The Implementation of Free Writing Paragraph on Student's Writing Skill at the Seventh Grade of MTsN Parteker Pamekasan

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Abstract

This study aims to find the implementation of free writing paragraph to the students' writing skill and measure the effectiveness of free writing paragraph to their writing skill. The variables in this study are; independent variable is free writing paragraph and dependent variable is the students' writing skill. The design in this study is pre-experimental design (pre-test and post-test), while the approach is quantitative research. Test and documentation are used as the instruments, while the researcher takes one class as a sample of the study. Test was used to know students' writing skill and to measure how significance is the effect of using free writing paragraph on students' writing skill at the seventh grade of MTsN Parteker Pamekasan. The result has shown that the implementation free writing paragraph on students' writing skill has statistically significant effect, confirmed with t-value is higher than t-table either in 5%, or 1% (5% = 2, 05 < 10,017) or (1% = 2,76 < 10,017). The finding conveys that free writing paragraph can be a choice for teachers to motivate their students in English learning, especially in writing class.

Keywords: *free writing paragraph, writing skill.*

Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan menulis paragraf bebas terhadap keterampilan menulis siswa dan mengukur keefektifan menulis paragraf bebas terhadap keterampilan menulis mereka. Variabel dalam penelitian ini adalah; menulis paragraf bebas sebagai variabel bebasnya dan variabel terikatnya adalah keterampilan menulis siswa. Desain dalam penelitian ini adalah pre-experimental design (pre-test dan post-test), sedangkan pendekatannya adalah pendekatan kuantitatif. Instrumen yang digunakan adalah tes dan dokumentasi, di samping itu peneliti mengambil satu kelas sebagai sampel penelitian. Tes digunakan untuk mengetahui kemampuan menulis siswa dan untuk mengukur seberapa signifikan pengaruh penggunaan menulis paragraf bebas terhadap keterampilan menulis siswa kelas VII MTsN Parteker Pamekasan. Hasil penelitian menunjukkan bahwa penerapan menulis paragraf bebas terhadap keterampilan menulis siswa memiliki pengaruh yang signifikan secara statistik, dibuktikan dengan nilai t-hitung lebih tinggi dari t-tabel baik di 5%, atau 1% (5% = 2,05 < 10,017) atau (1% = 2,76 < 10,017). Temuan ini menunjukkan bahwa menulis paragraf bebas dapat menjadi pilihan bagi guru untuk memotivasi siswanya dalam pembelajaran bahasa Inggris, khususnya di kelas menulis.

Kata kunci: menulis paragraf bebas, keterampilan menulis.

Introduction

Language is a tool of communication, in which the human used their language skills to perform communications in their routines. English as a world major language takes an important rule in the world-wide communication, including educational field.[1] As a foreign language, English is taught in every single formal education from primary to collage.[2] Learning and understanding foreign language needs some efforts because it has its characteristics in all parts. Folse said that some parts of language should be learning, either its pronunciation, pragmatics, writing system, syntax, rhetorical modes for reading and composition, culture, spelling or its vocabulary.[3]

At the present time, elementary school, junior high school, senior high school, or even in university level enrol writing as their subject. That is why writing has always formed part of syllabus in teaching of English.[4] It is indicated that writing is important to learn by language learners. The purpose of this is to materialize the language competences of learners, beside the form of conveying their ideas in written form such as, scientific writing, reports, short stories and so on. Moreover, much people use optimally the language for communication through writing.[5]

Writing represents the language in visual form. It could be academic writing (used in high school and college classes), creative writing (stories) and personal writing (family letter).[6] Writing skill enables the learners getting their independence, comprehensibility, fluency and creativity. Once learners have mastered this skill, they are not only will be able to write, but also have the reader's understanding.

Some differences occur about students' ability to write something. As in the MTsN Parteker Pamekasan at the seventh grades that have been studying about writing. The students find some difficulties to complete their sentences. When the students start to write, they must be thinking the idea to write completely on their sentences. It means

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[1] Shaik Riyaz Ahmad, *Importance of English Communication Skills*, International Journal of Applied Research, (India: Ijar, 2016), 478-480.

[2] Allan Lauder, *The Status and Function of English In Indonesia*, Makara-Sosial Humaniora, Vol 12 No.1, (Depok: University of Indonesia, 2008), 12.

[3] Prashneel Ravisan Gounda, *Vocabulary Learning Strategy (Vases) Employed by Learners Of English As Foreign Language (Efl)*. English Language Teaching; Vol. 12, No. 5, (National University, Lautoka, Fiji.2019), 177.

[4] Harmer Jeremy, *How to teach writing* (England: Longman, 1988), P., 31

[5] Bambang Yudi Cahyono, *The Tapestry of English Language teaching and Learning* (Malang: state University Press, P., 83

[6] Alice Oshima Ann Hogue, *Introduction to Academic Writing* (USA: Person Education). P.,3.

the idea of writing became the most difficult things[7]. So, it is interesting to find the student's writing by using free writing, whether it can be successful or not or just write a sentence without good sentences.

Free writing defines as an activity that requires mastering vocabularies in language grammar. This activity enables the student to use their English that have been learned. Although this activity sounds just write freely, teacher's role still needs to guide the student's ability.[8] Another opinion said that free writing is a technique to generate ideas; it should be used as a beginning, as an initial exploration of the ideas that someone has about a topic.[9] The same statement implies by Alice Oshima, that pre-writing technique is called free writing. It means when someone writes, he/she writes "freely" without stopping on a topic for a specific amount of time. The idea of this free writing is to keep writer's pencil moving across the paper.[10] Thus, free writing has some indications; mastering vocabularies, performing what English learned, generating the ideas about certain topic, encouraging writers to keep writing on their desire.

Free writing is an idea generating technique including writing a specific subject which someone wants to brainstorm. It allows learners a rewarding experience of writing since it can clear the inhibitions that normally affect writing, inhibitions have occured since first grade of elementary school. The learners get benefit as their level of competency develops. To be successful, though on free writing, while free for the students, still needs teacher's role to organize, disciplined and methodical. Free writing will help learners overcoming the sense of block with its three important aspects; concentrating on content, not worrying about form, and writing without stopping. Free writing lets student-centered activity that can prosper student's writing class significantly by assisting their expectations of themselves and their writing while at the same time raising their sense of motivation to write in English[11].

Previews study on the title 'a case study of the influence of free writing on writing fluency and confidence of EFL college-level students' has shown that free writing for eight weeks had a statistically significant influence on improving the student's writing

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[7] Andrew Littlejohn, *Writing Student's Book 4* (Combridge:University Press, 2005), P.,35.

[8] Kasihani, K.E Suyanto, *English For Young Learners*, (Jakarta: Bumi Akasara, 2007), p.,69-72.

[9] H. Doglas Brown, *Teaching by Principles An interactive Approach to Language Pedagogy third edition*, (USA: Longman, 2007), p., 406

[10] Alice Oshima Ann Hogue, *Introduction to Academic Writing* (USA: Longman), p.,34.

[11] http://iteslj.org/Techniques/Dickson-Freewriting.html

fluency. Besides, it was found that the increased of writing fluency might have been transferred to other written in this EAP context, where students had more pressure to write due to feedback or grading. At last, most of the students confirmed that practicing guided free writing had a positive effect on their confidence in English writing.[12]

To investigate the current finding, the researcher carries on a study *"The Implementation of Free Writing Paragraph on Student's Writing Skill at the Seventh Grade of MTsN Parteker Pamekasan"*. The purposes of this study are to know whether the student's achievement who taught by free writing paragraph to their writing skill and how significance is the effect of free writing paragraph to their writing skill at the seventh Grade of MTsN Parteker Pamekasan.

Research Design

The design in this study is pre-experimental design (pre-test and post-test) or One-group Pre-test Post-test Design.[13] Then, the approach of this study is quantitative approach. Research design is a procedure for collecting, analyzing and reporting research in quantitative research. Quantitative research is one of research approaches which the data is presented in numerical form.[14] This study used pre-experimental research due to the researcher wants to know the possible cause and effect between independent and dependent variables. Moreover, the researcher wants to measure the effectiveness of free writing paragraph on students' writing skill from the informants.

The informants of this study were students at the seventh grade of MTsN Parteker Pamekasan, and the researcher took one sampling as the target population that planned to study for generalizing the result.[15] Cluster sampling enrolled to represent some groups of cluster in a population.[16] The researcher took one of six classes namely VII D as a sample of study and implemented free writing paragraph on student's writing skill. The researcher held pre-test to know the result of their ability on writing (dependent variable (Y)) before the treatment and held post-test to know their result of ability on writing after treatment (independent variable (X) is free writing). The researcher documented student's

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[12] Ju A Hwang *a case study of the influence of free writing on writing fluency and confidence of EFL college-level students (*University of Hawaii, 2008)
[13] Mohammad Adnan latief, Reearch Methods on Language learning An introduction, (Malang: UM PRESS, 2012) p., 96
[14]Purwanto, *Metodologi Peneitian Kuantitatif* (Yogyakarta : Pustaka Pelajar, 2008) P., 16.
[15] Creswell, *Introduction to Research in Education* , P., 142.
[16] Moh. Kasiram, *metodologi penelitian kualitatif-kuantitatif,* (Malang: UIN-Malang Press, 2008, P.,230

score list of pre-test and post-test. Finally, the data of this study analyzed by using t-test (dependent-sample t-test) and then interpreted the result of statistics analysis using t_t (t critic value table).[17]

Data Analysis and Discussion
Data analysis
1. Pre-test score

There were 30 students performing the pre-test, with total score 2118. In this test researcher found that lower score was 62 and the higher score was 80. Researcher calculated *mean* of pre-test and got the following score:

$$X = \frac{\sum X}{N}$$

$$= \frac{2117}{30}$$

$$= 70,6$$

After gaining pre-test score, treatment was conveyed to the students. The researcher explained about free writing technique, what should they made to compose a paragraph by using free writing and elaborated the example.

2. Post-test score

The same 30 students conducting the post-test, the highest score was 90 and the lowest score was 66. The total score was 2243, with *mean* of post-test as follow:

$$Y = \frac{\sum Y}{N}$$

$$= \frac{2243}{30}$$

$$= 74,77$$

According to the pre-test and post-test score, it is known that *mean* of post-test is higher than pre-test. The differences of both are 4,17 points. It is indicated that the students who are taught by using free writing on their writing skill have better achievement than those who are not taught by using free writing.

To test validity of an instrument, researcher used content validity by checking the student's test to its English teacher, while calculating the reliability of this test using

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[17] Anas sudidjono, *Pengantar statistic pendidikan.* (Jakarta : Rajawali Press). 2009. P.,49
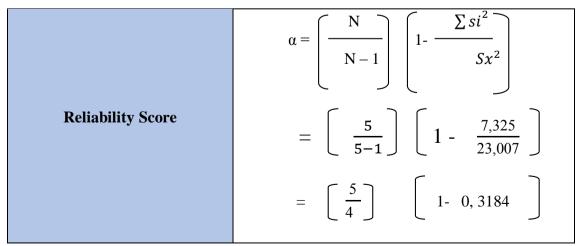
Cronbach Alpha (2). In order to calculate the reliability, it should be defined the variance of five writing components, those revealed as follow;

Table 1. Variance Score

Content	$Sa^2 = \dfrac{(\sum xi - \times)^2}{n-1}$ $= \dfrac{84,7}{30-1} \qquad = \dfrac{84,7}{29} \qquad = 2,920$
Organization	$Sb^2 = \dfrac{(\sum xi - \times)^2}{n-1}$ $= \dfrac{39,5}{30-1} \qquad = \dfrac{39,5}{29} \qquad = 1,362$
Vocabulary	$Sc^2 = \dfrac{(\sum xi - \times)^2}{n-1}$ $= \dfrac{30,7}{30-1} \qquad = \dfrac{30,7}{29} \qquad = 1,059$
Language usage	$Sd^2 = \dfrac{(\sum xi - \times)^2}{n-1}$ $= \dfrac{40,7}{30-1} \qquad = \dfrac{40,7}{29} \qquad = 1,404$
Mechanics	$Se^2 = \dfrac{(\sum xi - \times)^2}{n-1}$ $= \dfrac{16,8}{30-1} \qquad = \dfrac{16,8}{29} \qquad = 0,580$
Σsi^2	$\Sigma si^2 = 2,920 + 1,362 + 1,059 + 1,404 + 0,580 = 7,325$
Vt	$Vt = \dfrac{667,2}{29} = 23,007$

Immediately, after knowing the score variance, researcher computed the reliability using Cronbach Alpha (2);

Table 2. Reliability Score

Reliability Score	$\alpha = \left(\dfrac{N}{N-1} \right) \left(1 - \dfrac{\sum si^2}{Sx^2} \right)$ $= \left[\dfrac{5}{5-1} \right] \left[1 - \dfrac{7,325}{23,007} \right]$ $= \left[\dfrac{5}{4} \right] \left[1 - 0,3184 \right]$

	$= \begin{bmatrix} 1,25 \end{bmatrix} \begin{bmatrix} 0,6816 \end{bmatrix}$ $= 0,852$

Based on the computation above, total of reliability is 0,852 whereas the objectives of test was five value of components. Nunnaly and Kaplan stated that Cronbach Alpha minimum is $\alpha = 0,8$ that is suitable with the population, and reliabilities coefficient 0,7 until 0,8 is enough for research.[18] It is indicated that the instrument used in this study is reliable.

For hypotheses testing, the researcher calculated the data by using t-test of the result one group pre-test and post-test. The calculation of *mean*, *deviation square* and *t-test* as follows;

Table 3. Mean, Deviation Square and t-test score

Mean (Mean of Difference)	Deviation Square	T-test
$Md = \dfrac{\sum d}{N} = \dfrac{125}{30} =$ $11,46$	$\sum X^2 d = \sum d^2 - \dfrac{(\sum d)^2}{N}$ $= 671 - \dfrac{(125)^2}{30}$ $= 671 - \dfrac{15625}{30}$ $= 671 - 520,833$ $= 150,167$	$t = \dfrac{Md}{\sqrt{\dfrac{\sum X^2 d}{N(N-1)}}} = \dfrac{4,167}{\sqrt{\dfrac{150,167}{30(30-1)}}}$ $= \dfrac{4,167}{\sqrt{\dfrac{150,167}{30(29)}}} = \dfrac{4,167}{\sqrt{\dfrac{150,167}{870}}}$ $= \dfrac{4,167}{\sqrt{0,173}} = \dfrac{4,167}{0,416}$ $= 10,017$ $df = N - 1$ $= 30 - 1$ $= 29$

The researcher consulted the obtaining data above (H_0) to t-table (H_a). If the score of (H_0) is higher or equal with (H_a), meant the alternative hypothesis is accepted. The score of *t-table* revealed below:

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[18] Sumarna Surapranata, *Analisis, Validitas, Reliabilitas, dan Interpretasi Hasil Tes* (Bandung: PT Remaja Rosdakarya,2004), P., 114

Table 4. Coefficient Value of "t test" Comparation

df	Significant Level	t-table	t-value
29	5 %	2,05	10,017
	1%	2,76	10,017
30	5 %	2,04	10,017
	1%	2,75	10,017

The result above shows that Ha (Alternative Hypothesis) is accepted, and the Ho (Null Hypothesis) is rejected, due to *t-value* is higher than *t-table* either in 5%, or 1% (5% = 2,05 < 10,017) or (1% = 2,76 < 10,017). In other words, the researcher claims that there is an effect of free writing paragraph on student's writing skill at the seventh grade of MTsN Parteker Pamekasan.

Discussion

The present study formulated two objectives; to know whether the student's achievement who taught by free writing paragraph to their writing skill and how significance is the effect of free writing paragraph to their writing skill at the seventh Grade of MTsN Parteker Pamekasan. Thus, according to the findings in this study, the students who taught by free writing paragraph have higher achievement than those who do not taught by free writing paragraph on writing skill and there is an effect of free writing paragraph to develop student's writing skill at the seventh grade of MTsN Parteker Pamekasan.

The statistical analysis on the previous discussion revealed that *t-value* is higher than *t-table* either in 5%, or 1% (5% = 2,05 < 10,017) or (1% = 2,76 < 10,017).

df	Significant Level	t-table	t-value
29	5 %	2,05	10,017
	1%	2,76	10,017
30	5 %	2,04	10,017
	1%	2,75	10,017

It is in line with the study who did by Ju A Hwang. He found that practicing guided free writing for eight weeks had a statistically significant influence on improving the student's writing fluency and confidence of EFL college-level students. Most of the students agreed that practicing guided free writing had a positive effect on their

confidence in English writing.[19] Others finding revealed by Dana L. Thomas, that free writing, when it used as part of the writing process, will produce more positive attitudes toward writing in a sample of advanced tenth grade students. The subjects responded to an attitude instrument as pretest and posttest measures. The experimental group showed no significant increase in positive attitudes toward writing. Girls in both the experimental and comparison groups showed no more attitudes toward writing than pretesting or at post testing.[20]

Based on the explanations above, the researcher concludes some advantages of free writing as follow:

1. Develop students' achievements
2. Ensure students' fluency and confidence
3. Raise students' positive attitude toward writing

Finally, the present study confirms that the free writing paragraph confers higher achievement than classical writing class. Free writing paragraph brings positive influences for the students to increase their writing skill. They are freely, write what they want to write. It allows the students omit their boring and enjoy the writing activities in the classroom. They will be more favorable to arrange composition on writing paragraph.

Conclusion

In this present study the researcher explains about the implementation of free writing paragraph on students' writing skill at the seventh grade of MTsN Parteker Pamekasan. The result shows the students who are taught using free writing have higher achievement than those who are not on students' writing skill. The effect of free writing paragraph on students writing skill at seventh grade of MTsN Parteker Pamekasan is well enough. Thus, theoretically, free writing activity is profitable in teaching English writing. It makes the students develop students' achievements, ensure students' fluency and confidence and raise their positive attitude toward writing. In other words, simply, free writing paragraph can be a choice for teachers to motivate their students in English learning, especially in writing class.

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[19] Ju A Hwang *a case study of the influence of free writing on writing fluency and confidence of EFL college-level students (*University of Hawaii, 2008)
[20] Thomas, Dana L., *The Effects of Freewriting on High School Students' Attitudes Toward Writing,* (University of North Florida,1989)

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