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**THE INFLUENCE OF FREEWRITING TECHNIQUE TOWARDS  
STUDENTS' WRITING ABILITY**

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**Abstract:** The research aimed to know the influence of Freewriting technique on students' ability to write procedure text and if the average score of students' writing ability taught using the Freewriting technique is higher than taught using the Individual writing. This research used a quantitative method. The population was the students in the second semester at eleventh grade of SMK Negeri 4 Bandar Lampung, 722 students in 24 classes. The sample for this research was two classes. One class was AKL 1 as experimental, there were 35 students, and another class was AKL 2 as the control class, there were 35 students. In determining the sample, the researcher used cluster random sampling technique. In collecting the data, the researcher used a writing test. In analysing the data, the researcher used the t-test formula. Based on the data analysis, it can be concluded that  $t_{test} = 6.66$  and  $t_{table} = 1.67$  with the significance 5% (0,05) and  $t_{test} = 2.39$  with the significance 1% (0,01). It means that  $t_{test} > t_{table}$ . So,  $H_0$  was accepted. This shows that there is any positive and significant influence of using freewriting technique on the students' writing ability. The students who were taught using the Freewriting technique got a higher score than those who were taught using the individual writing. The average score of the experimental class was 68.61 and the average score of the control class was 57.14.

**Keywords:** Experimental Research, Freewriting Technique, Writing Ability

## **INTRODUCTION**

Writing is one of parts in English. Writing is an important role in daily activities to convey meaning to the readers (Andewi & Hastomo, 2023). Writing also uses the process of symbols and spaces, which are very important for communication and helps students to express themselves and the ideas in their respective thoughts (Ida, Wicaksono & Wahyuningsih, 2021). However, it is considered a difficult skill especially for students learning writing in a different language from their mother tongue, such as English. Writing in English is one of the biggest problems because they should express their ideas and understand some of aspects in writing (Azriwahyuni, Hastuti & Febriyanti, 2021). According to Erisda Vildia Muhammad (2017) in Suryani R (2020), "writing difficulties may in large part be the result of three factors: First, the students still have difficulties in producing longer paragraphs. Second, the students still need help in producing good writing. Third, the students still need help with effective strategies in planning or revising the text.

SMK negeri 4 Bandar Lampung preliminary investigation revealed that. Most students had difficulties in writing. The researcher discovered that, they got difficulty in expressing their ideas in written form. They got difficulty to use mechanism, to construct sentences and paragraph according to the topic given. Besides that, they found difficulty to use appropriate words and grammar in their writing, it is caused by their lack of proficiency in vocabulary. The last problem that influences the students' writing ability is the use of teaching media/techniques in the classroom which are limited.

Based on students' writing difficulties, the teacher should consider what technique can build a sense of enthusiasm, safety and comfort for students (Suliyana et al., 2020). It is suitable to improve the teaching learning process because it involves students more actively in processing, interpreting and evaluating information for students (Nuraini, Subari & Wahyuningsih, 2022). The teacher can also give an example of them how to write well. In solving the students' problems above, there is a technique which appropriate for teaching writing. Elbow and Belanoff (2000) states that "freewriting is defined as writing any ideas or thoughts that come to mind in a given time period without stopping."

In addition, there is another research about teaching and learning English using Freewriting Technique. Nurfiryalianti, et al (2014) said that Freewriting Technique can improve writing ability. Furthermore, LA Dunifa, et al (2017) found that writing ability by using Freewriting Technique has significant influence.

The researcher applied Freewriting Technique for the present research because it has the ability to influence the English learning process, notably in the writing element. Furthermore, this study has various research objectives. 1) To know about there any influence of Freewriting Technique towards students' writing ability at the eleventh grade of SMK negeri 4 Bandar Lampung in the Academic Year of 2022/2023.

## **METHOD**

### **Research Design**

In the current study, the researcher used quantitative and experimental methodologie (Mackey, 2005: 363). Quantitative research is research in which variables are manipulated to test hypotheses and in which there is usually quantification of data and numerical analysis (Jaya, Hastomo & Putri, 2022). These facts must be somehow external to and independent of the observer or researcher. The dependent variable (Y) is the students' writing ability, while the independent variable (X) is the Freewriting Technique.

### **Population and Sample**

The population is decided to be the eleventh grader of SMK Negeri 4 Bandar Lampung in the Academic Year of 2022/2023. 722 pupils from 24 classes made up the student body. With two observation classes, XI AKL 1 and XI AKL 2, the researcher used a cluster random sampling strategy to select the sample. The researcher employed the Cluster Random Sampling approach to obtain the research sample. According to McMillan, (2001 : 173), "cluster random sampling, research identifies group units that easily occur naturally. Once the units are selected, individuals are selected from each unit". The researcher in this case randomly chose a sample of the research from the population of students at the eleventh grade. The experimental and control groups were chosen by lottery by the researcher. The approach was selected since the average abilities of all eleventh-grade students of SMK Negeri 4 Bandar Lampung in the Academic Year of 2022/2023 were comparable or homogenous.

### **Data Collection Technique**

The data gathering method used by the author includes a writing test based on the topic that given by the teacher at least 100-150 words. students can freely choose the title that has been determined by the researcher and they will write related to the chosen title. This test to gave only the experimental class employed the freewriting technique, and the other class used individual writing. The  $t_{test}$  formula was employed by the researcher in the current investigation to assess the hypotheses. The accepted criteria are  $H_a$  if  $t_{test} > t_{table}$  with significance 0.05 and 0.01.

## **FINDING AND DISCUSSION**

### **Finding**

The class XI student population was the subject of this study at SMK Negeri Bandar Lampung from May 10 to May 22, 2022–2023. The researcher collected data based on two distinct classes. When doing the study, the researcher had the following two hypotheses: 1) There is any influence of Freewriting Technique towards students' writing ability; 2) The average writing ability score of students taught using Freewriting Technique is higher than that taught using individual writing. The researcher created a visual to calculate the data on students' progress as they learned to write.

Additionally, the researcher performed a normality test. It was employed to check the normality of the observed data. Due to the fact that the criterion used in this study was  $X^2_{ratio} < X^2_{table}$ , it was discovered that the data had a normal distribution. The outcome is displayed in table 1 below:

**Table 1. The Result of Normality Test**

<b>Group</b>	<b>X<sup>2</sup><sub>ratio</sub></b>	<b>X<sup>2</sup><sub>table (0.05)</sub></b>	<b>X<sup>2</sup><sub>table (0.01)</sub></b>
Experimental Class	3.32	7.81	11.3
Control Class	2.97	7.81	11.3

After determining the normality, the researcher then evaluated the homogeneity. The homogeneity test is used to show that there is a common variation among two or more sets of sample data from the same population. In other words, the homogeneity test analyzes if the properties of the data collection in question are the same.

The homogeneity test criterion stated that if  $f_{ratio}$  was 1, 48, the data was homogeneous, and  $f_{table}$  at significance levels of 0.05 and 0.01 was 1.80 and 2.30, respectively.  $H_a$  was therefore approved whereas  $H_o$  was denied (1.48 1.8 2.36). Table 2 below displays the results.

**Table 2. The Result of The Homogeneity Test**

<b>Group</b>	<b>F<sub>ratio</sub></b>	<b>F<sub>table (0.05)</sub></b>	<b>F<sub>table (0.01)</sub></b>
Experimental and Control Class	0.80	1.80	2.30

After examining homogeneity, the researcher used the t-test method to demonstrate that the Freewriting Technique had an impact on students' reading skills in the eleventh grade. The outcome indicated that the Freewriting Technique had any appreciable impact on students' reading proficiency in the eleventh grade. Because  $t_{test} > t_{table} (1/2 \alpha)$  with  $df = (n_1 + n_2 - 2)$  and significance levels of 0.05 and 0.01. The application of Freewriting Technique in the classroom environment is very working since it can develop of their thoughts, students will feel enjoy to learn because this technique is to write whatever on your mind and feeling through the topic.

**Table 3. The Result of  $t_{test}$**

<b>Group</b>	<b>t<sub>test</sub></b>	<b>t<sub>table (0.05)</sub></b>	<b>t<sub>table (0.01)</sub></b>
Experimental and Control Class	6.66	1.67	2.39

Evidence demonstrating that, at the eleventh grade of SMK Negeri 04 Bandar Lampung in the Academic Year of 2022/2023, students who were taught to write using Freewriting Technique performed on average worse than those who were taught individual writing was used to support the second claim. The researcher performed a t-test to evaluate the findings. Calculations showed that the average score of the experiment class was higher than the score of the control class (68.61 > 57.14).  $H_a$  is also acceptable when the average writing skill score of the

experimental class was higher than that of the control class. The results are shown in the table below.

**Table 4. The Average Score of Students Writing test**

<b>Group</b>	<b>Average Score of Post Test</b>
Experimental Class	68.61
Control Class	57.14

## **Discussion**

The researcher did the research at eleventh grade of SMK Negeri 04 Bandar Lampung in the Academic Year of 2022/2023 and took 2 classes as a sample. The first class was the experiment class and the second class was the the control class. The experiment class consisted of 35 students and the control class consisted of 35 students. Based on the data analysis by using t-test and testing of hypothesis, the researcher got the result that  $H_a$  was accepted. It showed by ttest was higher than ttable with significance level 5% and 1% ( $6.66 > 1.67 < 2.39$ ). It means that there is an influence of freewriting technique towards students' writing ability. It was proved by the average score in experimental class was higher than in control class ( $68.61 > 57.14$ ).

In freewriting technique, there are some advantadges that can make improve the identify of students in writing. Clarkson (2009) explains "several advandtadges of freewriting technique, as follows": It makes you more comfortable about writing. It helps you get around your inner critic, the one telling you cannot write. It helps release inner anxiety. It helps you discover topics to write about. It helps you improve your formal writing and it is fun or comfortable through the writing they will write (Reswati, Alfawati & Hastomo, 2021).

The researcher conducted research in two classes, XI AKL 1 as the experimental class and XI AKL 2 as the control class. She taught writing through the freewriting technique in the experimental class and taught individual writing in the control class. Freewriting technique had been implemented well in teaching and learning activities because it can help student in expressing their ideas to get words on a paper easily. Freewriting can use as a good technique which might be useful to the individual writer. In the control class, the researcher applied individual writing. Students' receive the same material but in a different way of teaching. In applying individual writing, the researcher the individual doing all the work alone and produce a written piece of work, based on their result individual effort (Marcela et al., 2021).

Based on the observation had been done, the researcher found that the students feel difficulties when they are asked to write a text by the teacher. Most of them get difficulties in expressing their idea in writing especially in procedure text. The students have good ideas but they do not know how to write well and get difficulties

in making sentences into paragraph (Maximilian, 2020). Based on the problem, the researcher had solved the problem above by giving treatment in the class, such as using freewriting technique.

From the statement above, it can be said that teaching writing by using freewriting technique has positive influence. It can be known according to the experimental class test result compared with the control class test result. The researcher indicated that technique is a way to make the students understand easily in learning process. If the teacher used the technique or method in teaching learning process it can help to achieve the goal, because the students are able to understand the material clearly. They can increase their language skills included writing, speaking, reading and listening (Maximilian, 2021). By using freewriting technique the students can develop their writing skill.

Dickson (2001) states that "freewriting offers a student-centered activity that can benefit writing class students significantly by helping ease their expectations themselves and their writing while at the same time increasing their sense of motivation to write in English". It is known that freewriting technique is one of good technique to increase students in Learning English especially in writing skill. Whereas the students who are taught by individual writing have difficulties in learning writing because the students focus on the grammar, spelling, vocab too much, they feel difficulties in expressing their ideas, feel difficulties to get words in paper, and the students also feel that learning writing is something that make them bored. It means that the students who are taught by using individual writing can not contributes at each stage of the writing process.

Based on the results above, it can be concluded that the hypothesis in this study is accepted. In other words,  $H_a$  is accepted, meaning that there is any influence of Freewriting technique towards students' writing ability at the eleventh grade of SMK Negeri 04 Bandar Lampung in the Academic Year of 2022/2023.

This research data is valid. The student data is good and the experimental class student scores are higher than the control class. In accordance with the purpose of this study. Students who were taught through the freewriting technique were higher than the control class taught using individual writing.

## **CONCLUSION**

It may be concluded that there is any influence impact of utilizing the Freewriting Technique on Students' writing ability at the Eleventh Grade of SMK Negeri 04 Bandar Lampung in the academic year of 2022/2023 based on the results of the data computation through the t-test formula. It was got  $t_{test} = 6.66$  and  $t_{table} = 1.67$  with the significance 5% (0.05) and  $t_{table} = 2.39$  with the significance 1% (0.01). It means that  $t_{test} > t_{table}$ .  $H_a$  was thus approved. Additionally, the researcher discovered that in the academic year of 2022–2023, students in the eleventh grade at MAN 2 Bandar Lampung who were taught writing using the Freewriting

Technique scored on average higher than those who were taught using direct instruction. The experimental class's average score was 68.61 , whereas the control class' was 57.14. The Freewriting Technique can therefore be used to teach English, particularly to teach writing.

Furthermore, this research concentrated just on the improvement of students' writing ability. The researcher advises that future researchers could investigate the Freewriting Technique with different material not only procedure text and different design not only quantitative design but also can be used qualitative design.

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