Semester of the Eleventh Grade of MA Al-Hikmah Bandar Lampung in the Academic Year 2017/2018*".The design of the research was quasi experimental with the treatment held in 3 meetings, 2 x 45 minutes for

each meeting. The population of the research was the regular class of the eleventh-grade students of MA AL- HIKMAH Bandar Lampung with the total sample was 77 students that were taken from two classes, IPA and IPS. The instrument was an analytical exposition writing test with pre-test and post-test. After the posttest, the writer analyzed the data by using an independent sample t-test. From the data analysis, it was found that the result of the research shows that Ha is accepted. So, there was the influence of using free writing technique towards students' analytical exposition text writing ability in the first semester of the eleventh grade of MA AL-HIKMAH Bandar Lampung in the Academic Year of 2017 / 2018.

Dunifa, Ahiri, and Karno (2017) conducted an action research entitled "*The Quality of University Students' Writing under Free Writing Technique*". The design of the study was action research to overcome students' writing problem and to bring about changes in the quality of students' writing through the implementation of the free writing technique. The participants of the research was 25 students of English Education Study Program, DayanuIkhsanuddin University, Indonesia, during the academic year 2015/2016. The research was carried out in two cycles, and each cycle consists of three steps: planning, action, and observation. Writing tests were applied to collect data on students' writing performance, and students' perceptions toward the application of free writing technique were gathered through interview. The data were analyzed quantitatively and qualitatively. The results of the research show that: (1) students' writing quality is

successful to be improved in two cycles of the implementation of free writing technique, and (2) students regard that their writing quality improves since the free writing technique is motivated, and the technique is also effective to reduce their writing anxiety. This implies that the free writing technique is significantly effective to improve students' writing quality.

Khaerani (2015) also conducted an action research entitled "*The Use of Free Writing Technique in Improving Writing Ability of Class VIII B Students at SPM Muhammadiyah 2 Mlati in the Academic Year of 2014/2015*".The purpose of the study was to improve students' writing ability of Class VIII B at SMP Muhammadiyah 2 Mlati in the academic year of 2014/2015 through the use of free writing technique. The research is categorized as classroom action research (CAR). The subjects of the research were grade VIII B students. The data were collected using questionnaires, observation, and interview techniques. Then, the data were analyzed using descriptive statistics and quantitative data analyses. This research was conducted in two cycles. Based on the analysis of the research findings, the writing ability of the students was improved by using free writing technique.

Tussupbekova(2015) on their research entitled "*Applying Free Writing as a Technique for Developing Kazakhstani University Students' Writing Skills in English*". The purpose of the study was to investigate the efficiency of free writing in teaching English. The research was focused on four points: (1) process approach; (2) process development; (3) qualitative analyses; and (4) collaborative process. The result shows that free writing is most effective

ways toward clear and correct writing. The students have significantly advanced their level of writing.

Nurfiryalianti, Jamiluddin, and Hastini (2014) conducted a research about free writing technique entitled "*Improving Writing Skill by Using Free Writing Technique*". The research aimed at finding out whether the use of free writing technique could improve students' writing skills especially in writing descriptive paragraph or not. The quasi-experimental research design was applied in the research. The research was conducted at SMP Negeri 1 Pasangkayu with the population was the eighth-grade students, and the sample was class VIII-B as the experimental class and VIII-C as the control class. The instrument of data collection was a test that was administered twice called pre-test and post-test. The result of the research showed that the use of free writing technique can improve the students' writing skills particularly in writing a descriptive paragraph.

Hwang (2010) conducted a case study of free writing entitled "*A Case Study of the Influence of Free Writing on Writing Fluency and Confidence of EFL College-Level Students*". This case study investigates three areas of importance to the field of L2 writing: (a) to examine the influence of practicing guided free writing on EFL college-level students' writing fluency; (b) to observe if there are any fluency benefits of practicing guided free writing that transfer to writing fluency in general; and (c) to illustrate how practicing guided free writing helps improve students' confidence in English writing.During the study, a total 208 guided free writing samples written by

eight EFL college-level students over eight weeks were analyzed in terms of fluency by words per minute in order to measure writing fluency, and the results were analyzed using a repeated-measures one-way ANOVA. Students' pretest and posttest writings were then compared in terms of fluency (words per minute) by conducting paired-samples t-tests, and the same pretest and posttest writings were also rated for quality so as to observe whether the fluency benefits of free writing were transferred to new writing done in this EAP context, where the pressure of feedback and grading typically exist.The results showed that practicing guided free writing for eight weeks had a statistically significant influence on improving the students' writing fluency. The results of the study highlight the importance of focusing on English writing fluency rather than giving central attention solely to grammatical accuracy in ESL or EFL classes.

The last previous studies by Li (2007) entitled, "*Exploring the Use of Focused Free Writing in Developing Academic Writing*". This study aimed to further explore the use of focused free writing in the context of promoting students' academic skills development, particularly in the area of academic writing. The study was conducted in an intensive writing course provided for students from diverse disciplines during which focused free writing was employed throughout the entire program to help students develop understanding of academic writing and effective writing strategies. The analysis of student free writing and student feedback to the course reveals several emerging themes, which highlight the beneficial effects of using

focused free writing as a pedagogical tool in the intensive writing course. The study provides suggestions for utilizing focused free writing as an empowering learning tool beyond the writing class to enhance student learning in the disciplines.

Based on the previous studies above, the differences between the researcher research and the previous studies are:(1) this research is focus on students' motivation and writing ability, (2) this research is use experimental design especially quasi-experimental design, (3) this research is conduct in MTs Darul Ulum Palangka Raya with the total sample are 40 students.

The following table was the differences between the researcher research and the previous studies.

Table 2.1 Related Studies

No.	Researcher / Title	Similarities	Differences	
			Related Studies	Researcher Research
1.	Isni (2018) / *Free Writing Technique in Teaching Writing Skill in EFL Classroom*	▪ Free writing technique ▪ Experimental design ▪ Writing test	▪ Pre-experiment ▪ T-test ▪ Recount text	▪ Quasi experiment ▪ One-Way ANOVA ▪ Descriptive text
2.	A Mufarridun (2017) / *The Influence of Using Free Writing Technique towards Students' Analytical Exposition Text Writing Ability at the First Semester of the Eleventh Grade of MA Al-Hikmah*	▪ Free writing technique ▪ Experimental design ▪ Quasi experiment	▪ T-test ▪ Analytical exposition text	▪ One-Way ANOVA ▪ Descriptive text

No.				
	Bandar Lampung in the Academic Year 2017/2018			
3.	Dunifa, Ahiri, and karno (2017) / *The Quality of University Students' Writing under Free Writing Technique*	▪ Free writing technique	▪ Action research design ▪ Quantitative and qualitative	▪ Experimental design ▪ Quantitative
4.	Khaerani (2015) / *The Use of Free Writing Technique in Improving Writing Ability of Class VIII B Students at SPM Muhammadiyah 2 Mlati in the Academic Year of 2014/2015*	▪ Free writing technique ▪ Questionnaire	▪ Classroom action research ▪ Observation and interview technique ▪ Recount text ▪ Descriptive statistic and quantitative data analyses	▪ Experimental design ▪ Wiritng test ▪ Descriptive text ▪ One-Way ANOVA
5.	Tussupbekova(2015) / *Applying Free Writing as a Technique for Developing Kazakhstani University Students' Writing Skills in English*	▪ Free writing ▪ Experimental design	▪ Writing skills	▪ Writing ability
6.	Nurfiryalianti, Jamiluddin, and Hastini (2014) / *Improving Writing Skill by Using Free Writing Technique*	▪ Free writing technique ▪ Experimental design ▪ Quasi experiment ▪ Writing test	▪ Descriptive paragraph ▪ T-count	▪ Descriptive text ▪ One-Way ANOVA
7.	Hwang (2010) / *A Case Study of the Influence of Free Writing on Writing*	▪ Free writing	▪ Case study ▪ Paragraph essay ▪ One-Way	▪ Experimental design ▪ Descriptive text

			ANOVA, t-test, descriptive statistics	▪ One-Way ANOVA
	Fluency and Confidence of EFL College-Level Students			
8.	Li (2007) / *Exploring the Use of Focused Free Writing in Developing Academic Writing*	▪ Free writing	▪ Questionnaire and multiple choice ▪ Intensive grammar and writing course at Australian University	▪ Questionnaire and writing test ▪ The first-grade students of MTs Darul Ulum Palangka Raya

B. Writing

Writing has two types of rules of discourse: grammatical unity (cohesion) and sense unity (coherence). Consequently, successful writing involves mastering the mechanics of letter formation, mastering and obeying conventions of spelling and punctuation, using the grammatical system to convey one's intended meaning, organizing content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures, revising one's initial efforts, and selecting an appropriate style for one's audience. Hence, if students think of the meaning they want to express, they will make sure progress toward writing accurately than they could if they thought of rules. Furthermore, any idea that the students advance must be supported with specific reasons or details and evidence.

In the classroom, writing is more than a symbolic representation of text on paper. It is an experience and an emotion felt by the writer, who is trying to generate the same response in the reader. It involved the research with all its methodologies, not just production of text. Serious writers even spend years, often a lifetime investigating, formulating ideas, and putting those ideas into a written text. Students as writers must do more than expressing themselves. They must imagine their way into the minds of their readers to determine what must be done to cause the reader to understand or agree. In addition, meaningful writing grows from a writer's own pressing questions. It means that the students should have curiosity to discover before and as they write. When the students write, writing defines their memories, motives, dreams, and values. Thus, writing predominantly allows the students expression of self, which in turn offers the teacher an opportunity to learn how best the student teach.

Writing is also an action or a process of discovering and organizes idea, putting them on a paper and reshaping and revising them. It means that after writers organize their idea, they construct it in written form and in order to make an understandable writing, the writer should re-read and revise it so the reader can understand the information of the next.

1. Benefits of Writing

Scott and Yteberg (2010, p. 69) mentioned some benefits of writing. Firstly, they state that writing helps to consolidate learning in the other skill areas. For instance, reading helps students to see the 'rules' of writing, and helps build up their language choices. Secondly, they also adds that writing is essentially valuable in itself. There is an extraordinary feeling about seeing one's own work in print, and great satisfaction in having written something which he/she want to say.

Thirdly, writing is one of the most active ways that we can engage in and with the world. Scott and Yteberg further state, "Writing is an exciting and rewarding activity and is the most visible of the skills". It is ultimately responsible for nearly all of the man-created aspects of our rapidly changing world.

Lastly, writing can improve understanding of an event, also 'involvement' and 'engagement' with the event. It provides the most opportunity for 'affecting' the event. In other words, as compared to other skills, only writing provides 'all at the same time': understanding, involvement and the power to affect experience and events. Based on the benefits of writing elaborated previously, it can be concluded that writing mainly improves one's own learning because it records his/her development which at a later stage can be useful for an evaluation of the learning. It can also gain the learners' understanding both of themselves

or events that happen around them. At last, writing can improve the learners' communication, particularly in the written form.

2. Kinds of Writing

According to Djuharie, there are several kinds of texts that are descriptive, narrative, report, and procedure text. It means there are many texts that the students must know.

a. Descriptive Text

Descriptive text is writing paints a picture. In its pure form, nothing much happens. "Description" tells us what something looks like, feels like, tastes like, sounds like or smells like-without action or events. It doesn't explain a relationship or a process beyond oneself; it focuses on one's immediate subjective perceptions. Thus, descriptive writing connects the outer world with our inner feelings. It is usually concerned with creating a verbal picture of what we experience and feel at one moment and it will use many rich and vivid adjectives and adverbs. So, as a writer, you should make the reader long to smell the rich essence of the trees, the haunting call of the wolves, or the rank odor of the sewer...if that's what you're writing about! Descriptive paragraphs and essays are usually written in the first person point of view, and are much more emotional and personal than expository writing. It should be said that you will rarely write a purely descriptive passage. Normally speaking, descriptive writing is mixed in with other styles as a supplement.

b. **Narrative Text**

The narrative paragraph or essay tells a story, just like a narrator in a play (though it should be a true story, unlike a short story or a play). Narrative writing is best used to illustrate the "personal developmental path" a person (often yourself) has taken to reach a particular point in his/her life. As a result, it is normally written in a first person point of view. True narrative writing is unusual, because it is demanding. A narrative must have a conflict that is overcome. This is the core of any narrative form of writing, be it a paragraph, an essay, or a story). In an essay, it usually means a single incident/anecdote, where the narrator experiences some brief challenge that is met and (hopefully) survived. This "overcoming" should in turn lead to some form of understanding. Simply describing or explaining one's surroundings is not a narrative. You need a (brief) establishment of setting, an explanation of the challenge, and the resolution of this challenge. In other words, you need a plot.

c. **Report text**

Report text is to describe the result of research, observation, or analysis. The data of research usually conclude the characteristic or condition of something. Report text usually found or presented in journals, diary, personal letter, or biography. The organization of report text as follows:

1) General classification, it introduces the topic of the report, general declaration of the report and the classification.

2) Description, it gives the information about characteristic of the topic.

d. Procedure Text

Procedure text is any written English text in which the writer describes how something is accomplished through a sequence of action or step goal, it is a purpose of doing instruction. Anderson and Anderson say that a procedure is a piece of text that tells how to do something. It means procedure text is a kind of text that gives instruction on how to do something through set of steps which should be completed in the sequence to get a goal.

To arrange a good procedure text, the text organization should be applied in writing procedure text. Derewianka mentions the text organizations of a procedure text as follows:

1) The focus of instructional texts is on a sequence of actions.

2) The structure is easily recognized.

3) Each stage serves a particular function.

4) The text may also include comments on the usefulness, significance, danger, fun, etc.

5) Headings, subheadings, numbers, diagrams, photos are often utilized to make instructions as clear and easy to understand as possible.

Based on the explanation above, it can be concluded that the writer must keep attention on text organizations when they are going to make writing especially procedure text. It aims in order to get a good text and easily to be understood by the reader.

Anderson and Anderson say that there three components of generic structure of a procedure text, namely;

1) An introductory statement that gives the aim or goal. This maybe the title of the text or an introductory paragraph.

2) A list of the materials that will be needed to complete procedure.

3) Steps describe steps in logical order to achieve the goal:

    a) This may be a list or a paragraph.

    b) This step may be left out in some procedures.

    c) A sequence of steps in the order they need to be done:

    d) Numbers can be used to show first, second, third, and so on.

    e) The order is usually important; such word as now, next, and after this can be used.

    f) Usually the steps begin with a command such as add, stir, or push.

Based on the explanation about the procedure text, the writer concludes that the procedure text is a text that tells about how to do something or instructions through a series of steps. There are three generic structures that should be contains in procedure text, they are goal, materials, and procedure or steps.

3. Writing Process

Here are the basic steps of the writing process. Knowing these steps and following them will help you become a better writer.

Step 1: Prewriting/Planning

First choose a topic. Then plan and organize what you are going to write. You can use a mind map or graphic organizer to help you plan and organize your ideas.

Step 2: Drafting

Write a rough draft of your ideas. Do not worry too much about making mistakes. You can correct them later. Just write

Step 3: Revising

Get other readers' responses to what you have written. Make revisions based on their comments and your own ideas to improve your draft. Think about what to add, what to cut and what to change.

Step 4: Proofreading/Editing

Read your revised draft carefully and look for mistakes in grammar, spelling, capitalization and punctuation. Correct any mistakes that you find. Then get other readers to help you find errors that you have missed.

Step 5: Publishing/Presenting

Complete your final copy. Share it with others by publishing it or presenting it.

4. **Teaching Writing**

Teaching writing is more difficult than teaching other skills. In teacher writing, the teacher should teach the language structures in each point and make sure that the structure. In the teaching of writing we can focus the product of that writing or on the writing process itself. Meanwhile, in the process of writing, students need to put their attention on ideas, imagination, information, creativity and feeling in order to make a very attractive writing; however the things that must be really concerned are the spelling, punctuation, and the language use such as grammar, vocabularies, linkers, etc. Therefore, good concentration of the students is really necessary in this stage.

5. **Assessing Writing**

Teachers who recognize the importance of writing as a tool for learning understand that writing helps students connect their thoughts and communicate with others. Regarding to that point, the researcher realizes that the most important part to know the students' writing ability is from their product, i.e. their writings. Therefore, teachers have to be able to assess students' writing in an appropriate way. However, to assess students' writing product is not a simple thing to do. Urquhart & McIver (2005, p. 26) argue that the most time intensive part of teaching writing is assessment. Miller (Urquhart & McIver, 2005, p. 27) defines that assessment as gathering information to meet the particular needs of a student.

a. **How to Assess**

A teacher has some responsibilities to the success of the students' writing. The first responsibility is to provide opportunities for writing and encouragement for students who attempt to writing. The second responsibility is to promote students' success in writing. The teacher does this by carefully monitoring students' writing to assess strengths and weaknesses, teaching specific skills and strategies in response to students' needs, and giving careful feedback that will correct students' mistakes in writing.

b. **Rubric**

Teachers need to use an appropriate tool which helps them in assessing students' writing performance. Rubric is an important tool to be prepared by the teachers in order to give an objective score. Urquhart & McIver (2005, p. 31) argue that rubrics are very effective assessment tools because they describe specific levels of performance. Besides, rubrics also explain the students' performance clearly. Research also supports using rubrics because they clearly communicate expectations for both teaching and learning.

Assessment rubric used in this research is based on Wati (2018, p. 32-35) that was adopted based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002, p. 116).The writing assessment rubric is shown below.

Table 2.2 Scoring Rubric

Aspects	Level	Score	Criteria
Content	Excellent to Very Good	30 – 27	substantive, through the development of the topic, effective and appropriate details of topic or story
	Good to Average	26 – 22	adequate range, adequate development of the topic, sufficient details of topic or story
	Fair to Poor	21 – 17	little substance, inadequate development of topic and detail
	Very Poor	16 – 13	non-substantive, not pertinent, or not enough to evaluate
Organization	Excellent to Very Good	20 – 18	fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to Average	17 – 14	somewhat choppy, loosely organized but main ideas stand, logical but incomplete sequencing
	Fair to Poor	13 – 10	non-fluent, ideas confused or disconnected, lacks logical sequencing
	Very Poor	9 – 7	does not communicate, no organization, or not enough to evaluate
Vocabulary	Excellent to Very Good	20 – 18	effective word/ idiom choice and usage, word form mastery
	Good to Average	17 – 14	occasional errors of word/ idiom form, choice, usage but meaning not obscured
	Fair to Poor	13 – 10	frequent errors of word/ idiom form, choice,

			usage, meaning confused or obscured
	Very Poor	9 – 7	little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language Use	Excellent to Very Good	25 – 22	effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	Good to Average	21 – 17	effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured
	Fair to Poor	16 – 11	major problems in simple/ complex constructions, frequent errors of negation, agreement, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletion, meaning confused or obscured
	Very Poor	10 – 5	virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	Excellent to Very Good	5	demonstrates mastery of conventions, few errors

			of spelling, punctuation, capitalization, paragraphing
	Good to Average	4	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to Poor	3	frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very Poor	2	no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

The rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanic. Hence the maximum score is 30, while the minimum score is 2. By knowing the highest score and the lowest score above, the formulation of the ideal mean and the ideal standard deviation can be calculated as follows.

Formula:

Score $= C + O + V + L + M$

$= R1 (C + O + V + L + M) + R2 (C + O + V + L + M) / 2$

Ideal Means: very good, good, fair, poor, very poor. The table is presented as follows.

Table 2.3the Conversion Score

Class Interval	Interpretation
80 – 100	Very Good
70 – 79	Good
60 – 69	Fair
50 – 59	Poor
0 – 49	Very Poor

C. Writing Skills in Junior High School

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2000, p. 7) who proposes that "teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning". It implies that teaching cannot be separated from learning. When teachers teach writing to students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically.

Hence, teaching writing depends on the teacher's ability how to teach writing effectively which it makes students' ability being improved. Teaching writing for students of junior high schools is one of the important things that has to be done well because English is one of the compulsory subjects that has to be taught for students of the junior high schools level. English learning in junior high school is targeted to make the students reach the functional level, that is, to communicate written and oral in solving daily problems. One scope of English learning at junior high schools is that students can

understand and produce a short functional text and short essay in the form of procedure, descriptive, narrative, and recount (Depdiknas, 2006).

In producing the text, students of junior high schools still make some mistakes in their writing. Edge as quoted by Harmer (2007, p.99) suggests that mistakes can be divided into three broad categories. Firstly, "slips" is the mistakes that the students can correct by themselves when the mistakes have been pointed out to them. Secondly, "errors" means mistakes which cannot be corrected by the students themselves and need explanation. The last, "attempts" is when a student tries to say something but does not know yet the correct way of saying it. To respond to student's mistake, teachers can use feedback that contains specific criteria for writing task and criteria that have been taught and communicated to the learners.

When we discuss about the definition of writing ability according to the approaches to the teaching of writing, it is not plausible to find "the" writing ability which is accepted and agreed amongst all researchers and practitioners of English writing. Since writing ability is multifaceted in its own right, any approach and accordingly its definition of writing ability cannot be thorough and comprehensive in its own right. Each approach and definition has its own merits and demerits, depending on which facet it mainly focuses on among complex aspects of writing. As a result, it is valuable to investigate each approach and definition. I will, therefore, examine various definitions according to the approaches to the teaching of writing one after another.

Approaches themselves are classified differently according to researchers, as shown in Table 1. It seems, however, that they can be reduced into three main approaches: product/text-oriented, process/cognitive-oriented and reader/genre oriented. Some Hedge (1998) argue that approaches to the teaching of writing can be grouped into two groups: the product approach vs. the process approach. It appears, however, appropriate to classify them into three approaches, as in Hyland (2002), on the grounds that since factors such as audience and social context have come to be considered important in writing, approaches involving these elements need to be included in the discussion.

1. **Types of Writing Performances**

    According to Brown (2001), there are a number of writing performances in the classroom:

    a. *Imitative or writing down*

        At the beginning level of learning to write, students will simply "write down" English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Dictation falls into this category, although dictations can serve to teach and test high-order processing as well.

    b. *Intensive or controlled*

        Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. A

common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout.

c. *Self-writing*

A significant proportion of classroom writing may be devoted to self-writing. The most silent instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall. Diary or journal writing also falls into this category.

d. *Display writing*

Writing within the curriculum of school was mentioned as a way of life. For all language students, short answer exercises, essay examination, and even research reports will involve an element of display.

e. *Real writing*

The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lay some combination of display and real writing. Three subcategories illustrate how reality can be injected: academic, vocational/ technical and personal.

2. **Roles of the Teacher in Writing**

There are a number of tasks that the teacher needs to perform in the writing classroom in order to help her/his students to become better writers. Among the tasks which the teacher has to perform before,

during, and after the students writing are the following. The first role is demonstrating. Teachers have to be able to draw such features like writing conventions and genre constraints in specific types of writing to their attention. In whatever way students are made aware of layout issues or the language used to perform certain written functions, for example, the important issue is that they are made aware of these things-that these things are drawn to their attention.

The second is motivating and provoking. Teachers can help provoking the students into having ideas, enthusiast them with the value of tasks, and persuading them what fun it can be in order to make the students keep going on the writing task. It helps, for example, if teachers go into class with prepared suggestions so that when students get stuck they can immediately get help rather than have, themselves, to think of ideas on the spot.

The third is supporting. Teachers need to be very supportive when students are writing in the class, always available (except during exam writing of course), and prepare to help students to overcome difficulties. Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out.

The fourth is responding. When responding, teachers react to the content and construction of a piece supportively and often make suggestions for its improvement. When teachers respond to a student's work at various draft stages, they will not be graded the work or judging

it as a finished product. Instead, they will tell the students how well it is going so far. When students write texts teachers may respond by reacting to what they have said rather than filling their text entry full of correction symbols. Teachers might also make comments about their use of language and suggest ways of improving it but this is done as part of a process rather than part of an evaluation procedure.

The last is evaluating. When evaluating the students' writing for test purpose, teachers can indicate where they wrote well and where they made mistakes and teachers may award grades; but although test-marking is different from responding, teachers can still use it not just to grade students but also as a learning opportunity. Then teachers hand back marked scripts, teachers can get students to look at the errors they have highlighted and try to put them right rather than simply stuffing the corrected pieces of work into the back of their folders and never look at them again. Those five roles should be done by the teacher in teaching writing. The teacher should maximize her/his roles in the writing class so that her/his students' writing skills can be improved optimally and they will become better writers.

3. **Classroom Activities in Teaching Writing**

Commonly, activities are anything learners do in the classroom. They help students to process, practice, and generalize knowledge and skills further. Moreover, as stated by Price and Nelson (2010/111), activities are designed to provide:

a. Motivation for students before beginning a series of lessons.

b. Background information, experience, or an opportunity to recall prior knowledge before a series of lessons.

c. Ongoing practice toward long-term objectives or goals.

d. Opportunities for students to apply a previously learned skill.

e. Opportunities for students to generalize previously learned information.

f. Opportunities for students to integrate knowledge and skills learned from lessons in different subject areas.

Activities are not intended to provide initial instruction and do not include the same evaluation as lessons. Activities may lead up to lessons, be part of lessons, follow up lessons, or extend lessons. In the discussion of the purposes of classroom activities, Price and Nelson (2010/109) mention,

"Activities may have a variety of purposes-learner motivation, additional experience, elaboration of information, additional opportunities for processing and practice, or integration and generalization of skills and knowledge."

The teacher and students have to understand the intention of an activity, the reason why an activity occurs, the directions they are supposed to follow, and the relationship between one activity and another. In line with this, teachers' care be reflected through their efforts in developing activities and materials that fit the students' needs. They

use certain activities to help students progress toward long-term objectives or goals. Imaginative and concerned teachers will also find many ways to individualize tasks. The point is that teachers must be flexible and willing to adapt to individual needs if all students are going to be successful in the classroom.

The classroom activities in a writing lesson can engage the students in the variety of language use that goes beyond the usual sequence of teacher giving directions, students writing, and teacher marking (Raimes, 1983 p. 14). Similarly, Jones and George (1998) state, 'Many students meet their personal needs by successfully completing classroom activities and assignments'. Accordingly, students need to receive clear instruction or purpose on their activities to rate 33 progress. In order for students to learn, they must also be engaged in an activity. Specifically in writing, they must be actively involved in the writing process, for instance, in creating, developing and experiencing writing. In order to engage the students, teachers can actually use various writing activities such as peer correction, collaborative writing, illustrated journal writing, and many more.

D. Free Writing

1. Definition of Free Writing

Horsburgh (2005) stated the well-known pioneers of free writing activity are Ken Macrorie, Donald Murray and Peter Elbow. During

1960s to 1970s, they have promoted this activity as a tool that can improve student's writing and fight against writer's block. Elbow (1980) said that one way to improve writing skill is practice to do free writing periodically. It also can be a useful media in order to help students start to write.

Moreover, Elbow (1980, p. 14) also found that this free writing activity can help students learn simply to get on writing and not be held by worries about whether they use good words or right words. Rigg (2011) added that if the students have to write, "I don't know what to say" repeat for 5 minutes that would be fine. The main aim of free writing is to get something on the page.

Free writing technique means you write whatever comes to your mind and your feelings. It can take you a lot of places. Free writing is a pre writing technique in which a person writes continuously for a set period of time without referring to spelling, grammar, or topic. It produces raw, often unusable material, but helps writers overcome blocks of apathy and self-criticism. This statement does not mean the students will not care to the elements of writing, such as good organization, spelling, grammar, and vocabulary. The students must pay attention to the elements because those are the most important things to understand in making a good writing. The objective of this technique is the students will be given freedom to write everything that comes in their mind and they will be easy to get their ideas which they will share in a paper, and

then they will be given the direction how to make a good writing like as the elements of writing.

According to Fontaine (1991) the general characteristics of free writing can vary depending on context such as changing the amount of time allowed or giving a specific topic. If there is no specified topic for the writing, it is called unguided (self-sponsored) free writing whereas guided (teacher sponsored or focused) free writing happens when a topic is given. Both unguided and guided free writing have more benefits than just increasing writing fluency and making a habit of non-editing while writing.

The only real rule is that your pen should not stop writing for the whole of the five minutes. Don't concern yourself with writing in 'perfect' grammar or even in full sentences. Write the ideas down in whatever form they emerge and don't stop yourself until time is up. Then read what you have written and begin to work out for yourself which ideas are worth keeping and which are not, and you can expand and develop your paper from there.

Free writing is low-stakes, which means it should only be used as an exercise for learning and thinking, rather than a task for marks. Attaching marks to free writes tends to defeat their purpose of being exploratory and concerned with the free flow of ideas and thoughts rather than perfectly grammatical sentences and paragraphs.

Free writing is a writing technique that makes students write whatever comes into their head without stopping, worrying about grammar, spelling, organization or even making basic sense. Elbow (1980) said that one way to improve writing skill is practice to do free writing periodically. It also can be a useful media in order to help students start to write.

Moreover, Elbow (1980, p.14) also found that this free writing activity can help students learn simply to get on writing and not be held by worries about whether they use good words or right words. Rigg (2011) added that if the students have to write, "I don't know what to say" repeat for 5 minutes that would be fine. The main aim of free writing is to get something on the page. It is supported by Bello (1997) who stated that one way to improve the writing skill is to practice. In this case, the practice will be conducted in form of the free writing activity.

Free writing is a tool or strategy that can be used by anyone – lecturers, tutors or students – and for a range of purposes. Essentially, the purpose of free writing is to unlock creativity and ideas in a low stakes, not-for-marks writing task that is specifically timed and framed. For example, if you are trying to write a paper for publication and you have done some reading and have lots of ideas but are not sure where to start with the writing, set yourself a free writing task. Choose an aspect of your paper's topic that you would like to make some notes on, and write for five minutes. The only real rule is that your pen should not stop

writing for the whole of the five minutes. Don't concern yourself with writing in 'perfect' grammar or even in full sentences. Write the ideas down in whatever form they emerge and don't stop yourself until time is up. Then read what you have written and begin to work out for yourself which ideas are worth keeping and which are not, and you can expand and develop your paper from there.

Meanwhile, in free writing learners write for a period of time on a topic of their interest. This writing can take many forms, such as quick writing, which is time-limited, done individually, and not always shared; and dialogue journals which are written to a teacher, a classmate or other partner who like to respond. Wojansinski and Smith (2002) said that free writing is a strategy used to aid students with disabilities writing. It is a timed activity that encourages the student to write in a stream of unconsciousness mind. The main aim is to capture as many ideas and thoughts as possible and allow the writing to flow wherever their minds lead them. Few days can be used to allow students to write on any given topic while other days the teacher can direct the topic.

Free writing is a chance for students to write freely for a brief period in a class, usually 10 minutes or there about (Dickson, 2001). He explained that this activity offers students a rewarding experience of writing because it can avoid the inhibitions that normally influence writing, in habitations that have developed since the first grade of elementary schools, i.e. writing had to be clear, correct and neat.

Moreover, Dickson said when students are asked to write, they expect to receive feedback from the teacher. It can be in the form of comment or error correction.

Horsburgh added free writing cannot stand-alone. It has to work together with other exercises in improving student writing, in this case is feedback given from teacher. This feedback can make students know whether they made mistake. If they did mistakes in writing, they can make revision from the teacher's feedback and hopefully they will not make the same mistakes.

In free writing, the use of imagination is also necessary. Barber (2003) stated that in writing down how we "see", what we are imagining, we gain control and can return to these visual and emotional ideas again and again to discover ourselves. Imagination is crucial to good writing, and at the same time undeniably connected to the acquired skills and knowledge. The main difficulty with free writing is to be going from nothing to something. In this research, the researcher asked the students to write down the sentence about whatever they wanted to wrote and the researcher just remained to the students to give attention to the elements or the mechanics of writing when they are doing free writing exercises. Also, it offers a student center activity that can be very beneficial for writing class. Brown (2001) explains:

You may follow these steps of how to make a free writing:

a. From your list of changes, choose one idea that interested you.

b. Write the idea at the top of a clean sheet of paper.

c. For ten minutes, write about this topic without stopping. This means that you should be writing something constantly.

d. Minimum 5 paragraph.

e. Write down everything that comes to your mind.

f. Do not judge your ideas.

g. Do not worry about your spelling and grammar.

h. If you run out of things to say, continue writing whatever comes to your mind.

This process is called free writing. It is designed to help in writing free ideas that you might not realize. An important aspect of free writing is that you write without being concerned about spelling, punctuation, or grammar. By doing this, teachers help EFL learners find their own voices in their new language and develop the ability to communicate effectively in different contexts and audiences. The free writing technique can be suitably done when students do not worry anymore about the mistakes or grammatical features. In doing this, the students need a good confidence while at the same time, they need to consider two aspects: content and audience.

Once ideas are down on the page, grammatical accuracy, organization, and the rest will gradually follow. Therefore, free writing is important because in the act of writing down what our imagination tells us, we are better able to understand our meaning. The students also tend

to choose free writing than other kinds of formal writing, because in free writing, they take time to re-write any events in their lives, and shape the things that have actually happened.

2. **Procedure of Teaching Writing using Free Writing Technique**

   a. **Pre-teaching**

      1) Review the previous lesson

         The activity was conducted check the students' understanding and remind them to the previous lesson in order they are ready to learn the new topic.

         a) The teacher explained the purpose of the learning

            Before the process teaching and learning begin, the teacher will explain purpose and what the students reach after learning the material.

         b) The teacher explains the assignment for the students.

   b. **Whilst-teaching**

      1) Exploration

         a) The teacher shows the topic to the students.

         b) The teacher guides the students to explore idea if the student does not have any idea of what to write about.

         c) The teacher asks the students what they thinking about the topic and write it.

         d) The teacher gives a time limit to student and writing about the topic.

e) The teacher leads the student to mention the words that related to the topic that is given.

2) Elaboration

a) The teacher explains the generic structure of a descriptive text.

b) The teacher explains what the descriptive text is.

c) The teacher gives the example how to make a descriptive text by using free writing technique.

d) The teacher gives an assignment to the students.

3) Confirmation

In this stage the students revised and edit their writing. The students discuss about their work with another students or teacher.

c. **Post-teaching**

In this stage the teacher guide the students to make conclusion about material that they have learned.Here are the procedure of free writing:

1) The teacher gives the topic.

2) The students write about the topic until run out of ideas.

3) After the student runs out ideas, the teacher asks the students reread students' paper and circle main idea.

4) After the students finish free writing, the teacher underlines or circle the students' mistakes. (Example: spelling mistakes, wrong construction and etc).

5) The teacher gives before the time end.

6) The teacher discusses about students' mistakes and then gives them correct ones.

Based on the consideration of time, the researcher modifies the procedure of teaching descriptive text through free writing that is explained some of theories. As a result, the procedure used by the researcher is as follows:

1) The researcher will explain about definition of free writing, rhetorical structure and language feature of descriptive text, and give the example.

2) The researcher gives the topic related to the descriptive text.

3) The researcher guides the students to explore idea if the student does not have any idea of what to write about.

4) The students start to write with using free writing.

5) The students submit their writing. The researcher check students' writing in teachers' house because of limited time.

6) In the next meeting, the researcher gives students' mistakes in writing descriptive text and discusses together.

7) The researcher will tell students' progress in writing descriptive text.

E. **Motivation**

1. **Definition of Motivation**

Motivation is an important aspect in a learning process, not only in learning a language but also in other subjects. If the teachers or the parents can motivate their students in learning something it can of course initiate their willingness in learning. Giving motivation can make the students realize the benefits and the goal of what they are learning. The motivated students can make learning as their habit and giving motivation can improve their achievement in learning.

Motivation has a close relationship with the goal of learning. Whether the students want to study hard or not are based on their motivation in learning. If they have high motivation in learning they will have a willingness to study hard to get the goal. But if they do not have high motivation of course the students do not have willingness to study and they need more time to reach the goal of their study. So motivation is an important aspect in each student to reach the goal of study.

Motivation is a kind of supporting effort to reach the goal of the study. A student makes some efforts in learning to reach the goal in their study. A good motivation in learning can give a good achievement. In other words, the student's achievement depends on their motivation in learning. A motive is a reason for doing something. Motivation is concerned with the strength and direction of behavior and the factors that influence people to behave in certain ways. The term 'motivation' can

refer variously to the goals individuals have, the ways in which individuals chose their goals and the ways in which others try to change their behavior. Motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivating yourself is about setting the direction independently and then taking a course of action that will ensure that you get there. Motivation can be described as goal-directed behavior. People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward – one that satisfy as their needs and wants.

Well-motivated people engage in discretionary behavior – in the majority of roles there is scope for individuals to decide how much effort to exert. Such people may be self-motivated, and as long as this means they are going in the right direction to attain what they are there to achieve, then this is the best form of motivation. Most of us, however, need to be motivated to a greater or lesser degree. There are two types of motivation, and a number of theories explaining how it works as discussed below.

2. Type of Motivation

The two types of motivation are intrinsic motivation and extrinsic motivation.

a. Intrinsic Motivation

Intrinsic motivation can arise from the self-generated factors that influence people's behavior. It is not created by

external incentives. It can take the form of motivation by the work itself when individuals feel that their work is important, interesting and challenging and provides them with a reasonable degree of autonomy (freedom to act), opportunities to achieve and advance, and scope to use and develop their skills and abilities. Deci and Ryan (1985) suggested that intrinsic motivation is based on the needs to be competent and self-determining (that is, to have a choice).

Intrinsic motivation can be enhanced by job or role design. According to an early writer on the significance of the motivational impact of job design (Katz, 1964): 'The job itself must provide sufficient variety, sufficient complexity, sufficient challenge and sufficient skill to engage the abilities of the worker.' In their job characteristics model, Hackman and Oldham (1974) emphasized the importance of the core job dimensions as motivators, namely skill variety, task identity, task significance, autonomy and feedback.

b. **Extrinsic Motivation**

Extrinsic motivation occurs when things are done to or for people to motivate them. These include rewards, such as incentives, increased pay, praise, or promotion; and punishments, such as disciplinary action, withholding pay, or criticism.Extrinsic motivators can have an immediate and

powerful effect, but will not necessarily last long. The intrinsic motivators, which are concerned with the 'quality of working life' (a phrase and movement that emerged from this concept), are likely to have a deeper and longer-term effect because they are inherent in individuals and their work and not imposed from outside in such forms as incentive pay.

F. Descriptive Text

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. Descriptive text is a text which says what a person or thing is like. According to Mukarto in his book that written by KusdiantoKusuma Rahman in his website, that descriptive text is a kind of text to describe something, someone or place.

Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc. From Mukarto's statement, we can conclude that descriptive text is a text to describe something, someone or place and descriptive text have two main parts such as identification and description that's call generic structure.

Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind of text is the description of particular

thing, animal, person, or others, for instance: our pets or person we know well. A good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive text may also paint picture of the feeling the person, place or thing invokes in the writer.

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, population and sample, research instrument, data collection procedure, and data analysisprocedure.

A. Research Design

In this research, the researcher used quasi experimental design. Especially pre-test and post-test control group design which seeing the students' motivation and writing ability by using free writing technique. According to Creswell (2012), quasi experiments include assignment, but not random assignment of participants to groups. It means that the writer applied the pre-test and post-test design approach to a quasi-experimental design, the researcher assigned intact groups the experimental and control treatments, administers a pre-test to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups after that the writer gave pre-test and post-test for both of class groups to know the differences between the two groups and only conducted the experimental treatment in experimental class.

In this research, the researcher used two classes, they were the experimental class and control class. The experimental class received the treatment by using free writing technique and the control class teach by using guided writing.

Table 3.1 Scheme of Quasi-Experimental Design

Group	Pre-Test	Treatment	Post-Test
A	Y_1	X	Y_2
B	Y_1	-	Y_2

Where:

A   : Experimental Group

B   : Control Group

X   : Treatment

Y1   : Pre-Test

Y2   : Post-Test

B. Population and Sample

1. Population

Population is defined as the area in which the researcher trying to get information. According to Creswell (2012, p. 142) "population is a group of individuals who have the same characteristic". This study was conducted at MTs Darul Ulum Palangka Raya.The population consists of all first grade students at MTs Darul Ulum Palangka Raya.

2. Sample

Sample is a number of the population of a larger group and it use in tests or use to provide information about the whole group. According to Creswell (2012, p. 142) "sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population". The sample of this study was gathered in first grade students

of MTs Darul Ulum Palangka Raya which consists of 40 students from class A and class B. This sample students were chosen because the researcher has done an observation in this school that most of the writing problems   occur   in   this   class. Thestudentsofthisclassstillhavelowabilityinwriting. This factor facilitated the researcher to get close to the students.

The sampling technique that used in this research is cluster sampling because the sample that choose by the researcher is not an individual but a group of individuals who are naturally together.

Table 3.2 the Number of Sample Students of MTs Darul Ulum Palangka Raya

Numb	Class of Students	Class of Students	Number of Students
1	Experiment Class	VII – B	20
2	Control Class	VII – A	20
Total Number			**40**

C. **Research Instrument**

1. **Research Instrument Development**

In this research, the researcher used test and questionnaire as an instruments to collect the data.

a. **Writing Test**

Ary(2010, p.201) states that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a

representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.

The data needed is to look at the students writing ability, then the research instrument used is a test in the form of writing the writing ability text. The pre-test is a test which is conducted at the beginning of the treatment. It gives information about the students' writing ability before the treatment. Moreover, post-test is to measure the students' writing ability after the treatment. Both tests measure how the free writing technique affect the students' writing ability.

The researcher was used the test which is made by students in the form of writing a descriptive text. Because of, it was written test, the researcher used writing rubric in scoring student's writing. It was divided into five criteria, which are content, organization, vocabulary, language use, and mechanic.

The researcher provided three kinds of titles. The writer asked students to choose only one title that was given. They wrote adescriptive text that consisted of approximately 100-150 words in about 45 minutes.

Hamp-Lyons suggests a minimum number of 100 words, but this minimum presupposes a fairly high level of language proficiency learners. Breland adds that an essay of a sample of

writing approximately 150 words respectively with high school English grades and high school instructors' ratings of writing ability.

While Munos, et.al, may also make reference to the pattern of exposition, which refers to the specific instructions to the students, for example the length 100 word, one page, etc., and time allotment 30 minutes, 60 minutes. Then, Lloyd- Jones argues that a 55 minute test period is still only 55 minutes, so (hour-long) tests are limited to extemporaneous production, the common 20 or 30 minutes' allotment of time for a high school or college student who is expected to write anything thoughtful and polished.

Wilson stated that roughly one hour to one and a quarter hour should be sufficient time to write, proof read, edit and improve a finished piece. Cooper adds that the time limit of a writing exercise from 70 to 90 minutes for high school students and 2 hours for college students.

From several definitions above, there were so many references for the length of wordsand time allocation. Then, it concluded that the average of words and time allocation to write text about100-150 words and 45 minutes.

Table 3.3Writing Test

Instrument	Topic
Pre-Test	My House, My Classroom, My School
Post-Test	My House, My Classroom, My School

The researcher chooses those topics because those topics consist of in first-grade books. Then, the writing assessment rubric is shown below.

Table 3.4 Scoring Rubric

Aspects	Level	Score	Criteria
Content	Excellent to Very Good	30 – 27	substantive, through the development of the topic, effective and appropriate details of topic or story
	Good to Average	26 – 22	adequate range, adequate development of the topic, sufficient details of topic or story
	Fair to Poor	21 – 17	little substance, inadequate development of topic and detail
	Very Poor	16 – 13	non-substantive, not pertinent, or not enough to evaluate
Organization	Excellent to Very Good	20 – 18	fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to Average	17 – 14	somewhat choppy, loosely organized but main ideas stand, logical but incomplete sequencing
	Fair to Poor	13 – 10	non-fluent, ideas confused or disconnected, lacks logical sequencing
	Very Poor	9 – 7	does not communicate, no organization, or not enough to evaluate
Vocabulary	Excellent to Very Good	20 – 18	effective word/ idiom choice and usage, word form mastery

	Good to Average	17 – 14	occasional errors of word/ idiom form, choice, usage but meaning not obscured
	Fair to Poor	13 – 10	frequent errors of word/ idiom form, choice, usage, meaning confused or obscured
	Very Poor	9 – 7	little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language Use	Excellent to Very Good	25 – 22	effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	Good to Average	21 – 17	effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured
	Fair to Poor	16 – 11	major problems in simple/ complex constructions, frequent errors of negation, agreement, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletion, meaning confused or obscured
	Very Poor	10 – 5	virtually no mastery of sentence construction

			rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	Excellent to Very Good	5	demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good to Average	4	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to Poor	3	frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very Poor	2	no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

The rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanic. Hence the maximum score is 30, while the minimum score is 2. By knowing the highest score and the lowest score above, the formulation of the ideal mean and the ideal standard deviation can be calculated as follows.

Formula:

Score = C + O + V + L + M

= R1 (C + O + V + L + M) + R2 (C + O + V + L + M) / 2

Ideal Means: very good, good, fair, poor, very poor. The table is presented as follows.

Table 3.5 the Conversion Score

Class Interval	Interpretation
80 – 100	Very Good
70 – 79	Good
60 – 69	Fair
50 – 59	Poor
0 – 49	Very Poor

b. **Questionnaire**

The questionnaire is a collection of questions arranged to obtain the required information from a number of respondents. Questionnaires that are well designed and used effectively can be used to gather information about the performance of the system being tested as a whole as well as specific information from a system component. If the questionnaire is equipped with demographic questions from the respondent then that information can be used to analyze data based on various groups. The questionnaire is adapted from AWMQ (Academic Writing Motivation Questionnaire).

The Academic Writing Motivation Questionnaire, in its final form, is a 25 item, Likert-type questionnaire (*see appendix*). For each item there is a statement that prompts participants to indicate their level of agreement with the statement. There is a response

scale for each item that participants use to indicate their level of agreement with each statement. The response scale ranged from zero to four, and values for the scale are as follows:

Table 3.6Scores for Each Item on a Likert-Scale

Answer	Score
Strongly Disagree	0
Disagree	1
Uncertain	2
Agree	3
Strongly Agree	4

The researcher used the Indonesian version in every question to make students easier to answers. The items specification of questionnaire shows on the table below:

Table 3.7 Item Specification of Questionnaire

No.	Intrinsic	No. Item
1	Preference for challenge	8, 10, 17
2	Curiosity/ interest	1, 2, 11, 24, 25
3	Independent mastery	20, 23
4	Independent judgment	21, 22
5	Internal criteria for success	7, 13, 19
No.	**Extrinsic**	**No. Item**
1	Preference for easy work	3, 6, 14
2	Pleasing a teacher/ getting grades	12, 18
3	Dependence on the teacher in figuring out problems	15
4	Reliance on teacher's judgment about what to do	9, 16
5	External criteria for success	4, 5

The table shows that it comes out clearly that the greater individuals value attaches to the accomplishment of activity, the more highly motivated they were to engage in it and later to put

sustained effort until they achieve their goal. This distinction also tells us that both internal and external factors have an important role to play in motivating learners (Aryanika, 2016, p. 567).

A higher score indicated higher motivation and lower score indicated lower motivation of the students which based on the criteria of score interpretation below:

Table 3.8 Interpretation of Students' Motivation

Score	Categorized
0% - 20%	Strongly Disagree
21% - 40%	Disagree
41% - 60%	Uncertain
61% - 80%	Agree
81% - 100%	Strongly Agree

The questionnaire asks respondents to see the responses of students' motivation by teaching using free writing technique in writing ability. The questionnaire was constructed in the form of the five Likert-type scales (Strongly Disagree, Disagree, Uncertain, Agree, and Strongly Agree) which consists of 25items adapted from AWMQ (Academic Writing Motivation Questionnaire).

2. **Research Instrument Try Out**

In this research, try out was measured the validity and reliability of the test before it is used to collect the data. After getting the result of try out test, then the data is analyzed to measure their validity and reliability. If a test item does not have validity and reliability, it will be revised. The revision was made based on the analysis of the try out the result.

3. **Research Instrument Validity**

According to Ary (2010, p. 225), validity is defined as the degree to which evidence and theory support the interpretations of test scores entailed proposed uses tests. Validity is also defined as the extent to which an instrument measured what it claimed to measure. It can be said that a test was valid if it measures accurately what intended to measure.

In this research, the researcher measured the students' motivation scores by using a questionnaire. The researcher tested the validity of the questionnaire to determine the validity or suitability of the questionnaire used to obtain data from the research sample. The researcher measure the result of validity by using SPSS program. Pearson product-moment is used to test the validity, as follows:

Table 3.9 Result of Validity

No.	Item	Value	r-table	Validity
1	Item 1	0.590	0.444	Valid
2	Item 2	0.541	0.444	Valid
3	Item 3	0.649	0.444	Valid
4	Item 4	0.781	0.444	Valid
5	Item 5	0.847	0.444	Valid
6	Item 6	0.578	0.444	Valid
7	Item 7	0.639	0.444	Valid
8	Item 8	0.714	0.444	Valid
9	Item 9	0.478	0.444	Valid
10	Item 10	0.457	0.444	Valid
11	Item 11	0.517	0.444	Valid
12	Item 12	0.489	0.444	Valid
13	Item 13	0.535	0.444	Valid
14	Item 14	0.805	0.444	Valid
15	Item 15	0.474	0.444	Valid
16	Item 16	0.566	0.444	Valid
17	Item 17	0.483	0.444	Valid

18	Item 18	0.530	0.444	Valid
19	Item 19	0.598	0.444	Valid
20	Item 20	0.704	0.444	Valid
21	Item 21	0.763	0.444	Valid
22	Item 22	0.562	0.444	Valid
23	Item 23	0.720	0.444	Valid
24	Item 24	0.539	0.444	Valid
25	Item 25	0.909	0.444	Valid

The basis for the decision making used in testing the validity of the Pearson product-moment, as follows:

a. If the value of r-count > r-table, then the item in the questionnaire is declared valid.

b. If the value of r-count < r-table, then the item in the questionnaire is declared invalid.

In this research, to find the r-table value, n = 20 - 2 at a significance of 5%, it was found that the r-table value was 0.444 (*see appendix*). Based on the validity result of the questionnaire of students' motivation, didn't found an invalid item. So, the total item constant was 25 items.

4. **Research Instrument Reliability**

According to Djiwandono (2008, p.120), reliability refers to the degree of consistency measurement that a test yields in measuring what is intended to measure. Reliability defines whether an instrument can measure something to be measured constantly. In this research, the researcher conducted a reliability test on the questionnaire that would be used in collecting data. Cronbach's Alpha was used to measure the reliability test on the questionnaire. According to Arikunto (2010)

Cronbach's Alpha is used for finding reliability instruments whose score is neither 1 nor 0.

The test is done by comparing the Cronbach's Alpha number with the provision that the minimum Cronbach's Alpha value is 0.6. It meant that, if the Cronbach's Alpha value is greater than 0.6 then the questionnaire is reliable. Conversely, if Cronbach's Alpha value is smaller than 0.6 then the questionnaire is not reliable.

The following table was the result of the reliability test measure by using SPSS program.

Table 3.10Result of Reliability

Cronbach's Alpha	Number of Items
0.927	25

Based on the results of the reliability test above, it was known that Cronbach's Alpha number is 0.927, which is greater than the minimum value of Cronbach's Alpha 0.6. Therefore, it can be concluded that the questionnaire instrument used to collect the data could be said to be reliable.

Then, to find out whether the data can be trusted or not, the researcher calculated Cronbach's Alpha (r-count) and r-table (5%).If the calculated r-count> r-table, the data can be trusted. Conversely, if r-count < r-table then the data cannot be trusted.After that, to find the r-table value, adjusted for the number of respondents from the data. The number

of respondents in this research was n = 20 - 2 (*see appendix*), so it is known that the r-table for this data was 0.444.

So, it can be concluded that r-count> r-table (0.927 > 0.444), so that the data is reliable or trustworthy and consistent.

D. Data Collection Procedure

In this research, the researcher used some procedures to collect the data. The procedures consists some steps as follows:

1. The researcher determined the population and selecting the samples.

2. The researcher selected and arranged the material forms used as a pre-test. The researcher chooses the material from the students' handbook, based on the syllabus. The topic is about descriptive text.

3. The researcher administered the pre-test. The pre-test was needed to know the ability of the students to write a descriptive text used free writing technique.

4. The researcher conducted the treatments in experiment class used free writing technique. The treatments were conducted in the three meetings based on the lesson plan. In the experimental class, the researcher explained the characteristics of descriptive text such as tense, vocabulary, and content. Then they were asked to make a descriptive text used free writing technique. Whilein control class, the writer teach the students used conventional technique (*conventional technique refers to the*

researcher explain orally about descriptive text without using free writing technique).

5. The researcher administered the post-test. The post-test was conducted after the treatment. This post-test was similar to the pre-test. The researcher asked the students to write a descriptive text after treatment class.

6. The researcher conducted a questionnaire. The questionnaire was conducted after given post-test to the students of experiment class. The questionnaire asked the students to answer the questions by putting a check on the answer based on their experience in teaching writing descriptive text using free writing technique.

7. The researcher analyzed the data. The researcher scored the students' final work, in the pre-test and post-test. After that, the researcher analyzed by seeing the comparison of two scores.

E. **Data Analysis Procedure**

The data was analyzed and processed by using statistic calculating the MANOVA. MANOVA is used to test the statistical significance of the effect of one or more independent variables on a set of two or more dependent variables. Data analysis is the last step in the procedure of experiment, in processing the data. Data processing is the first step to know the result of both the experiment class and control class.The researcher gave some explanation

on the purpose of the study and the way to carry out, the students divided into two class (VII – A and VII – B).

The researcher fulfilled the requirements of MANOVA test. There were normality test, homogeneity test, and hypothesis test.

1. **Normality Test**

   It is use to know the normality of the data that is going to be analyzed whether both group have normality. The researcherapplied SPSS 20 program using Shapiro – Wilk with level of significance 5%. Calculating result of asymptotic significance was lower than α (5%). Its means the data was not normal distribution (Ary, 2010, p. 555).

2. **Homogeneity Test**

   Ary(2010, p. 342) states that homogeneity is used to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not. To calculate homogeneity testing, the researcher applied SPSS 20 program used Levene's testing with level of significance α (5%). If calculation result higher than 5% degree of significance so Ha is accepted, it means both groups have same variant and homogeneous.

3. **Testing Hypothesis**

   The researcher applied MANOVA to examine the hypothesis of this research. After both of the assumption (normality test and homogeneity test) was complete, the hypothesis test was carried out using MANOVA. It was equal with ANOVA, the differences was located on the

independent variable (Sarwono, 2013: 19). The researcher chose this method because the total of variable was more than two. According to Sarwono, MANOVA was used to check the significant of mean between two groups with two dependent variable or more.

The purposed of MANOVA was to investigate the hypothesis (by using MANOVA analyzation) and find out the differences of independent variable in dependent variable (by using Between Subject-Effect Test which had included in MANOVA).The analysis explanation of the first and second purposed of MANOVA was carried out by using the sig. value of each variable or variance. When the sig. value was less than Alpha score, it was mean that the null hypothesis was rejected.
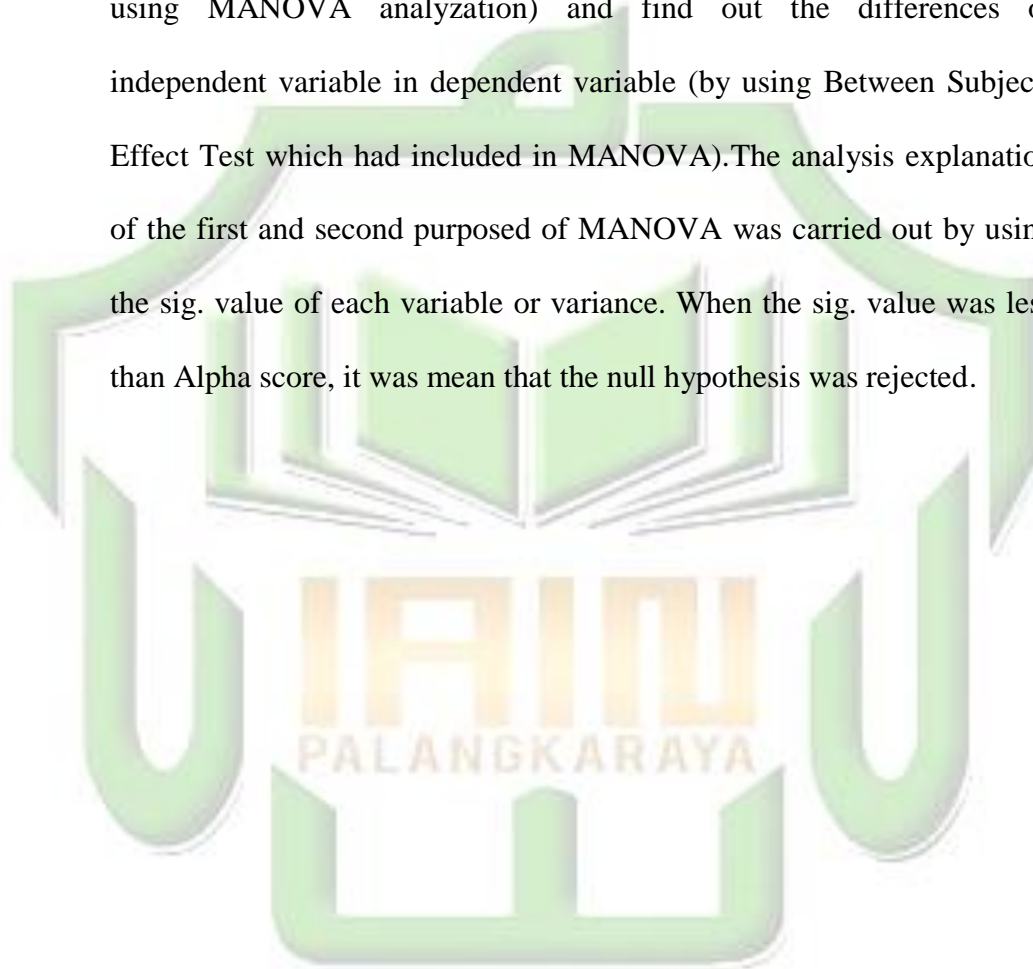
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the data which had been collected from the research. The data consists of the result of data presentation, research findings, and discussion.

A. Data Presentation

1. The Result of Pre-test and Post-test Score of Students' Writing Ability of Experiment and Control Class

a. The Result of Students' Writing Ability of Experiment Class

The data of experiment class consisted of pre-test scores and post-test scores. The result of pre-test scores of experiment class was presented in the following table.

Table 4.1 the Pre-test Score of Experiment Class by the First Rater (R1) and Second Rater (R2)

No.	Students' Initial Name	Aspects									
		Content		Organization		Vocabulary		Language Use		Mechanic	
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1	A	15	23	14	16	13	17	10	20	2	4
2	AA	17	22	16	13	13	14	13	17	2	3
3	A	14	20	13	12	10	12	10	12	2	2
4	AJ	17	22	16	16	13	17	13	20	2	4
5	AF	17	20	16	13	13	13	13	16	2	3
6	DR	14	19	12	13	13	13	10	15	2	3
7	KM	15	20	14	16	10	16	10	17	2	3
8	KNA	17	22	16	16	13	16	13	17	3	3
9	KN	15	21	14	16	13	16	10	17	2	3
10	LL	16	21	14	16	13	17	10	18	2	3
11	M	17	22	16	16	13	17	10	18	2	3
12	MR	15	18	13	13	10	13	12	16	2	3
13	RS	15	19	14	14	13	14	10	17	2	3
14	RD	16	19	14	14	13	13	10	15	2	3
15	S	13	17	7	12	9	11	7	13	2	3
16	SA	15	20	14	16	13	16	10	18	2	3

17	TDAP	16	19	14	14	13	13	10	16	2	3
18	TFS	14	19	12	14	10	12	10	15	2	3
19	Y	15	18	14	13	10	13	10	15	2	3
20	YS	15	19	14	15	13	14	10	16	2	3

The table above was a combination of each component of pre-test score by first rater (R1) and second rater (R2). In the next table, the researcher combines the score to become the final score.

Table 4.2 the Combination of Pre-test Score of Experiment Class

No.	Students' Initial Name	Score R1	Score R2	Total Score	Interpretation
1	A	54	80	67	Fair
2	AA	61	69	31	Very Poor
3	A	49	58	25	Very Poor
4	AJ	61	79	31	Very Poor
5	AF	61	65	31	Very Poor
6	DR	51	63	26	Very Poor
7	KM	51	72	26	Very Poor
8	KNA	62	74	31	Very Poor
9	KN	54	73	27	Very Poor
10	LL	55	75	28	Very Poor
11	M	58	76	29	Very Poor
12	MR	52	63	26	Very Poor
13	RS	54	67	27	Very Poor
14	RD	55	64	28	Very Poor
15	S	38	56	19	Very Poor
16	SA	54	73	27	Very Poor
17	TDAP	55	65	28	Very Poor
18	TFS	48	63	24	Very Poor
19	Y	51	62	26	Very Poor
20	YS	54	67	27	Very Poor
Sum				584	
Average				29.20	
Highest Score				67	
Lowest Score				19	

Based on the data from the combination pre-test score of first ratter and second ratter, it showed the highest score was 67, the lowest score was 19 and the average was 29.20. The distribution of students' pre-test can also be seen in the following figure.
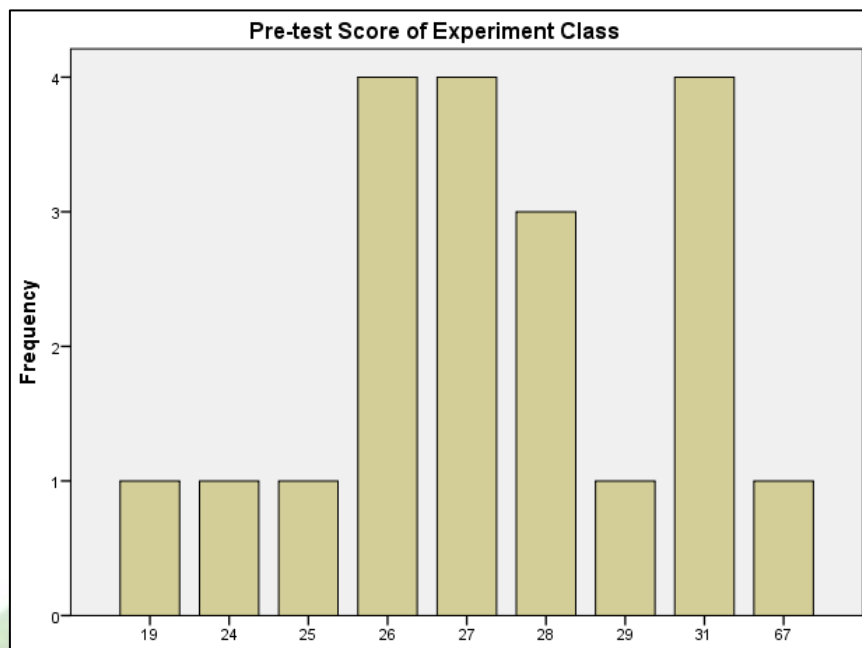
**Figure 4.1 Frequency Distribution of Pre-test Score of
Experiment Class**

The figure above showed the pre-test score of students in the experiment class. It can be seen that there were a student who got score 19, a student who got score 24, and a student who got score 25. There were four students who got score 26 and four students who got score 27. Then, there were three students who got score 38, a student who got score 29, four students who got score 31, and the last a student who got score 67.

Subsequently, the researcher calculated the score of mean, median, standard deviation, and standard error of pre-test scores of experiment class. The result of the calculation was presented in the following table.

Table 4.3 the Result of Mean, Median, Standard Deviation, and Standard Errorof Pre-test Score of Experiment Class

Statistics

Pre-test Score of Experiment Class

N	Valid	20
	Missing	0
Mean		29.20
Std. Error of Mean		2.087
Median		27.00
Std. Deviation		9.334
Minimum		19
Maximum		67
Sum		584

The calculation above showed the mean was 29.20 and median was 27.00. The result of calculation showed the standard deviation of pre-test scores of experiment class was 9.334 and the standard error was2.087.

The result of post-test scores of experiment class was presented in the following table.

Table 4.4 the Post-test Score of Experiment Class by the First Rater (R1) and Second Rater (R2)

No.	Students' Initial Name	Aspects									
		Content		Organization		Vocabulary		Language Use		Mechanic	
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1	A	27	26	18	17	15	17	22	21	3	4
2	AA	27	26	18	17	15	17	22	21	3	4
3	A	27	26	18	17	15	17	22	21	3	4
4	AJ	27	26	18	17	15	17	22	21	4	4
5	AF	27	24	18	16	15	13	22	20	2	3
6	DR	26	26	18	17	14	17	20	21	3	4
7	KM	27	26	18	17	15	17	22	21	3	4
8	KNA	27	26	18	17	15	17	22	21	4	4
9	KN	26	24	18	17	14	16	20	21	3	4
10	LL	26	25	18	17	14	17	20	20	3	3
11	M	27	26	18	17	15	17	22	21	3	4

12	MR	26	25	18	17	14	17	20	21	4	4
13	RS	26	24	18	16	14	16	20	20	3	3
14	RD	27	26	18	17	15	17	22	21	3	4
15	S	26	24	18	16	14	15	20	19	3	3
16	SA	26	26	18	17	14	16	20	20	4	3
17	TDAP	27	26	18	17	15	16	22	20	3	4
18	TFS	22	25	15	17	14	16	22	20	2	4
19	Y	26	26	18	17	14	17	20	21	3	4
20	YS	26	25	18	16	14	16	20	20	3	3

The table above was a combination of each component of post-test score by first rater (R1) and second rater (R2). In the next table, the researcher combines the score to become the final score.

Table 4.5 the Combination of Post-test Score of Experiment Class

No.	Students' Initial Name	Score R1	Score R2	Total Score	Interpretation
1	A	85	85	85	Very Good
2	AA	85	85	85	Very Good
3	A	85	85	85	Very Good
4	AJ	86	85	86	Very Good
5	AF	84	76	80	Very Good
6	DR	81	85	83	Very Good
7	KM	85	85	85	Very Good
8	KNA	86	85	86	Very Good
9	KN	81	82	82	Very Good
10	LL	81	82	82	Very Good
11	M	85	85	85	Very Good
12	MR	82	84	83	Very Good
13	RS	81	79	80	Very Good
14	RD	85	85	85	Very Good
15	S	81	77	79	Good
16	SA	82	82	82	Very Good
17	TDAP	85	83	84	Very Good
18	TFS	75	82	79	Good
19	Y	81	85	83	Very Good
20	YS	81	80	81	Very Good
Sum				**1660**	
Average				**83.00**	
Highest Score				**86**	
Lowest Score				**79**	

Based on the data from the combination post-test score of first ratter and second ratter, it showed the highest score was86, the lowest score was79 and the average was83.00. The distribution of students' pre-test can also be seen in the following figure.
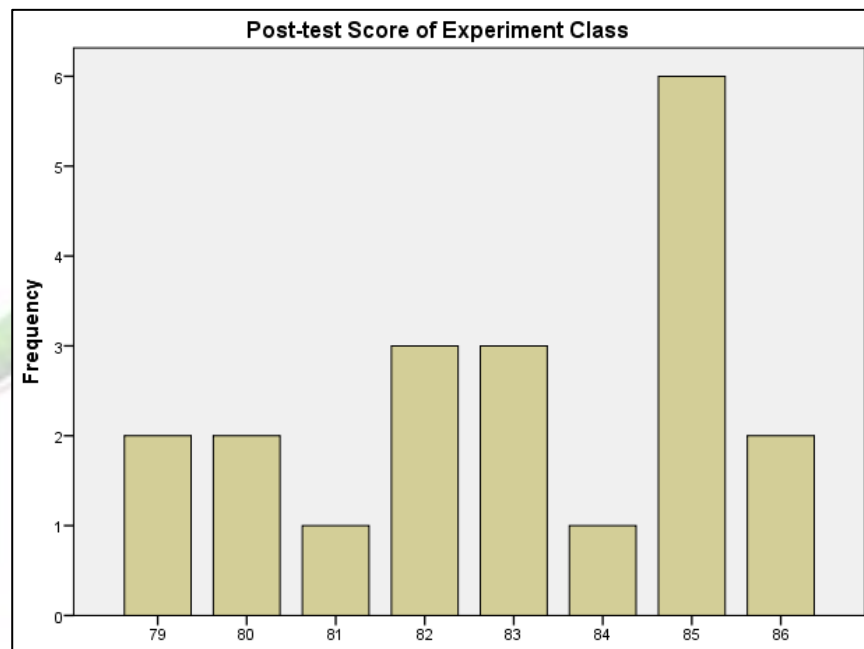
Figure 4.2 Frequency Distribution of Post-test Score of Experiment Class

The figure above showed the post-test score of students in the experiment class. It can be seen that there were two students who got score 79, two students who got score 80, and a student who got score 81. There were three students who got score 82 and three students who got score 83. Then, there were a student who got score 84, six students who got score 85, and two students who got score 86.

Subsequently, the researcher calculated the score of mean, median, standard deviation, and standard error of post-test scores. The result of the calculation was presented in the following table.

Table 4.6 the Result of Mean, Median, Standard Deviation, and Standard Error of Post-test Score of Experiment Class

Statistics

Post-test Score of Experiment Class

N	Valid	20
	Missing	0
Mean		83.00
Std. Error of Mean		0.513
Median		83.00
Std. Deviation		2.294
Minimum		79
Maximum		86
Sum		1660

The calculation above showed the mean was 83.00 and median was 83.00. The result of calculation showed the standard deviation of pre-test scores of experiment class was 2.294 and the standard error was0.513.

b. The Result of Students' Writing Ability of Control Class

The data of control class consisted of pre-test scores and post-test scores. The result of pre-test scores of control class was presented in the following table.

Table 4.7 the Pre-test Score of Control Class by the First Rater (R1) and Second Rater (R2)

No.	Students' Initial Name	Aspects									
		Content		Organization		Vocabulary		Language Use		Mechanic	
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1	AF	20	22	17	17	18	14	20	16	2	3
2	AGN	20	22	17	16	18	14	17	15	2	3
3	AS	17	19	10	13	13	13	10	14	2	3
4	A	20	17	13	12	13	11	10	12	2	2
5	AS	20	18	15	12	13	13	13	16	2	3
6	B	17	20	10	15	10	14	10	16	2	3
7	H	20	20	15	13	13	14	13	16	3	3
8	I	18	18	15	15	13	13	13	15	2	3

9	I	13	17	7	12	9	11	5	11	2	2
10	KJ	20	18	15	13	13	13	13	14	2	2
11	MAF	20	22	14	17	15	14	15	16	2	3
12	MR	20	22	17	17	18	16	22	17	2	3
13	MRS	18	20	14	14	15	14	17	15	2	3
14	MR	17	18	14	14	15	13	17	14	2	2
15	N	20	20	15	15	13	14	17	14	2	3
16	NH	15	20	10	16	10	14	10	14	2	3
17	NW	15	20	15	16	13	15	13	15	2	3
18	PF	18	20	15	16	15	16	13	14	3	3
19	R	20	18	17	13	18	14	17	13	2	3
20	S	20	22	15	17	13	15	13	17	3	3

The table above was a combination of each component of pre-test score by first rater (R1) and second rater (R2). In the next table, the researcher combines the score to become the final score.

Table 4.8 the Combination of Pre-test Score of Control Class

No.	Students' Initial Name	Score R1	Score R2	Total Score	Interpretation
1	AF	77	72	75	Good
2	AGN	74	70	72	Good
3	AS	52	62	57	Poor
4	A	58	54	56	Poor
5	AS	63	62	63	Fair
6	B	49	68	59	Poor
7	H	64	66	65	Fair
8	I	61	64	63	Fair
9	I	36	53	45	Very Poor
10	KJ	63	60	62	Fair
11	MAF	66	72	69	Fair
12	MR	79	75	77	Good
13	MRS	66	66	66	Fair
14	MR	65	61	63	Fair
15	N	67	66	67	Fair
16	NH	47	67	57	Poor
17	NW	58	69	64	Fair
18	PF	64	69	67	Fair
19	R	74	61	68	Fair
20	S	64	74	69	Fair
Sum				1284	
Average				64.20	
Highest Score				77	
Lowest Score				45	

Based on the data from the combination pre-test score of first ratter and second ratter, it showed the highest score was77, the lowest score was45 and the average was64.20. The distribution of students' pre-test can also be seen in the following figure.
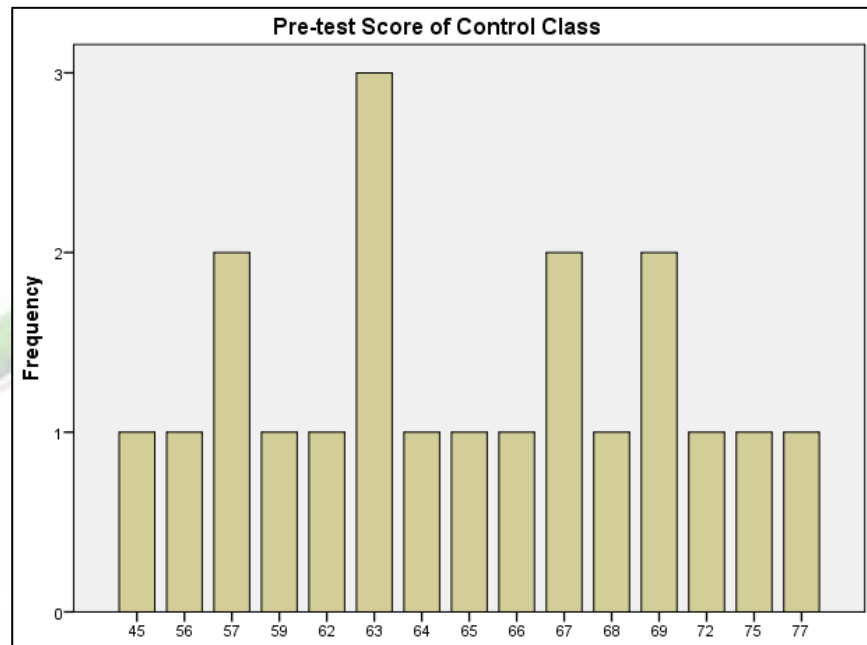
Figure 4.3 Frequency Distribution of Pre-test Score of Control Class

The figure above showed the pre-test score of students in the control class. It can be seen that there were a student who got score 45, a student who got score 56,two students who got score 57, a student who got score 59, and a student who got score 62. There were three students who got score 63, a student who got score 64, a student who got score 65, a student who got score 66, and two students who got score 67. Then, there were a student who got score 68, two students who got score 69, a student who got score 72, a student who got score 75, and the last a student who got score 77.

Subsequently, the researcher calculated the score of mean, median, standard deviation, and standard error of pre-test scores of control class. The result of the calculation was presented in the following table.

Table 4.9 the Result of Mean, Median, Standard Deviation, and Standard Error of Pre-test Score of Control Class

Statistics

Pre-test Score of Control Class

N	Valid	20
	Missing	0
Mean		64.20
Std. Error of Mean		1.620
Median		64.50
Std. Deviation		7.245
Minimum		45
Maximum		77
Sum		1284

The calculation above showed the mean was 64.20 and median was 64.50. The result of calculation showed the standard deviation of pre-test scores of experiment class was 7.245 and the standard error was1.620.

The result of post-test scores of control class was presented in the following table.

Table 4.10 the Post-test Score of Control Class by the First Rater (R1) and Second Rater (R2)

No.	Students' Initial Name	Aspects									
		Content		Organization		Vocabulary		Language Use		Mechanic	
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1	AF	26	22	18	17	14	15	20	17	2	3
2	AGN	27	24	18	17	15	17	22	18	3	4
3	AS	27	24	18	17	15	17	22	18	3	3

4	A	26	24	18	17	14	16	20	17	2	3
5	AS	26	24	18	17	14	16	20	17	2	3
6	B	27	24	18	18	15	17	22	17	2	4
7	H	27	24	18	17	14	16	22	17	4	3
8	I	27	23	18	17	15	17	22	17	3	3
9	I	26	23	18	17	14	17	20	17	3	3
10	KJ	27	24	18	18	15	17	22	17	3	3
11	MAF	26	24	18	18	14	17	20	18	2	4
12	MR	26	23	18	17	14	16	20	17	2	3
13	MRS	26	23	18	17	14	17	20	17	2	2
14	MR	26	22	18	16	14	16	20	16	2	2
15	N	26	24	18	16	14	16	20	16	2	3
16	NH	27	24	18	17	15	17	22	17	3	3
17	NW	27	24	18	17	15	17	22	17	3	3
18	PF	26	24	18	17	14	17	20	17	3	3
19	R	27	23	18	17	15	17	22	17	2	3
20	S	26	23	18	17	14	17	20	17	3	3

The table above was a combination of each component of pre-test score by first rater (R1) and second rater (R2). In the next table, the researcher combines the score to become the final score.

Table 4.11 the Combination of Post-test Score of Control Class

No.	Students' Initial Name	Score R1	Score R2	Total Score	Interpretation
1	AF	80	74	77	Good
2	AGN	85	80	83	Very Good
3	AS	85	79	82	Very Good
4	A	80	77	79	Good
5	AS	80	77	79	Good
6	B	84	80	82	Very Good
7	H	85	77	81	Very Good
8	I	85	77	81	Very Good
9	I	81	77	79	Good
10	KJ	85	79	82	Very Good
11	MAF	80	81	81	Very Good
12	MR	80	76	78	Good
13	MRS	80	76	78	Good
14	MR	80	72	76	Good
15	N	80	75	78	Good
16	NH	85	78	82	Very Good
17	NW	85	78	82	Very Good
18	PF	81	78	80	Very Good
19	R	84	77	81	Very Good

20	S	81	77	79	Good
Sum				**1600**	
Average				**80.00**	
Highest Score				**83**	
Lowest Score				**76**	

Based on the data from the combination pre-test score of first ratter and second ratter, it showed the highest score was 83, the lowest score was 76 and the average was 80.00. The distribution of students' post-test can also be seen in the following figure.
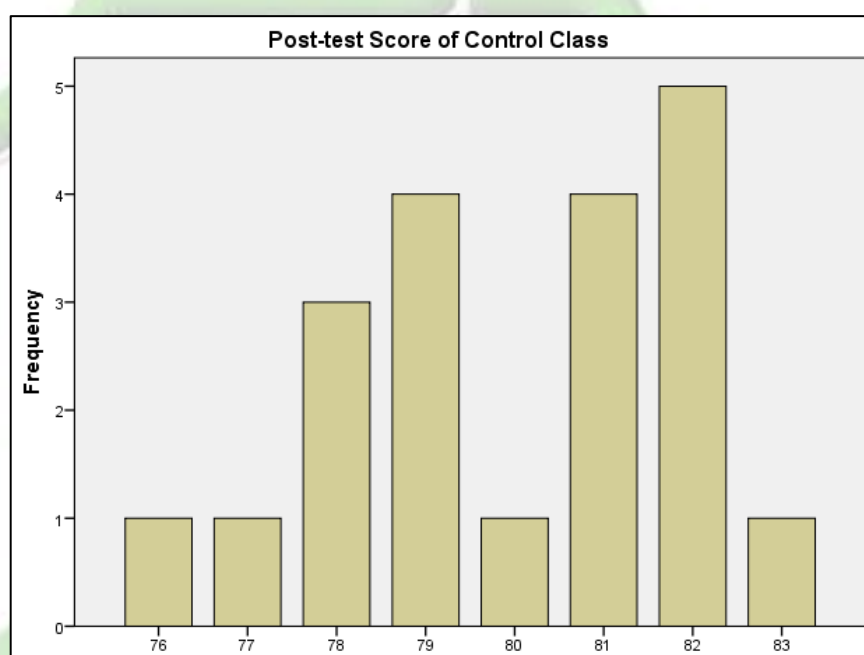
Figure 4.4 Frequency Distribution of Post-test Score of Control Class

The figure above showed the post-test score of students in the control class. It can be seen that there were a student who got score 76, a student who got score 77, and three students who got score 78. There were four students who got score 79, a student who got score 80, and fourstudents who got score 81. Then, there were five students who got score 82 and the last a student who got score 83.

Subsequently, the researcher calculated the score of mean, median, standard deviation, and standard error of post-test scores of control class. The result of the calculation was presented in the following table.

Table 4.12 the Result of Mean, Median, Standard Deviation, and Standard Error of Post-test Score of Control Class

Statistics

Post-test Score of Control Class

N	Valid	20
	Missing	0
Mean		80.00
Std. Error of Mean		0.441
Median		80.50
Std. Deviation		1.974
Minimum		76
Maximum		83
Sum		1.600

The calculation above showed the mean was 80.00 and median was 80.50. The result of calculation showed the standard deviation of pre-test scores of experiment class was 1.974 and the standard error was0.441.

2. **The Questionnaire Result of Students' Motivation**

The questionnaire was given after treatment to see the responses of students' motivation by teaching using free writing technique in writing ability. The questionnaire data was taken in MTs Darul Ulum Palangka Raya. The sample used in this research was 20 students of experiment class who have treatment used free writing technique. The sample was given 25 simple questions which its result was summarized as follows:

Table 4.13 Result of Questionnaire Test

Item	Scale					Mean	Std. Error of Mean	Median	Std. Deviation
	SD	D	U	A	SA				
	0	1	2	3	4				
1	0	0	1	6	13	3.60	.134	4.00	.598
2	0	0	0	13	7	3.35	.109	3.00	.489
3	0	0	7	11	2	2.75	.143	3.00	.639
4	0	0	11	5	4	2.65	.182	2.00	.813
5	0	0	14	4	2	2.40	.152	2.00	.681
6	0	0	14	5	1	2.35	.131	2.00	.587
7	0	0	6	12	2	2.80	.138	3.00	.616
8	0	0	2	11	7	3.25	.143	3.00	.639
9	0	0	1	6	13	3.60	.134	4.00	.598
10	0	0	2	12	6	3.20	.138	3.00	.616
11	0	1	8	5	6	2.80	.213	3.00	.951
12	0	1	2	12	5	3.05	.170	3.00	.759
13	0	0	8	7	5	2.85	.182	3.00	.813
14	0	0	9	7	4	2.75	.176	3.00	.786
15	0	0	9	7	4	2.75	.176	3.00	.786
16	0	0	4	5	11	3.35	.182	4.00	.813
17	0	0	2	9	9	3.35	.150	3.00	.671
18	0	0	1	9	10	3.45	.135	3.50	.605
19	0	0	6	4	10	3.20	.200	3.50	.894
20	0	0	0	6	14	3.70	.105	4.00	.470
21	0	0	0	13	7	3.35	.109	3.00	.489
22	0	0	3	8	9	3.30	.164	3.00	.733
23	0	0	1	14	5	3.20	.117	3.00	.523
24	0	0	1	11	8	3.35	.131	3.00	.587
25	0	0	2	13	5	3.15	.131	3.00	.587

It was apparent from the table above that the students' response of

motivation at MTs Darul Ulum Palangka Raya, as follows:

Table 4.14 Students' Motivation Item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	1	5.0	5.0	5.0
	(3) Agree	6	30.0	30.0	35.0
	(4) Strongly Agree	13	65.0	65.0	100.0
	Total	20	100.0	100.0	

The statement on item 1 was"Sayasenangmenulismenggunakanfree writing technique". There were a student (5.0%) Uncertain, 6 students (30.0%) Agree and 13 students (65.0%) Strongly Agree. To calculate the total score of item 1, the researcher used the following formula:

Total Score = students answer scale x score of questionnaire

Table 4.15 Score of Item 1

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
(2) Uncertain	2 x 1	2
(3) Agree	3 x 6	18
(4) Strongly Agree	4 x 13	52
Total Score		**72**

The result of total score of item 1 was determined with the following calculation:

$$\text{Score} = \left(\frac{Total\ Score}{s\ x\ n}\right) \text{x } 100$$

$$= \left(\frac{72}{5\ x\ 20}\right) \text{x } 100$$

$$= \left(\frac{72}{100}\right) \text{x } 100$$

$$= 72\%$$

So, it can be concluded that the calculation of analysis students' motivation item 1 was 72% with the categorized Agree.

Table 4.16 Students' Motivation Item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(3) Agree	13	65.0	65.0	65.0
	(4) Strongly Agree	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

The statement on item 2 was "Sayasukamenulisapapun yang ada di pikiransayadenganmenggunakan free writing technique". There were 13 students (65.0%) Agree and7 students (35.0%) Strongly Agree. To calculate the total score of item 2, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 2 was 67% with the categorized Agree.

Table 4.17 Students' Motivation Item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	7	35.0	35.0	35.0
	(3) Agree	11	55.0	55.0	90.0
	(4) Strongly Agree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The statement on item 3 was "Sayamenyelesaikantugasmenuliswalaupunitusulitdenganmenggunakan free writing technique". There were 7 students (35.0%) Uncertain, 11 students (55.0%) Agree and 2 students (10.0%) Strongly Agree. To calculate the total score of item 3, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 3 was 55% with the categorized Uncertain.

Table 4.18 Students' Motivation Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	11	55.0	55.0	55.0
	(3) Agree	5	25.0	25.0	80.0
	(4) Strongly Agree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

The statement on item 4 was "Menjadipenulis yang baikakanmembantusayadalamhalakademikdenganmenggunakan free writing technique". There were 11 students (55.0%) Uncertain, 5 students (25.0%) Agree and 4 students (20.0%) Strongly Agree. To calculate the total score of item 4, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 4 was 53% with the categorized Uncertain.

Table 4.19 Students' Motivation Item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	14	70.0	70.0	70.0
	(3) Agree	4	20.0	20.0	90.0
	(4) Strongly Agree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The statement on item 5 was "Sayamenulissepertisiswa lain menggunakan free writing technique". There were 14 students (70.0%) Uncertain, 4 students (20.0%) Agree and 2 students (10.0%) Strongly Agree. To calculate the total score of item 5, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 5 was 48% with the categorized Uncertain.

Table 4.20 Students' Motivation Item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	14	70.0	70.0	70.0
	(3) Agree	5	25.0	25.0	95.0
	(4) Strongly Agree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

The statement on item 6 was "Sayamenulislebihdari minimum padatugasmenulisdenganmenggunakan free writing technique". There were 14 students (70.0%) Uncertain, 5 students (25.0%) Agree, and a student (5.0%) Strongly Agree. To calculate the total score of item 6, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 6 was 47% with the categorized Uncertain.

Table 4.21 Students' Motivation Item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	6	30.0	30.0	30.0
	(3) Agree	12	60.0	60.0	90.0
	(4) Strongly Agree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The statement on item 7 was "Sayadapatdenganjelasmengekspresikan ide-ide sayasecaratertulisdenganmenggunakan free writing technique". There were 6 students (30.0%) Uncertain, 12 students (60.0%) Agree, and 2 students (10.0%) Strongly Agree. To calculate the total score of item 7, the researcher used the same formula with item 1. So, the calculation of

analysis students' motivation item 7 was 56% with the categorized Uncertain.

Table 4.22 Students' Motivation Item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	2	10.0	10.0	10.0
	(3) Agree	11	55.0	55.0	65.0
	(4) Strongly Agree	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

The statement on item 8 was "Sayadenganmudahfokuspadaapa yang sayatulisdenganmenggunakan free writing technique". There were 2 students (10.0%) Uncertain, 11 students (55.0%) Agree, and 7 students (35.0%) Strongly Agree. To calculate the total score of item 8, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 8 was 65% with the categorized Agree.

Table 4.23 Students' Motivation Item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	1	5.0	5.0	5.0
	(3) Agree	6	30.0	30.0	35.0
	(4) Strongly Agree	13	65.0	65.0	100.0
	Total	20	100.0	100.0	

The statement on item 9 was "Sayasukatulisansayadinilai". There were 1 students (5.0%) Uncertain, 6 students (30.0%) Agree, and 13 students (65.0%) Strongly Agree. To calculate the total score of item 9, the researcher used the same formula with item 1. So, the calculation of

analysis students' motivation item 9 was 72% with the categorized Agree.

Table 4.24 Students' Motivation Item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	2	10.0	10.0	10.0
	(3) Agree	12	60.0	60.0	70.0
	(4) Strongly Agree	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

The statement on item 10 was "Lebihbesarkemungkinansayauntukberhasiljikasayamenulisdenganmenggunakan free writing technique". There were 2 students (10.0%) Uncertain, 12 students (60.0%) Agree, and 6 students (30.0%) Strongly Agree. To calculate the total score of item 10, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 10 was 64% with the categorized Agree.

Table 4.25 Students' Motivation Item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(1) Disagree	1	5.0	5.0	5.0
	(2) Uncertain	8	40.0	40.0	45.0
	(3) Agree	5	25.0	25.0	70.0
	(4) Strongly Agree	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

The statement on item 11 was "Mudahbagisayauntukmenulisparagraf yang baikdenganmenggunakan free writing technique". There were a student (5.0%) Disagree, 8 students (40.0%) Uncertain, 5 students (25%),Agree and 6 students (30.0%)

Strongly Agree. To calculate the total score of item 11, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 11 was 56% with the categorized Uncertain.

Table 4.26 Students' Motivation Item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(1) Disagree	1	5.00	5.0	5.0
	(2) Uncertain	2	10.0	10.0	15.0
	(3) Agree	12	60.0	60.0	75.0
	(4) Strongly Agree	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

The statement on item 12 was "Sayamenikmatitugasmenuliskreatifdenganmenggunakan free writing technique". There were a student (5.0%) Disagree, 2student (10.0%) Uncertain, 12 students (60.0%) Agree, and 5 students (25.0%) Strongly Agree. To calculate the total score of item 12, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 12 was 61% with the categorized Agree.

Table 4.27 Students' Motivation Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	8	40.0	40.0	40.0
	(3) Agree	7	35.0	35.0	75.0
	(4) Strongly Agree	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

The statement on item 13 was "Sayasukakelas yang banyakmemberikantugasmenulismenggunakan free writing technique". There were 8 students (40.0%) Uncertain, 7 students (35.0%) Agree, and

5students (25.0%) Strongly Agree. To calculate the total score of item 13, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 13 was 57% with the categorized Uncertain.

Table 4.28 Students' Motivation Item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
	(2) Uncertain	9	45.0	45.0	45.0
	(3) Agree	7	35.0	35.0	80.0
Valid	(4) Strongly Agree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

The statement on item 14 was "Sayamenikmatitugasmenulis yang menantangsaya". There were 9 students (45.0%) Uncertain, 7 students (35.0%) Agree, and 4 students (20.0%) Strongly Agree. To calculate the total score of item 14, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 14 was 55% with the categorized Uncertain.

Table 4.29 Students' Motivation Item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
	(2) Uncertain	9	45.0	45.0	45.0
	(3) Agree	7	35.0	35.0	80.0
Valid	(4) Strongly Agree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

The statement on item 15 was "Sayamerevisitulisansayasebelummengumpulnya". There were 9 students (45.0%) Uncertain, 7 students (35.0%) Agree, and 4 students (20.0%) Strongly Agree. To calculate the total score of item 15, the

researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 15 was 55% with the categorized Uncertain.

Table 4.30 Students' Motivation Item 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	4	20.0	20.0	20.0
	(3) Agree	5	25.0	25.0	45.0
	(4) Strongly Agree	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

The statement on item 16 was "Sayasuka orang lain membacaapa yang sayatulis". There were 4 students (20.0%) Uncertain, 5 students (25.0%) Agree, and 11 students (55.0%) Strongly Agree. To calculate the total score of item 16, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 16 was 67% with the categorized Agree.

Table 4.31 Students' Motivation Item 17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	2	10.0	10.0	10.0
	(3) Agree	9	45.0	45.0	55.0
	(4) Strongly Agree	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

The statement on item 17 was "Sayainginmemilikilebihbanyakkesempatanuntukmenulis di kelas". There were 2 students (10.0%) Uncertain, 9 students (45.0%) Agree, and 9 students (45.0%) Strongly Agree. To calculate the total score of item 17, the researcher used the same formula with item 1. So, the calculation

of analysis students' motivation item 17 was 67% with the categorized

Agree.

Table 4.32 Students' Motivation Item 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	1	5.0	5.0	5.0
	(3) Agree	9	45.0	45.0	50.0
	(4) Strongly Agree	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

The statement on item 18 was "Sayaberlatihmenulisuntukmeningkatkanketerampilansaya". There were a student (5.0%) Uncertain, 9 students (45.0%) Agree, and 10 students (50.0%) Strongly Agree. To calculate the total score of item 18, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 18 was 69% with the categorized Agree.

Table 4.33 Students' Motivation Item 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	6	30.0	30.0	30.0
	(3) Agree	4	20.0	20.0	50.0
	(4) Strongly Agree	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

The statement on item 19 was "Menjadipenulis yang baikpentingbagisaya". There were 6 students (30.0%) Uncertain, 4 students (20.0%) Agree, and 10 students (50.0%) Strongly Agree. To calculate the total score of item 19, the researcher used the same formula

with item 1. So, the calculation of analysis students' motivation item 19 was 64% with the categorized Agree.

Table 4.34 Students' Motivation Item 20

		Frequency	Percent	Valid Percent	Cumulative Percent
	(3) Agree	6	30.0	30.0	30.0
Valid	(4) Strongly Agree	14	70.0	70.0	100.0
	Total	20	100.0	100.0	

The statement on item 20 was "Menjadipenulisterbaikakanmembantudalamkarirsaya". There were 6 students (30.0%) Agree and 14 students (70.0%) Strongly Agree. To calculate the total score of item 20, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 20 was 74% with the categorized Agree.

Table 4.35 Students' Motivation Item 21

		Frequency	Percent	Valid Percent	Cumulative Percent
	(3) Agree	13	65.0	65.0	65.0
Valid	(4) Strongly Agree	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

The statement on item 21 was "Free writing technique membantusayadalammemperkayakosa kata saya". There were 13 students (65.0%) Agree and 7 students (35.0%) Strongly Agree. To calculate the total score of item 21, the researcher used the same formula

with item 1. So, the calculation of analysis students' motivation item 21 was 67% with the categorized Agree.

Table 4.36 Students' Motivation Item 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	3	15.0	15.0	15.0
	(3) Agree	8	40.0	40.0	55.0
	(4) Strongly Agree	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

The statement on item 22 was "Sayasenangmenulisteksdeskriptifdengan free writing technique". There were 3 students (15.0%) Uncertain, 8 students (40.0%) Agree, and 9 students (45.0%) Strongly Agree. To calculate the total score of item 22, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 22 was 66% with the categorized Agree.

Table 4.37 Students' Motivation Item 23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(2) Uncertain	1	5.0	5.0	5.0
	(3) Agree	14	70.0	70.0	75.0
	(4) Strongly Agree	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

The statement on item 23 was "Memilih kata yang tepatitumudahbagisaya". There were a student (5.0%) Uncertain, 14

students (70.0%) Agree, and 5 students (25.0%) Strongly Agree. To calculate the total score of item 23, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 23 was 64% with the categorized Agree.

Table 4.38 Students' Motivation Item 24

		Frequency	Percent	Valid Percent	Cumulative Percent
	(2) Uncertain	1	5.0	5.0	5.0
	(3) Agree	11	55.0	55.0	60.0
Valid	(4) Strongly Agree	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

The statement on item 24 was "Menjadipenulis yang baikadalahpentingdalammendapatkanpekerjaan yang baik". There were a student (5.0%) Uncertain, 11 students (55.0%) Agree, and 8 students (40.0%) Strongly Agree. To calculate the total score of item 24, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 24 was 67% with the categorized Agree.

Table 4.39 Students' Motivation Item 25

		Frequency	Percent	Valid Percent	Cumulative Percent
	(2) Uncertain	2	10.0	10.0	10.0
	(3) Agree	13	65.0	65.0	75.0
Valid	(4) Strongly Agree	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

The statement on item 25 was "Teksdeskriptifmudahbagisaya". There were 2 students (10.0%) Uncertain, 13 students (65.0%) Agree, and 5 students (25.0%) Strongly Agree. To calculate the total score of item 25, the researcher used the same formula with item 1. So, the calculation of analysis students' motivation item 25 was 63% with the categorized Agree.

The questionnaire was constructed in the form of the five Likert-type scales. Based on the table of students' motivation, the researcher found the categorized of every item. Then, the researcher counts it with the item number of intrinsic and extrinsic tables as follow:

Table 4.40 Result of Analysis Students' Motivation

No.	Intrinsic	No. Item	Score (%)	Final Score (%)
1	Preference for challenge	8, 10, 17	65%, 64%, 67%	65.3%
2	Curiosity/ interest	1, 2, 11, 24, 25	72%, 67%, 56%, 67%, 63%	65%
3	Independent mastery	20, 23	74%, 64%	69%
4	Independent judgment	21, 22	67%, 66%	66.5%
5	Internal criteria for success	7, 13, 19	56%, 57%, 64%	59%
No.	Extrinsic	No. Item	Score (%)	Final Score (%)
1	Preference for easy work	3, 6, 14	55%, 47%, 55%	52.3%
2	Pleasing a teacher/ getting grades	12, 18	61%, 69%	65%
3	Dependence on the teacher in figuring	15	55%	55%

	out problems			
4	Reliance on teacher's judgment about what to do	9, 16	72%, 67%	69.5%
5	External criteria for success	4, 5	53%, 48%	50.5%

Based on the table students' motivation score of questionnaire items, in the intrinsic scale, the final score of preference for challenge was 65.3%, curiosity/interest 65%, independent mastery 69%, independent judgment66.5%, and internal criteria for success 59%. Then, in the extrinsic scale, the final score of preference for easy work was 52.3%, pleasing teacher/getting grades 65%, dependence on teacher in figuring out problems 55%, reliance on teacher's judgment about what to do 69.5%, and external criteria for success 50.5%. The final score showed that the higher score was on theextrinsic scale, in reliance on teacher's judgment about what to do with the score 69.5%.While, the lower score was on extrinsic scale, in the external criteria for success with the score 50.5%.

B. Research Findings

1. Testing Normality and Homogeneity

a. Testing of Data Normality

The normality test was used to know the data that was going to analyze whether both classes have normal distribution or not. The

normality test used SPSS 20 to measure the normality of the data.To know the normality of data, the formula can be seen as follows:

If the number of sample > 50 = Kolmogorov-Smirnov

If the number of sample < 50 = Shapiro-Wilk

The number sample of this research was 40< 50, so to analyzed normality data the researcher used Shapiro-Wilk. The next step, the researcher analyzed normality of data by using formula as follows:

If significance > 0.05 = data is normal distribution

If significance < 0.05 = data is not normal significance

Table 4.41Testing of Normality on the Pre-test Score of Experiment Class and Control Class

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Class of Students		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Score	Experiment Class	.374	20	.000	.512	20	.000
	Control Class	.134	20	.200[*]	.958	20	.513
*. This is a lower bound of the true significance. a. Lilliefors Significance Correction							

Based on the calculation used SPSS program, the significance value for the experiment class was 0.000, while the significance value for the control class was 0.513. Then the normality of class was consulted with the table of Shapiro-Wilk.So, it can conclude the data for the experiment class was not normal significance because the significance value was lower than 0.05. While the control class

was normally distributed because the significance value was greater than 0.05.

Table 4.42Testing of Normality on the Post-test Score of Experiment Class and Control Class

Tests of Normality							
Class of Students		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test Score	Experiment Class	.208	20	.023	.907	20	.055
	Control Class	.194	20	.047	.930	20	.157
a. Lilliefors Significance Correction							

Based on the calculation used SPSS program, the significance value for the experiment class was 0.055, while the significance value for the control class was 0.157. Then the normality of class was consulted with the table of Shapiro-Wilk. So, it can be concluded the data for both of classes were normally distributed because the significance value was greater than 0.05. The significance value of experiment class was 0.055 > 0.05 and the significance value of control class was 0.157 > 0.05.

Table 4.43Testing of Normality on Students' Motivation

Tests of Normality							
	Kolmogorov-Smirnov[a]			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Students' Motivation	.151	20	.200[*]	.969	20	.739	
*. This is a lower bound of the true significance. a. Lilliefors Significance Correction							

Based on the calculation used SPSS program, the significance value for the experiment class was 0.739. Then the normality of class was consulted with the table of Shapiro-Wilk. So, it can be concluded the data of students' motivation were normally distributed because the significance value was greater than 0.05. The significance value of the experiment class was 0.739> 0.05.

b. Testing of Data Homogeneity

The criteria of the homogeneity test, if the value of (probability value/ critical value) was higher than or equal to the level significance alpha defined (r > a), meaning the distribution was homogeneity.

In this study, researcher used the Levene Test Statistic to test the homogeneity of variance.

Table 4.44 Test of Homogeneity of Variances

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
2.715	2	57	.075

Based on the calculating used SPSS 20 program, the significance value was 0.075. The significance of the Levene test statistic was higher than 0.05. It meant that the scores wasthe same variant or homogeneous because the value was higher or r = 0.075> 0.05.

2. Testing Hypothesis

Based on preliminary tests, the multivariate normality and homogeneity variance had been achieved. Therefore, MANOVA was employed to investigate the result of hypothesis in this study.

Table 4.45 Descriptive Statistics

Descriptive Statistics		Mean	Std. Deviation	N
	Class			
Writing Ability	Experiment Class	83.00	2.294	20
	Control Class	80.00	1.974	20
	Total	81.50	2.602	40
Students' Motivation	Experiment Class	77.55	3.692	20
	Control Class	72.85	2.455	20
	Total	75.20	3.904	40

The descriptive statistics table explained the mean and standard deviation of the test scores in the experiment class and the control class.The result of the dependent variable writing ability in the experiment class has a higher average value than the control class, where the average of the experiment class was 83.00 and the control class was 80.00. Then, the results of the dependent variable students' motivation, the experiment class also has a higher average value than the control class, where the average value of the experiment class was 77.55 and the control class was 72.85.

Table 4.46 Box's test of Equality of Covariance Matrices

Box's Test of Equality of Covariance Matrices[a]	
Box's M	3.720
F	1.169
df1	3
df2	259920.000
Sig.	.320

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups. a. Design: Intercept + Class

Box's M test table is used to test the assumptions of MANOVA, namely the homogeneity of the variancematrices and covariance. To test it with acceptance criteria H_0 = covariance variance matrix between groups of homogeneous methods, if the test value obtains a significance value > 0.05.

The test results show that the Box's M value was3.720 with a significance of 0,320. Because the significance value is 0,320> 0.05, then accept H_0 which states that the covariance variance matrix is homogeneous.

Simultaneous testing is the comparison of the average test scores for the experiment class and the control class on the dependent class. There were four statistical tests, namely Pillai's trace, Wilk's lambda, Hotelling trace, Roy's largest root.

Table 4.47 Multivariate Tests

Multivariate Tests[a]							
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	1.000	38115.677[b]	2.000	37.000	.000	1.000
	Wilks' Lambda	.000	38115.677[b]	2.000	37.000	.000	1.000
	Hotelling's Trace	2060.307	38115.677[b]	2.000	37.000	.000	1.000

	Roy's Largest Root	2060.307	38115.677[b]	2.000	37.000	.000	1.000
Class	Pillai's Trace	.516	19.738[b]	2.000	37.000	.000	.516
	Wilks' Lambda	.484	19.738[b]	2.000	37.000	.000	.516
	Hotelling's Trace	1.067	19.738[b]	2.000	37.000	.000	.516
	Roy's Largest Root	1.067	19.738[b]	2.000	37.000	.000	.516

a. Design: Intercept + Class

b. Exact statistic

As usual for F test results, we ignore the section labeled "Intercept." The bottom row in the table above shows four numbers giving P values for four different multivariate tests.

Pillai's trace value showed a positive value of 0.516 with a significance of 0.000. Increasing this value gives a significant value to the model or there is a significant average difference between data groups. Wilk's lambda value was 0.484 with a significance of 0.000 which means that there was an average difference between data groups. Likewise, the Hotelling trace and Rpy's largest root each obtained a value of 1.067 and a significance of 0.000. From the four tests obtained a significance value of <0.05.

Based on the processing performed using SPSS program, the results of data processing can be seen in Table 4.48. In the table found that all procedures show the same significance number, which is 0.000. By that H_0 is rejected because of the value of Sig. <0.05. This value indicates an influence on the model.

Table 4.48 Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
		Tests of Between-Subjects Effects					
Corrected Model	Writing Ability	90.000[a]	1	90.000	19.655	.000	.341
	Students' Motivation	220.900[b]	1	220.900	22.474	.000	.372
Intercept	Writing Ability	265690.000	1	265690.000	58024.253	.000	.999
	Students' Motivation	226201.600	1	226201.600	23013.817	.000	.998
Class	Writing Ability	90.000	1	90.000	19.655	.000	.341
	Students' Motivation	220.900	1	220.900	22.474	.000	.372
Error	Writing Ability	174.000	38	4.579			
	Students' Motivation	373.500	38	9.829			
Total	Writing Ability	265954.000	40				
	Students' Motivation	226796.000	40				
Corrected Total	Writing Ability	264.000	39				
	Students' Motivation	594.400	39				

a. R Squared = .341 (Adjusted R Squared = .324)

b. R Squared = .372 (Adjusted R Squared = .355)

The result of data analysis shows writing ability and students' motivation. Itcan be seen that the significant value of writing ability was 0.000. It was smaller than 0.05. So, H_0wasrejected and $H_a$wasaccepted. It can be conclude that free writing technique affect writing ability at the first-grade students of MTs Darul Ulum Palangka Raya. On the other side, significant value of students' motivation was 0.000. It was smaller than 0.05. Therefore, $H_0$was rejected and $H_a$was accepted. It means that free writing technique gives significant effect on students' motivation at the first-grade students of MTs Darul Ulum Palangka Raya.

So, it can be inferred that there was different mean of writing ability between the students who are taught by using free writing technique and the students who were not taught by using free writing technique. In other words, free writing technique give significant effect on students'

writing ability. Besides, there was different motivation mean score between the students who were taught by using free writing technique and the students who were not taught by using free writing technique. It also can be said that free writing technique gives significant effect on students' motivation.

3. **Interpretation of the Results**

Based on the result of calculation with MANOVA used SPSS program, the researcher interpreted that:

Teaching writing used free writing technique was more effective toward writing ability than teaching without using free writing technique. It was showed in the result of significant value was lower than alpha (0.000< 0.05).

Teaching writing used free writing techniquewas more effective toward students' motivation than teaching without using free writing technique. It was showed in the result of significant value was lower than alpha (0.000< 0.05).

Teaching writing used free writing techniquewas more effective toward writing ability and students' motivation than teaching without using free writing technique. It was showed in the result of significant value was lower than alpha (0.000< 0.05).

C. Discussion

The result of the data analysis showed that free writing technique gave a significant effect on writing ability at the first-grade students of MTs Darul Ulum Palangka Raya. It can be seen from the mean score between pre-test and post-test of students in the experiment class and control class. The mean score on the pre-test of the experiment class was 29.20, and the control class was 64.20. While in the post-test, the mean score of the experiment class increased to 83.00, and the control class also increased to 80.00. Based on the result of the pre-test, it can be seen that the score of the experiment class was lower than the control class. However, in the post-test, the score of the experiment class increase higher than the control class. It indicated that teaching writing using free writing technique was increase students' writing ability than teaching without using free writing technique.

The finding of this research interpreted that the alternative hypothesis stating that using free writing technique on writing ability has a significant effect at the first-grade students of MTs Darul Ulum Palangka Raya was accepted and the null hypothesis stating that using free writing technique on writing ability has no significant effect at the first-grade students of MTs Darul Ulum Palangka Raya was refused.

The result of this research has similarities with some previous researchers. Isni (2018) in her result of research stated that free writing technique was significantly effective in teaching writing. Then, AMufarridun (2017) also stated that there was the influence of using free writing technique

towards students' analytical exposition text writing ability. Besides that, Khaerani (2015) stated that the result of research findings after conducted two cyclesshowed that the writing ability of the students was improved by using free writing technique.

Nurfiryalianti, Jamiluddin, and Hastini (2014) concluded that the use of free writing technique can improve the students' writing skills particularly in writing a descriptive paragraph. While, in this research the free writing technique was effective in improving students' writing ability in descriptive text.Then, Hwang (2010) also stated that free writing techniques have a statistically significant influence on improving the students' writing fluency. The results of the study highlight the importance of focusing on English writing fluency rather than giving central attention solely to grammatical accuracy in ESL or EFL classes.

Besides that, the result of the data analysis also showed that free writing technique gave a significant effect on students' motivation at first-grade students of MTs Darul Ulum Palangka Raya. The students who taught using free writing techniques got a higher score than students who were taught without free writing technique. It was proved by the mean score of experiment class was 83.00 and the mean of control class was 80.00. This result of research also supported by the result of the calculation using the SPSS program which shows that there was a significant effect of free writing technique toward students' motivation with the result of significant value was lower than alpha (0.000< 0.05).

Then, the alternative hypothesis also stated that using free writing technique on writing ability and students' motivation has a significant effect at the first-grade students of MTs Darul Ulum Palangka Raya was accepted and the null hypothesis stated that using free writing technique on writing ability and students' motivation has no significant effect at the first-grade students of MTs Darul Ulum Palangka Raya was refused. It can be seen from the result calculation using the SPSS program. The result of the significant value was lower than alpha (0.000 < 0.05).

In conclusion, the use of free writing technique as a technique in the teaching and learning process of writing can make a significant improvement in the students' scores. It could be stated that free writing technique can be used to solve the students' writing problem and it can increase the students' writing ability and students' motivation. Then, the result of MANOVA showed that there were significant differences among groups after doing the treatment, with the significant level was lower than alpha (α) (0.000 $\leq$ 0.05).

The data analysis of MANOVA ^{shows} that the significant value of writing ability was 0.000. It was smaller than 0.05. So, H_0 was rejected and H_a was accepted. It can be conclude that free writing technique affect writing ability at the first-grade students of MTs Darul Ulum Palangka Raya. On the other side, significant value of students' motivation was 0.000. It was smaller than 0.05. Therefore, H_0 was rejected and H_a was accepted. It means that free writing technique gives significant effect on students' motivation at the first-grade students of MTs Darul Ulum Palangka Raya. Besides that, the result

showed the significant value was lower than alpha (0.000 < 0.05). It means that teaching writing used free writing technique was more effective toward writing ability and students' motivation than teaching without using free writing technique.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the research. The researcher explains the conclusion of the study and some suggestion for students, teacher, and the future researcher.

A. Conclusion

The conclusion of this research was supported by three research findings to answer the problem of the study in Chapter I.

First, is there any significant effect of free writing technique in writing ability?Based on the data analysis, teaching writing using free writing technique was more effective on students' writing ability. It was shown from the result of significant value was lower than alpha. Thus, $H_a$was accepted and H_0 was refused.

Second, is there any significance effect of free writing technique in students' motivation? The result of testing hypothesis shown the significant value was lower than the alpha. It meant that there was a significant effect of using free writing technique on students' motivation. Therefore, H_a was accepted and H_0 was refused.

Third, is there any significance effect of free writing technique in writing ability and students' motivation? The result calculation of MANOVAshowed the significant value was lower than alpha. It meant that there was significant effect of free writing technique on students' writing ability and students' motivation. Therefore, H_a was accepted and H_0 was refused.

B. Suggestion

Based on the conclusion, the researcher proposes some suggestions for the following parties:students, teachers, and future researchers.

1. For Students

The students have to practice a lot even without being instructed by the teacher and read more to get inspiration for the material or topic to be written. It is expected for the students of MTs Darul Ulum Palangka Raya to enrich their knowledge about the use of free writing technique as an alternative teaching technique in the teaching-learning process of writing.

2. For Teachers

The research finding has shown that this technique is effective in students' writing ability and students' motivation. So, the researcher recommends this technique to an English teacher for teaching writing in the class. The technique chosen has to overcome students' difficulty in writing texts and building students' creativity. It has to motivate, stimulate, and improve students' writing ability.

3. For Future Researchers

The result of this research can be used as an additional reference of further research with different discussions. The next researchers are able to combine the research using free writing technique to develop their English skills and students practice the media directly in the teaching-learning activity.

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