

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING FREE WRITING TECHNIQUE TOWARDS  
STUDENTS` WRITING ABILITY AT THE FIRST SEMESTER OF  
ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO**

By :

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**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1445 H / 2024 M**

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ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

By:

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Tarbiyah and Teacher Training Faculty  
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Sponsor : Eka Yuniasih, M.Pd

**STATE ISLAMIC INSTITUTE OF METRO  
1445 H / 2024 M**

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ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO**

**ABSTRACT**

**By:  
HASBI HISBULLAH**

The aim of this research was to investigate whether there is any positive Influence of Free Writing Technique towards the Students' Writing Ability. Free writing means make a note in incomplete sentence and phrases that comes exactly to students mind when students know the topic. Free writing helps you pour more attention, focus, and energy into what you write. It means that free writing 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 experience.

This research used quantitative method and the research design was a quasi-experimental research by employing experimental and control class. Population of this research was the first semester students at IAIN Metro. Furthermore, the data was analyzed by using independent sample t-test to prove the hypothesis.

Finally, the results of data analysis from independent sample t-test formula illustrates that  $t_{\text{observed}} = 2,91$  is higher than  $t_{\text{table}}$  with significant level 5% = 1,70 and 1% = 2,47. Thus, it can be inferred that there is a positive influence. Therefore, the Alternative Hypothesis ( $H_a$ ) is accepted. With the result that there is Influence of Using Free Writing Technique Towards Students` Writing Ability at The First Semester of English Education Study Program of IAIN Metro.

Keywords: *Quantitative Research, Writing Ability, Free Writing.*

**PENGARUH PENGGUNAAN FREE WRITING TECHNIQUE PADA  
KEMAMPUAN MENULIS SISWA PADA SEMESTER PERTAMA  
PROGRAM STUDI TADRIS BAHASA INGGRIS DI IAIN METRO**

**ABSTRAK**

**Oleh:  
HASBI HISBULLAH**

Tujuan penelitian ini adalah untuk menyelidiki apakah ada pengaruh positif dari Free Writing Technique terhadap kemampuan menulis siswa. Free writing berarti membuat catatan dalam kalimat dan frasa yang belum lengkap yang muncul ke pikiran siswa ketika siswa mengetahui topik. Free writing membantu Anda mencurahkan lebih banyak perhatian, fokus, dan energi ke dalam apa yang Anda tulis. Ini berarti bahwa free writing dapat digunakan oleh siswa untuk membantu mengembangkan ide dan terlibat lebih dalam dalam menulis ekspresi mereka yang berhubungan dengan imajinasi mereka atau pengalaman mereka sendiri.

Penelitian ini menggunakan metode kuantitatif dan desain penelitian ini adalah penelitian quasi-eksperimental dengan menggunakan kelas eksperimental dan kontrol. Populasi penelitian ini adalah mahasiswa semester pertama di IAIN Metro. Selanjutnya, data dianalisis menggunakan independent sample t-test untuk membuktikan hipotesis.

Akhirnya, hasil analisis data dari rumus independent sample t-test menunjukkan bahwa  $t_{observed} = 2,91$  lebih tinggi dari  $t_{table}$  dengan tingkat signifikansi  $5\% = 1,70$  dan  $1\% = 2,47$ . Dengan demikian, dapat disimpulkan bahwa ada pengaruh positif. Oleh karena itu, hipotesis alternatif ( $H_a$ ) diterima. Dengan hasil itu ada pengaruh penggunaan free writing technique terhadap kemampuan menulis siswa di Program Studi Pendidikan Bahasa Inggris Semester Pertama IAIN Metro.

Kata kunci: *Penelitian Kuantitatif, Kemampuan Menulis, Free Writing.*



## NOTA DINAS

Nomor :  
Lampiran : -  
Perihal : **Persetujuan Munaqosyah**

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN)  
di-Tempat

*Assalamu'alaikumWr.Wb.*

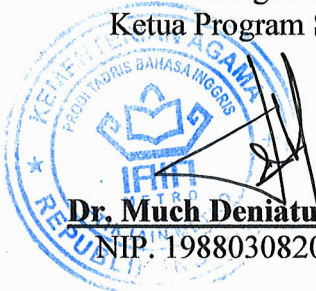
Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : THE INFLUENCE OF OF USING FREE WRITING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY AT THE FIRST SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Mengetahui,  
Ketua Program Studi TBI



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Metro, 27 November 2023  
Pembimbing



**Eka Yuniasih, M.Pd**  
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**APPROVAL PAGE**

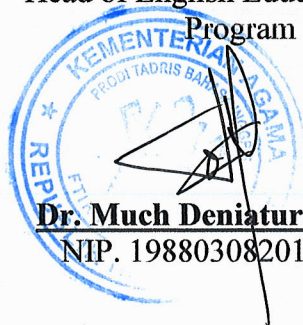
Title : THE INFLUENCE OF OF USING FREE WRITING  
TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY AT  
THE FIRST SEMESTER OF ENGLISH EDUCATION STUDY  
PROGRAM OF IAIN METRO

Name : Hasbi Hisbullah  
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**APPROVED BY:**

To be examined in Munaqosyah in Tarbiyah Faculty and Teacher Training  
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## NOTIFICATION LETTER

Number :  
Appendix :  
Matter : **In order to hold the munaqosyah**

To :  
The Honorable of the Head of Faculty of  
Tarbiyah and Teacher Training  
State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

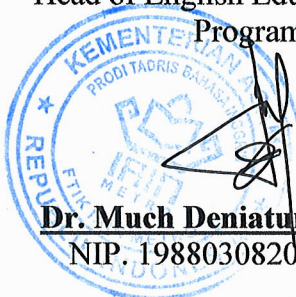
We have given guidance and enough improvement to research thesis script which is written by:

Name : Hasbi Hisbullah  
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TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY  
AT THE FIRST SEMESTER OF ENGLISH EDUCATION  
STUDY PROGRAM OF IAIN METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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**RATIFICATION PAGE**

No. B-0114/In-23-1/D/PP-009/01/2024

An Undergraduate thesis entitled: THE INFLUENCE OF USING FREE WRITING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY AT THE FIRST SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO  
Written by Hasbi Hisbullah, student number 1901052016 English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Tuesday, December 12, 2023 at 08.00-10.00 a.m.

**BOARD OF EXAMINERS:**

Chairperson	: Eka Yuniasih, M.Pd	(.....)
Examiner 1	: Syahreni Siregar, M.Hum	(.....)
Examiner II	: Trisna Dinillah Harya, M.Pd	(.....)
Secretary	: Aisyah Sunarwan, M.Pd	(.....)



The Dean of Tarbiyah and Teacher Training Faculty,



**Dr. Zuhairi, M.Pd.**  
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af

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Hasbi Hisbullah

Student Number : 1901052016

Department : English Education Department (TBI)

Faculty : Tarbiyah and Teacher Training

States that this undergraduate, thesis is originally the result of the researcher's research, in exception certain parts which are excepted from the bibliography mentioned.

Metro, December 2023  
The Writer



**HASBI HISBULLAH**  
Student Number 1901052016

## **ORISINALITAS PENELITIAN**

Yang bertanda tangan dibawah ini

Nama : Hasbi Hisbullah

NPM : 1901052016

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar Pustaka.

Metro, Desember2023  
Penulis



**HASBI HISBULLAH**  
**NPM 1901052016**

## **MOTTO**

الَّذِي عَلَّمَ بِالْقَلَمِ

Who Taught by The Pen

(Q.S Al-Alaq:4)

فَبَدُّوا الْعِلْمَ بِالْكِتَابِ

“Bind Knowledge With Writing”

(HR. ath-Thabrani)

*“As Long As You Live, Keep Learning How To Live”*

(Seneca)

## **DEDICATION PAGE**

In the name of Allah, I dedicated my thesis for :

My beloved parents Mr. Marsuan and Mrs. Listiorini, Thanks for your valuable endless prayer, sacrifice, and support. You are my motivation why I finished my thesis, my task, and my school.

My sister Ainan Masna Mahmuda, who was always there for me, even on the tough days.

Ari, Vio, Nadila, Salma, Elbas, and Melati my lovely best friends, my partner who always there and helped me anytime I need thank you for every minutes in this beautiful four years. It's for our victory trip.

My great brothers Ogie, Riyan, and Suhada who are always by my side. Thanks for your support and advice.

My beloved almamater of IAIN Metro.

Also, for my own self.



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The researcher realized that many people had given their helps and useful suggestion for the finishing of this thesis. Without the assistance of them, this thesis would never have existed. Therefore, the researcher would like to express his appreciation and sincere thanks to :

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4. Eka Yuniasih, M.Pd, my supervisor who has spent a lot time to give guidance, suggestion, and advice in the accomplishment of this thesis.
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11. All beloved friends in the English Education Department, especially for D Class 2019 for their support and friendship.
12. Lastly, the researcher would want to express gratitude to all those who asked, “when will you graduate?”. They are also the reason this simple work has been completed.

The researcher would be pleasure to accept some critics and corrections to this research because the researcher realize that it is not perfect. The researcher hope that people who read and work in the subject of education will find this research beneficial.

Metro, November 2023

The writer



HASBI HISBULLAH

Student Number 1901052016

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# CHAPTER 1

## INTRODUCTION

### A. Background of Study

Writing is a linguistic competence that is expressed through the written form rather than the oral form. Among the various language skills, writing is often considered the most challenging skill for many students.<sup>1</sup> Writing is often regarded as the most challenging skill among other language skills, such as listening, speaking, and reading. It is a complex activity that requires careful attention and effort. According to Graham et al., writing serves not only as a means of communication but also as a powerful tool for learning. Additionally, it can be utilized as a persuasive medium to present and support the author's arguments and viewpoints.<sup>2</sup> Indeed, writing is a vital tool in communication between individuals. It allows people to convey their thoughts, ideas, and information effectively to others. Through writing, individuals can express themselves, share knowledge, and engage in meaningful exchanges with others. It plays a crucial role in various aspects of life, including academic, professional, and personal contexts. Writing enables effective communication and facilitates the exchange of information, making it an essential skill for effective interpersonal communication.

Students must master four skills in English: listening, speaking, reading, and writing. Writing is a useful talent in the English language. It

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<sup>1</sup> Pardiyono, 12 writing clues for better writing competence, (Yogyakarta, C .V Andi Offset, 2006) p. 12

<sup>2</sup> Anke wischgoll, Combined Training Of One Cognitive And One Metacognitive Strategy Improves Academic Writing Skill, (Spain: University Of Almeria, 2016)



requires not only knowledge of syntax and punctuation, but also the ability to originate and develop ideas in writing. In contrast, even at the university level, students are still having trouble with mastering writing skills, that causes low grades.

Nevertheless, in general students have been taught writing composition that include:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammar/Language Use
- 5) Mechanical considerations (spelling and punctuation)<sup>3</sup>.

Meanwhile, many students often found difficulties in writing. Westwood stated writing is one of the most difficult skills that the learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural.<sup>4</sup> Patel and Jain also state that for a moment we can accept that writing is essential features of learning a language because it provides a very good means of fixing vocabulary, spelling and sentence pattern.<sup>5</sup> It is clear enough to describe writing as the most difficult skill for the students. Thus, it is not surprising when the teacher find the students found difficulties in elaborating their ideas in written form.

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<sup>3</sup> *Ibid.* 335

<sup>4</sup> Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*, (Australia: Acer Press, 2008), p.56.

<sup>5</sup> M. F. Patel, Praveen M. Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Jaipur: Sunrise Publisher & Distributors, 2008), p.125

The process of writing consists of different set of competencies, such as the result of thinking or drafting, and revising procedures that we can not develop the skills naturally. Besides that, not only consist of different sets of competencies, but also the grammatical rules. As Raimes states that writing also reinforces the grammatical structures, idioms, and vocabulary. Thus, writing is the ability to express ideas that will use knowledge of structure and vocabulary to express ideas in written form”.<sup>6</sup> As stated above, it means that writing is a difficult task to do because students need ability on how to write words correctly, how to put and arrange those words into sentence which are supposed to be meaningful according to grammatical rules.

Based on a pre-survey regarding writing questionnaire given to 15 students in the First semester of English classes at IAIN Metro Lampung during the academic year 2023/2024 on September 21, 2023. It was discovered that a lot of students still struggle with learning English, particularly in writing. According to the pre-survey, numerous issues were discovered: some students had poor grammar, some students had limited vocabulary, and other students had few ideas.

Therefore, the researcher tries to apply Free Writing technique to solve both of problems above especially and to develop the student’s writing ability generally. Based on the background above the researcher are interested in investigating relate to the influence between Free Writing Technique and Writing Ability. So that the researcher are interested in conducting research

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<sup>6</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.3

entitled: "THE INFLUENCE OF USING FREE WRITING TECHNIQUE TOWARDS STUDENTS` WRITING ABILITY AT THE FIRST SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO".

### **B. Problem identification**

Based on the background above, the researcher found some information from the pre survey about the problem they were: (1) Writing ability is the most difficult skill to master even at the university level. (2) In general, students have been taught writing composition, but their writing scores are still low. (3) The students have a low ability especially in basic writing.

### **C. Problem limitation**

Based on the problem identification above, the researcher limited and focused the problems of the research on The Influence of Using Free Writing Technique Towards Students` Writing Ability at The First Semester of English Education Study Program of IAIN Metro.

### **D. Problem Formulation**

Based on the problem limitation above, the researcher conclude that the problem formulation of this research is: "Is there any Influence of Using Free Writing Technique Towards Students` Writing Ability at The First Semester of English Education Study Program of IAIN Metro".

## **E. Objectives and Benefit of Study**

### **1. Objectives of the study**

In relation to the topic stated above, the goal of this study is to see whether there is influence of using free writing technique toward students' writing ability in First semester English education IAIN Metro.

### **2. Benefits of Study**

The following are the advantages of the study in this research:

#### **a. For lecturer**

as material for lecturers so The result of the research paper can be useful input English teaching learning process for teaching writing using free writing technique.

#### **b. For students**

The students can participate fully in the class. So they will have more motivation in basic writing.

#### **c. For other researcher**

Researchers who are currently or will be conducting similar studies can contribute to the existing research. The subsequent researchers can utilize the previous research as a reference, building upon its findings and expanding the knowledge base in the field. Moreover, future researchers have the opportunity to further develop the research, exploring new angles, methodologies, or applications to enhance the understanding and practical implications of the subject matter.

d. For institution

This research is expected to give contribution to provide advice and suggestion in helping students and lecturers to carry out their respective duties in order to facilitate the students' writing skills

### **3. Prior Research**

This research will be conducted by considering several previous studies. The first prior research was done by Ajwan Muddin.,S.Pd.,M.Pd.B.I. The Effectiveness of using Freewriting Technique to teach Writing at Khairun University Ternate. The objectives of this research is to find out whether there is significant difference in writing skill between third semester students who are taught by using Freewriting Technique and those are not taught by using Freewriting Technique. This research is an experimental research which was held at English Program at Khairun University Ternate. The analysis result of experimental class shows that the means score of pretest is 71.90 and the means score of post-test is 79.86. it shows that the experimental class experienced significant improvement in their writing, and the hypothesis testing indicates that the score of the experimental class students are significantly higher than that of the control class. It can be see that the value of p is 0.000 lower than the value at the significantly level 5 % Or 0.0000.05). So, the hypothesis testing indicates that the score of the experimental class students are significantly higher than that of the control class. Based on the data analysis, It is found that there is a significant difference between the

results of teaching writing using free writing technique and teaching writing without using free writing technique. Based on the result, it can be concluded that using Freewriting technique in the teaching writing is more effective than teaching writing without freewriting technique. The first prior research involves a sample of third semester students of Khairun University Ternate while this study involve the students of English department at IAIN Metro.<sup>7</sup>

The second prior research was conducted by Asima Rohana Sinaga. The effect of free writing technique on students' writing ability. The purpose of this research is to solve students' problems in writing narrative text, such as they lack vocabulary and they are difficult in certain generic structures. Students are not interested in Writing skills. Students still have difficulty expressing their ideas and they are bored in writing. Students' writing skills, especially narrative texts, are still low. This research is an experimental research. The purpose of this study was to find out which is more significant between the influence of Free Writing Techniques on Students' Writing Ability in writing narrative texts. Teaching writing narrative texts using free writing techniques or teaching writing narrative texts using conventional methods. The research design used in this study was a quasi-experimental research. The score data was taken from class XI students of SMA N. 5 Pematangsiantar. Which consists of 150 students who were selected by taking classes XI IA3 and

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<sup>7</sup>Ajwan Muddin, *The Effectiveness of using Freewriting Technique to teach Writing at Khairun University Ternate*, (Maluku Utara: Jurnal Ilmiah Wawasan Pendidikan Vol 4, No.2, April 2018).

XI IA4 as samples. In this study, the scores for writing narrative texts in the control group and the experimental group were used as data collection. There are two data used in this study. Namely: pre-test and post-test. The data were analyzed using the t-test formula. After analyzing the data, the results showed that the t-test was 2.72 and t-table = 2.003. The results showed that the t-test value was higher than the t-table  $t\text{-test} > t\text{-table}$  ( $2.72 > 2.003$ ). It can be concluded that the application of Free Writing Techniques has a significant effect on Students' Ability in Writing Narrative Texts. That research involves a samples students class XI students of SMA N. 5 Pematangsiantar. Meanwhile, this study involved the first semester student of English department at IAIN Metro.<sup>8</sup>

The third prior research is done by Nurfiryalanti. Improving Writing Skill by Using Free Writing Technique at Second Year Students. This research aimed at finding out whether the use of free writing technique could improve students' writing skill especially in writing descriptive paragraph or not. The quasi-experimental research design was applied in this research. This research was conducted at SMP Negeri 1 Pasangkayu. The population was the eighth grade students, and the sample was class VIIIB as experimental class and VIIIC as control class. The instrument of data collection was a test which was administered twice called pre-test and post-test. The result of data analysis showed that the t-

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<sup>8</sup> Asima Rohana Sinaga, *The effect of free writing technique on students' writing ability*, (Jawa Tengah: JURNAL PENDIDIKAN, SAINS SOSIAL, DAN AGAMA VOL. 8 NO. 1 2022).

counted (7.49) was greater than the t-table (2.021) by applying 0.05 level of significance and the degree of freedom (df) was 40. In conclusion, the use of free writing technique can improve the students' writing skill particularly in writing descriptive paragraph. That research involves a samples the students of the Second Year Students SMP Negeri 1 Pasangkayu. Meanwhile, this study involved the first semester student of English department at IAIN Metro.<sup>9</sup>

Based on the result of the prior research that has been described, it is clear that there has been plenty of research on free writing technique. As a result, researchers attempt to fill the research gap by conducting studies on free writing technique and student writing ability.

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<sup>9</sup> Nurfiyalanti, *Improving Writing Skill by Using Free Writing Technique*, (Sulawesi Tengah: e-Journal of ELTS Vol 2, No 3 2014).



## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Writing Ability

##### 1. The Definition of Writing Ability

According to Sanggam Siahaan, writing can be understood as a psychological activity wherein language users express and convey information through written text. It involves the cognitive processes of organizing thoughts, structuring ideas, and selecting appropriate language forms to effectively communicate with the intended audience. Writing requires the writer to transform their thoughts into a coherent written form, making use of linguistic and rhetorical strategies to convey meaning. It is through writing that individuals can document their ideas, share knowledge, and engage in written communication with others.<sup>1</sup> In summary, writing is an activity that involves both cognitive and physical engagement, where individuals use written language to convey information.

There are five indicators in writing : content, organisation, grammar, vocabulary, and mechanics.<sup>2</sup> Therefore, this study aimed to investigate the influence of free writing technique towards the students' writing ability related to the five indicators of English writing and investigated the difficulties in writing English.

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<sup>1</sup> Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta : Graha Ilmu, 2008), 215; Idem, *The English paragraph*, (Yogyakarta: Graha ilmu, 2008), 2

<sup>2</sup> *Ibid.* 335

According to Rao, writing serves two valuable purposes. Firstly, it stimulates students' thinking process, aiding them in organizing their ideas and honing their ability to summarize, analyze, and critique information. Through writing, students are encouraged to delve deeper into a topic, critically evaluate arguments, and express their thoughts in a coherent manner. Writing prompts students to engage actively with the subject matter, fostering higher-order thinking skills and enhancing their ability to articulate their perspectives effectively.

Additionally, writing enables students to refine their communication skills by expressing their thoughts clearly and concisely. It encourages them to develop a logical structure for their ideas and present them in a coherent manner. Through the practice of writing, students enhance their overall ability to express themselves effectively and communicate their thoughts and opinions to a broader audience. Overall, writing plays a vital role in promoting critical thinking, organizing ideas, and developing students' skills in summarizing, analyzing, and criticizing information. It serves as a valuable tool for fostering intellectual growth and enhancing communication abilities.<sup>3</sup> Second, it strengthens the students to get learning, thinking, and reflecting on the English language. Moreover, shorkpour & fallahzadeh concern with writing problem at the university level, students faced when writing skills, but with higher

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<sup>3</sup> Rao, Z, Training in Brainstorming and Developing Writing Skills, (ELT Journal. 2007),

percentage of problem in writing skills.<sup>4</sup> While grammar, vocabulary, and syntax are indeed crucial elements in producing a well-written report, there are other equally important aspects that contribute to effective writing. Language accuracy alone is not sufficient to ensure effective communication through writing; students also need to develop strong writing skills. Writing skills encompass a range of abilities beyond language accuracy. These skills involve organizing ideas coherently, structuring the content logically, using appropriate discourse markers, maintaining coherence and cohesion, and effectively addressing the intended audience. Students need to understand the purpose of their writing and tailor their approach accordingly, whether it's to inform, persuade, or entertain.

Additionally, writing skills include the ability to engage the reader through the use of appropriate rhetorical devices, such as creating compelling introductions, using persuasive techniques, and employing effective transitions between paragraphs. These skills contribute to the overall quality and impact of the written piece.

Indeed, numerous students continue to struggle with translating their descriptive ideas into written form, commonly known as writing. This difficulty is believed to generate anxiety when attempting to convey thoughts through writing. The fear of initiating the writing process prevents students from effectively expressing themselves, consequently

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<sup>4</sup> Shokrpour, N. & Fallahzadeh, M.H, Survey of the Students and Interns' EFL Writing Problems in Shiraz University of Medical Sciences, (The Asian EFL Journal Quarterly, 2007)Vol. 9, Issue 1, p. 147-163.

impacting the quality of their written work. Anxiety exerts a detrimental influence on students, impeding their engagement in writing activities.

In relation to the skill of writing, it can be inferred that writing skill encompasses the ability to effectively utilize ideas, information, and knowledge in written form. Teachers often assign tasks such as composing paragraphs or texts to assess students' writing abilities. In order to successfully complete these tasks, students need to demonstrate proficiency in grammar, vocabulary, and background knowledge, applying these elements appropriately.

## **2. Process of Writing**

Building upon the researcher's previous statement, it is important to acknowledge the cognitive process that occurs during writing when a writer endeavors to articulate their ideas in written form.

Regarding the cognitive process in writing, it is recognized that the model of writing consists of three key stages: planning, producing text, and reviewing. These stages encompass the mental activities involved in generating written content.<sup>5</sup> Firstly, the planning stage involves the preparatory phase before writing, where the writer contemplates the purpose and generates ideas for their written piece. This stage focuses on organizing thoughts and outlining the structure of the content.

Secondly, the stage of producing text involves the actual generation of written language. During this phase, the writer transforms their ideas into

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<sup>5</sup> Mary C Karen Kuelthau Allan, Spadorcia, *Learning to Write with Purpose* (New York: The Guildford Press, 2009), 21

coherent and systematic sentences and paragraphs, effectively conveying their intended message.

Lastly, the reviewing stage encompasses the process of evaluating, revising, and editing the written work. This stage allows the writer to critically assess the content, make necessary improvements, and ensure the overall quality and coherence of the final piece.

Together, these three stages form a comprehensive model of the cognitive process in writing, encompassing pre-writing, drafting, and post-writing activities.

On the other hand, a much deeper Andrew P. Johnson explains that there are five steps of writing process. There are:

- 1) Prewriting

The primary objective of prewriting is to foster the generation of ideas. There are various methods that can be employed to accomplish this, such as creating lists, engaging in brainstorming sessions, outlining, engaging in silent contemplation, engaging in discussions with others, or honing one's writing skills. These approaches serve as effective means to generate a plethora of ideas.<sup>6</sup> This implies that before students begin writing, it is essential for them to engage in the process of planning or generating ideas. This allows them to determine the specific subject or topic they intend to write about.

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<sup>6</sup> Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: British Library Cataloging, 2008), 179

## 2) Drafting

Drafting represents the initial endeavor of a writer to transfer their ideas onto paper. In essence, a draft can be described as an unstructured, disjointed compilation of the writer's thoughts. In many classroom writing activities, the focus typically revolves around these initial two stages—planning and drafting. It is only the drafts that students deem engaging or valuable that should proceed to the subsequent stages of the writing process. In the drafting process, the writer begins to transfer their ideas onto paper using a systematic approach and language.

## 3) Revising

Revising is widely recognized as the heart of the writing process. During this stage, the writing undergoes multiple revisions and reshaping. It is in the revision process that students refine their initial draft, making additions, deletions, and modifications. The goal is to continually mold and transform the writing. Flow and structure are key considerations during this stage, as students carefully review paragraphs and rearrange content to enhance coherence and organization.<sup>7</sup>

## 4) Editing

Editing involves the crucial task of rectifying grammatical, spelling, and punctuation errors. However, it is important to exercise

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<sup>7</sup> *Ibid.*, 179.

caution and not mix up the editing stage with the prewriting, drafting, or revising stages. Insisting on incorporating editing or focusing on mechanics during the earlier stages can have detrimental effects on the flow of ideas and the overall quality of writing. When writers are preoccupied with editing or worrying about mechanics too soon, their ability to generate and connect ideas may be compromised. It is essential to allow sufficient brain space for the creative process before addressing mechanical concerns.<sup>8</sup>

#### 5) Publishing and sharing

The final process involves sharing the outcome of the writing with the audience. This stage brings the writing to life and makes it tangible. Publishing can take various forms, such as compiling class books, creating collections of writing, producing school or class newspapers, crafting school or class magazines, or displaying selected pieces of writing in communal spaces like hallways or community areas. The impact of writing experiences can be further enhanced by having students read their work aloud in small groups, to a classmate, or in larger group settings. This sharing of written work adds a dynamic element to the writing process and allows for meaningful engagement with the audience.<sup>9</sup>

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<sup>8</sup> *Ibid.*, 180.

<sup>9</sup> *Ibid.*, 180.

### 3. Compositions of Writing

Additionally, Brown asserts that the inherent nature of writing as a process has shaped writing pedagogy, which emphasizes teaching students how to generate ideas, organize them in a coherent manner, employ discourse markers and rhetorical conventions to enhance cohesion in their written text, revise their work to ensure clarity of meaning, edit their text to ensure proper grammar usage, and ultimately produce a polished final product. This comprehensive approach to writing instruction encompasses various aspects of the writing process to equip students with the necessary skills and strategies for effective written communication.<sup>10</sup>

Considerable emphasis was placed on "model" compositions that served as examples for students to emulate. Additionally, the evaluation of a student's final product was based on a set of criteria that included the following:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammar/Language Use
- 5) Mechanical considerations (spelling and punctuation).<sup>11</sup>

Building upon the aforementioned statement, it is crucial to acknowledge that the writing process plays a vital role in determining the quality of the final written product. Additionally, the final product of

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<sup>10</sup> H. Douglas Brown, *Teaching by Principles an interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, 335

<sup>11</sup> *Ibid.* 335.



writing should align with various assessment criteria, which include aspects such as content, organization, vocabulary usage, grammar, and mechanical considerations. These criteria serve as benchmarks to evaluate and ensure the effectiveness and proficiency of the written composition.

#### 4. Kinds of Writing

##### a. Definition of Basic Writing

Writing was lowering, imitating or describing graphic symbols that describe a language that was understood by someone, so that other people can read the symbols of the graph, so that they can understand the language and graph description.<sup>12</sup> This was in line with Abdurrahman and Waluyo that, writing was a visual representation of thoughts, feelings, and ideas by using written language for communication purposes or conveying certain messages. Having the ability to write, of course, allows humans to communicate ideas, appreciation and experience to others. This writing ability was owned through intensive training and guidance that must be trained in elementary school.<sup>13</sup> According to Hernowo, writing was giving birth to feelings or thoughts with writing. Thus, writing was a series of activities to express opinions or ideas and ideas in the form of written language symbols to be read by others.<sup>14</sup> In writing it was necessary to have the complexity of activities to compose essays properly because it involves regular ways of thinking and various requirements relating to

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<sup>12</sup> Henry Guntur Tarigan, *Pengajaran Semantik* (Bandung: Angkasa, 1985), 2

<sup>13</sup> Abdul Rahman & Waluyo.. *Pendidikan Anak Bermasalah*, (Yogyakarta: Pustaka Pelajar, 2000), 23.

<sup>14</sup> Hernowo, *Mengikat Makna*. (Bandung: Kaifa. 2002), 116.

writing techniques. These requirements were: (1) the unity of ideas; (2) the use of clear sentences; (3) paragraphs were well arranged; (4) the application of the correct spelling rules; (5) adequate vocabulary mastery. Abdurrahman and Waluyo state that "the purpose of writing students in elementary schools was to copy, record, and do most of the tasks given at school in the hope of practicing good language skills".<sup>15</sup> From the definition above we can understand that basic writing was the way to produce many creative ideas that happen when there was a stimulus which encourages more than one search for answers, makes it possible to bring up many ideas or solution to a problem. Suparno suggests that writing resolution was as a message delivery activity (communication) using written language as a tool or medium.<sup>16</sup> Writing activity was a form of manifestation of the ability and language skills that were most recently mastered by language learners after the ability to listen, speak, and read.<sup>17</sup> Based on the description above, it can be defined as writing was a series of complex activity processes that require stages and pour them into written form so that readers can understand the contents of the ideas presented.

Focus on basic writing, there are several types of writing that is usually used in high school and college classes are as follows:

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<sup>15</sup> *Ibid.*, 223.

<sup>16</sup>Suparno, *Basic Writing Skills*. (Jakarta: Open University, 2008),1.

<sup>17</sup> Iskandarwassid, & Sunendar, D. *Strategi Pembelajaran Bahasa. Bandung*, (Refika Aditama, 2008),248.

a. Description

Descriptive writing revolves around engaging the senses and conveying how something looks, feels, smells, tastes, and/or sounds. A well-crafted description creates a vivid word picture that allows the reader to mentally visualize the object, place, or person being described. The primary goal of a good description is to enable readers to form a clear mental image based on the writer's elaboration. To achieve this, the description should progress from specific details to more general characteristics, providing a comprehensive portrayal of the subject. By employing precise and evocative language, the writer can effectively bring the object to life within the reader's imagination.

b. Narration

Narration can indeed be defined as an account or description of events that occurred in the past, typically presented in a time sequence or chronological order. It involves recounting a story or series of events that have already taken place. The purpose of narration is to provide a detailed and systematic portrayal of past events, allowing readers to follow the chronological progression of the story. By presenting events in a structured and organized manner, narration enables readers to understand and engage with the unfolding story.

c. Exposition

Expository paragraphs are primarily concerned with presenting facts, ideas, and beliefs in a clear and informative manner. These

paragraphs serve to explain, analyze, define, compare, and illustrate various topics or concepts. They address questions such as "What?" "Why?" "How?" "What was the cause?" "What was the effect?" "Like what?" and "Unlike what?" Expository paragraphs are commonly found in reports, term papers, or test responses, where the writer aims to provide a comprehensive understanding of the subject matter by presenting factual information and logical reasoning. The purpose of these paragraphs is to educate and inform the reader about a particular topic or issue.<sup>18</sup>

In the expository type of writing, the primary objective of the writer is to present facts and information about a particular object or subject. The purpose is to provide a clear and objective account of the topic, without necessarily aiming to persuade or convince the reader to agree with the writer's opinion. The focus is on presenting evidence, explaining concepts, and providing a balanced and unbiased view of the subject matter. The intent is to inform and educate the reader, allowing them to form their own opinions based on the presented facts and information. The writer does not have the goal of influencing the reader's beliefs or persuading them to agree with a specific viewpoint.

d. Argumentation

In the argumentation type of writing, the writer goes beyond simply presenting facts and information. In addition to convincing

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<sup>18</sup> Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), 89

readers to believe or disbelieve a particular fact about an object, the writer also aims to persuade the readers to take a specific course of action based on the new truth that is being presented. The writer seeks to influence the reader's beliefs, attitudes, or behaviors by presenting a persuasive argument supported by evidence and logical reasoning. The goal is not only to inform and educate but also to inspire action or a change in perspective. The writer strives to convince the readers of the validity and importance of their viewpoint and encourages them to adopt a certain course of action in response to the information provided.<sup>19</sup>

Indeed, argumentation is a form of writing where the writer expresses their agreement or disagreement with a particular issue or problem. The writer uses reasons, evidence, and logical arguments to support their opinion and aims to convince the reader that their viewpoint is correct. The primary goal of argumentation is to make a case and provide evidence to prove or disprove a statement or proposition. The writer presents their arguments in a logical and persuasive manner, addressing counterarguments and refuting opposing viewpoints. The intention is to sway the reader's opinion and persuade them to adopt the writer's position on the given topic.

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<sup>19</sup> Sanggam Siahaan, *Issue in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), 217.

e. Report

Kennedy's explanation of a report aligns with the notion that reports are a type of writing that serves the purpose of offering comprehensive information about an entire class or category of things. Reports typically provide factual details, data, and analysis on a specific subject, presenting a broad overview and general understanding of the topic. This type of writing often involves research, data collection, and the presentation of findings in an organized and objective manner. Reports are commonly used in academic, professional, and business contexts to convey information, make recommendations, or inform decision-making processes.<sup>20</sup> So, report text just has purpose to tell a general informations of the object. It doesn't have purpose to tell a stories, procedure or arguments.

## 5. Teaching Writing

In reality, both speaking and writing are considered productive skills in English, but they differ in their teaching approaches. Generally, writing is regarded as a more formal skill that demands a higher level of accuracy, particularly in terms of spelling and punctuation.<sup>21</sup> Speaking and writing differ not only in their compositions but also in the methods of teaching. When teaching speaking, the focus is often on pronunciation, accuracy, and fluency. Activities such as conversations, monologues, role plays, and

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<sup>20</sup> Graeme Kennedy, *Structure and Meaning in English*, (New York: Pearson Longman, 2003), 334

<sup>21</sup> David Riddel, *Teaching English as a Foreign Language*, (London: Hodder Education, 2010), 15

speeches are commonly employed. On the other hand, teaching writing involves aspects such as grammar, punctuation, and paragraph structure. The teaching methods for writing may vary, ranging from practicing writing simple sentences to crafting longer paragraphs or even essays.

There are multiple reasons for assessing writing in the English language classroom, such as diagnostic, proficiency, placement, achievement, and performance purposes. Each of these purposes necessitates a distinct approach to test construction. In this regard, there are two types of assessment that can be utilized to evaluate students' writing: process assessment and product assessment. Consequently, teachers acknowledge that it is not solely the final written piece that is subject to assessment, but also the students' engagement with the writing process itself. A comprehensive evaluation encompasses both the end result and the students' dedication to the writing process.

Process assessment is an ongoing form of evaluation used to monitor and track students' progress in writing, with the focus placed on understanding the students' writing process rather than assigning a numerical score to the composition itself. The purpose of process assessment is to delve into how students approach writing, the decisions they make while writing, and the strategies they employ. It aims to provide information about students' performance, such as their level of progress in writing and whether any adjustments are necessary in the teaching strategies. The primary goal is to gain insights into the students' writing

development and determine if any changes are required in the instructional approach.

Brown says product assessment focuses on assessing the students' final composition,<sup>22</sup> while Hyland states that writing product can be assessed through employing some methods of scoring.<sup>23</sup> There are three types of rating scales generally used in scoring writing. They are holistic, analytic, and trait-based scoring.

According to Hyland, a holistic scale involves providing a single, overall score that reflects the integrated assessment of the writing behavior. This means that instead of breaking down the evaluation into specific criteria or components, the evaluator assigns a comprehensive score based on their overall impression of the writing.

In some cases, a holistic judgement can be incorporated into an analytic scoring rubric as one of the score categories. This means that while the rubric may include specific criteria for evaluation, it also includes a holistic category where the evaluator provides an overall assessment of the writing. This combination allows for a more comprehensive evaluation that considers both specific criteria and the overall quality of the writing.

The inclusion of a holistic judgement within an analytic scoring rubric allows for a balanced assessment that takes into account both the

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<sup>22</sup> H. Douglas Brown, *Teaching by Principles an interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, 335

<sup>23</sup> Ken hyland, *second language writing*, (new york: cambridge university press, 2003), 226



individual components and the overall impression of the writing.<sup>24</sup> One challenge associated with this approach is that it is difficult to completely avoid overlap between the criteria used for holistic judgment and other evaluated factors. When the purpose of the evaluation is to assign a grade, it becomes crucial to carefully consider and control this overlap. Holistic scoring may be perceived as more subjective since it relies on the impressions formed by the evaluators. However, it is generally preferred when the main focus is on assessing the candidates' effectiveness in written communication.

The evaluator's responsibility is to assess whether the overlap resulting from specific criteria is given excessive emphasis, surpassing the intended evaluation standards. In other words, the evaluator must exercise caution to prevent the student from being unfairly penalized for a particular mistake unintentionally.

An analytic scoring rubric, much like a checklist, allows for the separate evaluation of each of these factors. Each criterion is evaluated using a unique descriptive scale and assigned a numerical value. Analytic marking schemes are developed with the aim of increasing objectivity in testing, as they prompt examiners to be more explicit about their assessments. These schemes employ specific criteria to measure various aspects, such as the relevance and adequacy of content, compositional organization, cohesion, vocabulary suitability for the intended purposes,

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<sup>24</sup> *Ibid.* 227

grammatical accuracy, and mechanical accuracy in terms of spelling and punctuation.

In contrast to analytic and holistic scoring, trait-based scoring focuses on evaluating whether each paper demonstrates the desired traits or features that students are expected to display in their writing. Trait-based assessment tools are designed to clearly outline the specific topic and genre features of the given task. As a result, this approach offers the advantage of placing emphasis on particular aspects of instruction that align closely with the objectives addressed in the writing assignment. Building upon the aforementioned theories, the scoring rubric is implemented as follows.

**Table 1**  
**Element Score of Writing**

<b>Scoring Element</b>	<b>Scale</b>	<b>Quality</b>	<b>Description</b>
<b>Content</b>	30-27	Excelent to very good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.
<b>Organization</b>	20-18	Excelent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor.	Does not communicate, no organization, etc.
	20-18	Excelent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.

<b>Vocabulary</b>	17-14	Good to average	Adequate range, occasional errors of word/idiom, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor	Essentially translation, little knowledge of english vocabulary.
<b>Grammar</b>	25-22	Excelent to very good	Effective complex constructions, etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple complex constructions, etc.
	10-5	Very poor	Virtually, no mastery of sentence construction rule
<b>Mechanics</b>	5	Excelent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paraghraping, etc. <sup>25</sup>

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<sup>25</sup> J.B Heaton, *Writing English Language Test*. London; longman.2011.p.146

## B. The Concept of Free Writing Technique

### 1. The Definition of Free Writing Technique

Langan said in his book (2008), Freewriting means make a note in incomplete sentence and phrases that comes exactly to students mind when students know the topic.<sup>26</sup> See if students can write it within ten minutes or more. Students do not have to worry about the spelling or punctuation correctly, do not have to delete the mistake that they made, the materials or about using the correct words. The opposite, finding the idea by writing down all the things that come up to students' heads. If students got stuck while writing, repeat it until the other words come to students' heads. Students only have to focus on their words in a short time given by the researcher. So, they do not have time to correct their writing if they a make mistake. It means that free writing is technique to teach writing for getting ideas in writing. Oshima says that free writing is a way to get and then to develop ideas.<sup>27</sup> Free writing helps you pour more attention, focus, and energy into what you write.<sup>28</sup> It means that free writing 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 experience. Free writing is a beneficial technique for students of English, despite some of the obvious difficulties for learners of English.<sup>29</sup> Based on

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<sup>26</sup> Langan, John, *College Writing skills with Readings* (New York: McGraw-hill,2005),2.

<sup>27</sup> Alice Oshima , Ann Hogue , Addison Wesley Longman. *Introduction to Academic Writing*, Second Edition, The Longman Academic Writing Series, (England: Addison Wesley Publishing Company, 1996), p.15

<sup>28</sup> Peter Elbow, *Writing Without Teacher*, (London: Oxford University Press, 1973), 8.

<sup>29</sup> Kenneth J. Dickson, *Free Writing, Prompts, and Feedback* (Taipei, Taiwan: The Internet

theories above the writer concludes that free writing is one technique to teaching writing for the students and help them to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience.

## **2. Procedure of 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.
- 2) 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.
- 3) 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 an analytical exposition text.

b) The teacher explains what is the analytical exposition.

c) The teacher gives the example how to make an analytical exposition 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.<sup>30</sup>

In addition of procedure 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.

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<sup>30</sup> Andri Wicaksono, Ahmad Subhan Roza, Teori Pembelajaran Bahasa, (Yogyakarta: Garudhawaca, 2015), pp.138-141

- 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.<sup>31</sup>

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

- 1) The writer will explain about definition of free writing, rhetorical structure and language feature of analytical exposition, and give the example.
- 2) The writer gives the topic related to the analytical exposition text.
- 3) The writer 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 teacher check students' writing in teachers' house because of limited time.
- 6) In the next meeting, the writer gives students' mistakes in writing analytical exposition and discusses together.

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<sup>31</sup> Forget A, Max Teaching with Reading and Writing, (Demand: Trafford Publishing, 2004), p.147

7) The teacher will tell students' progress in writing analytical exposition.

### **3. Advantages of Free Writing Technique**

- a. Free writing makes writing easier by helping you with the root psychological or existential difficulty in writing.
- b. Finding words in your head and putting them down on a blank piece of paper.
- c. Free writing helps you learn to write when you don't feel like writing.
- d. Free writing teaches you to write without thinking about writing.<sup>32</sup>
- e. Free writing helps you pour more attention, focus, and energy into what you write.<sup>33</sup>

By using free writing makes students easier to get and explore idea to writing, increase creativity, more focus, more attention and energy as well as more enjoyable in writing.

### **4. Disadvantages of Free Writing Technique**

- a. The writer stops repeatedly, writes briefly, and is always looking around. He/she never seems to concentrate for more than a few seconds at a time.
- b. The use of an eraser, liquid paper or scoring out of whatever has been written indicate a writer with perfectionism as his/ her ideal.

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<sup>32</sup> Peter Elbow, *Writing Without Teachers*, Op. Cit., p.14

<sup>33</sup> *Ibid*



- c. Frequent use of the pocket electronic dictionary or flipping of dictionary pages indicates someone pursuing the most accurate word possible.
- d. Since a quiet class is usually required for this task, the talker is immediately noticed above the silence of the classroom, either as the buzz from the back of the class or audible words coming from the corner.
- e. The writer has another piece of paper on which is written a topic, title and even some notes or a plan. He/she can be seen copying or referring to it frequently.<sup>34</sup>

To solve those problems the teacher gives solution such as: (1) the teacher asks the students to make an outline (2) the teacher encourages students to be more confident (3) the teacher gives the keywords in accordance with the topic (4) the teacher control the class by having them quiet for sometimes (5) the teacher monitors the class accordingly.

## **C. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

Indeed, every research study involves variables. Variables can be broadly defined as the categories or factors of interest to the researcher, encompassing objects, events, situations, characteristics, or attributes. In this particular research, the researcher has identified and determined two

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<sup>34</sup> *Ibid.* P.10

variables for investigation.<sup>35</sup> In this research, the independent variable (X) is Free Writing Technique, while the dependent variable (Y) is their Writing Ability. Vanderstoep and Johnston provide a clear explanation of the independent variable, stating that it is the variable systematically controlled by the researcher to examine its effect. By manipulating the independent variable while keeping all other variables constant, researchers can establish a confident understanding that any observed changes in the dependent variable are indeed a result of the influence of the independent variable. In this study, the focus is on how variations in students' free writing technique impact their writing ability, with the aim of determining the relationship between these two variables.<sup>36</sup> Its mean that independent variable is a controlling variable that influences dependent variable in research.

Writing is undeniably one of the fundamental skills that students need to master. However, many students find writing challenging due to the complexity of compositions, rules, and processes involved. Writing requires students to express their ideas systematically in written form. Because of it, writing is not only need a knowledge or theories but also need idea in its process. The problems faced in the class are the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. Also students has a low motivation to write because

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<sup>35</sup> Mark Balvanes And Peter Caputi, *Introduction Quantitative Research Methods*, (New Delhi: Sage Publications, 2001.), p. 46

<sup>36</sup> Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life*, (San Francisco: Jossey-Bass, 2009), p. 35

its complicated process. So, the teacher need to use an appropriate technique to solve it.

Actually, there are so many techniques in teaching writing especially Basic Writing. In this research, the researcher uses Free Writing technique to teach Basic Writing that focus at the First Semester of English Education Study Program of IAIN Metro. The researcher assumes that if teacher uses Free Writing Technique in teaching writing, the students will be easier in brainstorming ideas and they can participate fully in the class. If Free Writing technique is effective for teaching writing ability, it will give good influence to student's writing ability. But if Free writing is ineffective for teaching writing ability so it will give no influence to the student's writing ability.



**Figure 1**

### Theoretical framework

## 2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows:

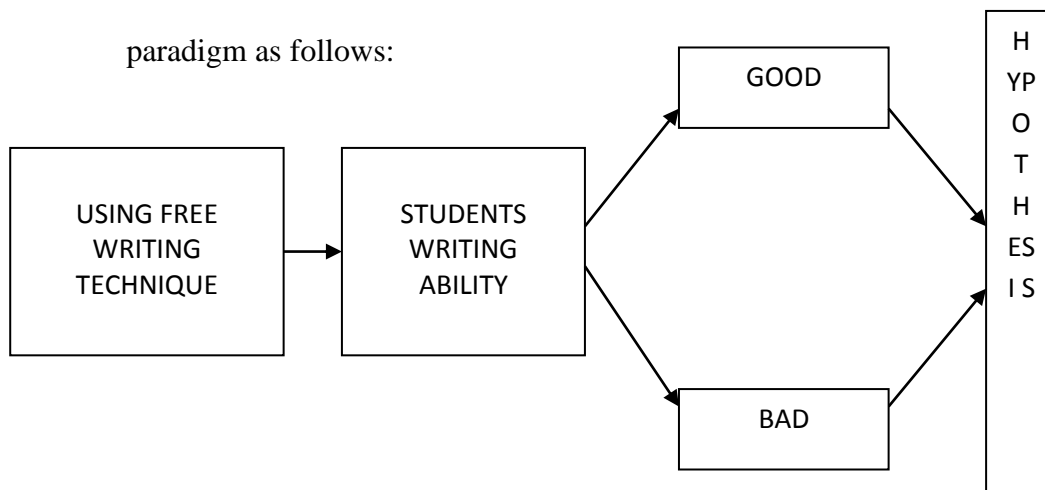


Figure 2  
The Paradigm of the Research

Based on the figure above, it can be elaborated that Using the Free Writing Technique has a favorable and significant impact on students' writing ability, as can be seen from the table above, where Free Writing Technique students' writing ability is better. In contrast, there is no beneficial or substantial impact of employing the Free Writing Technique on the students' writing ability if the technique is poor and their basic writing ability is poor.

#### **D. Hypothesis Formulation**

A hypothesis serves as a preliminary response to a research problem, relying on theoretical connections rather than solely on empirical data obtained through data collection. It represents a supposition or explanation (theory) that is provisionally accepted to interpret specific events or phenomena and guide further investigation. A hypothesis can be either supported or refuted based on evidence and must be open to refutation. If it withstands scrutiny and remains supported by factual evidence, it is considered verified or corroborated. Building upon the theoretical framework and paradigm presented above, the following hypothesis is formulated for this research:

H<sub>a</sub> : There is a positive and significant influence of Using Free Writing Technique Towards students' writing Ability at the first semester of English Education Study Program of IAIN Metro.

$H_0$  : There is no a positive and significant influence of Using Free Writing Technique Towards students' writing Ability at the first semester of English Education Study Program of IAIN Metro..

1. Statistical Hypothesis

The statistical hypothesis to examine the formulated hypothesis above can be stated as follows:

- a. If  $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ , So  $H_a$  is accepted and  $H_0$  is rejected.
- b. If  $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ , So  $H_a$  is rejected and  $H_0$  is accepted.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research designs encompass the particular methodologies employed throughout the research journey, encompassing data collection, analysis, and report composition.<sup>1</sup> The research design holds significant importance within the research process as it outlines the specific components or steps that need to be undertaken during the study. By incorporating a well-structured research design, researchers ensure a systematic approach that guides them through each phase of the research endeavor.

In this research, the researcher used quantitative research to investigate whether there is positive and significant influence of Using Free Writing Technique towards students' writing Ability at the first semester of English Education study program of IAIN Metro.

. As the name suggests, this design involves collecting two sets of data, one of which is retrospective, in order to determine the relationship between them.<sup>2</sup> The design can be illustrated as follows:

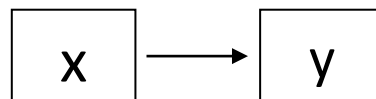


Figure 3

Research Design

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<sup>1</sup>John W. Cresswell, *Educational Research*, (New York: Pearson, 2012), 20.

<sup>2</sup>Cohen, L., et.al., *Research Methods in Education*,(USA: Routledge, 2007), 266

X = Independent variable (Using Free Writing Technique)

Y = Dependent variable (The Students' Writing Ability)

Firstly, the researcher collected the data of the first semester students' writing skill at the English Department in IAIN Metro through writing test at the first meeting. Secondly, the researcher using free writing technique at the second meeting. Finally, the researcher collecting the data of result of using the technique as independent variable and students' writing ability as dependent variable to examine whether there is positive and significant influence of free writing technique toward students' writing ability at the first semester of English Department in IAIN Metro.

## **B. The Operational Definition of Variables**

### **1. Independent variable**

Independent variables, also known as treatment, manipulated, antecedent, or predictor variables, are factors that have the potential to cause, influence, or affect the outcomes of a study. These variables are under the control of the researcher and are deliberately manipulated or selected for observation in order to examine their impact on the dependent variable(s) or outcome(s) of interest. Independent variables are essential in research as they allow researchers to investigate the relationships and effects between different factors within a study.<sup>3</sup> The independent variable (X) in this research is the frequency and the appropriateness in Using

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<sup>3</sup>John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), 50

Free Writing Technique by the students at the first semester of English Department in IAIN Metro.

## 2. Dependent Variable

The dependent variable, often denoted as Y, represents the outcomes or results influenced by the independent variables in a research study. In the context of this research, the dependent variable is the students' writing ability. Writing ability refers to the ability to convey information effectively through written language. Specifically, for the first semester students of the English Department at IAIN Metro, mastering basic writing, such as creating paragraph and writing sentence is a requirement. In this research, the focus will be on basic writing, which involves describing the visual appearances and personalities of objects (people, things, or places) to help readers create a mental image based on the writer's description in the text.

## C. Population, Sample and Sampling Technique

### 1. Population

Donal Ary posits that a population refers to the entirety of individuals, events, or objects belonging to a clearly defined class.<sup>4</sup> On the other hand, Jack R. Fraenkel elucidates that the term "population" pertains to all the individuals within a specific group. This group represents the subject of interest that researchers aim to generalize their study's findings to.<sup>5</sup> Indeed,

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<sup>4</sup>Donald Ary. *Introduction to Research In Education*, (USA: Wadsworth Cengage Learning, 2010), 148.

<sup>5</sup>Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), 7th Edition, 105.



the population in research encompasses all the members of a particular group, whether they are people, objects, or events, that are specifically defined for the purposes of the study. It represents the larger set from which the researcher aims to draw conclusions or make generalizations.

The population of this research are all of the students at the first semester of English Department in IAIN Metro who still study about writing subject. There are four classes in the English department's first semester , including classes A, B, and C. There are 15 students in class A, 13 in class B, and 12 in class C. There are 40 students enrolled in all classes for the first semester.

## 2. Sample

A sample is small group that is observed or portion of a population.<sup>6</sup> A sample refers to a subset of individuals from a larger population from whom data or information is gathered. The purpose of sampling is to gather representative information about the population as a whole. However, it is important to acknowledge that the sample may differ from the originally selected sample due to various reasons. These reasons can include non-response from participants, sampling errors, or other unforeseen factors, leading to differences between the initially intended sample and the actual sample obtained.<sup>7</sup>

Samples are a subset of individuals that are selected from a larger population based on certain characteristics. When dealing with a large

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<sup>6</sup>Donald Ary, *Introduction to Research in Education* p., 148.

<sup>7</sup>Fraenkel, *How to Design*., 105.

population, it is often impractical or impossible for researchers to study every single member of the population. In such cases, researchers utilize samples to gather information that can be generalized to the entire population. It is crucial for the sample to be representative, meaning it accurately reflects the characteristics and diversity of the population.

In the specific research mentioned, the writer chose to sample 20 students from class B in the first semester of the English Department at IAIN Metro. This sample size was likely determined based on considerations such as limited resources, time constraints, and feasibility. By studying this sample, the writer aims to draw conclusions and make inferences that can be generalized to the entire population of students in the English Department at IAIN Metro.

### 3. Sampling Technique

In this research, the researcher used a cluster random sampling technique. A cluster random sample is one obtained by using groups as the sampling unit rather than individuals<sup>8</sup>. It is said to be simple because the retrieval of sample members from the population will be carried out randomly without regard to the strata in the population. Such a way is done when population members will be considered homogeneous. The sampling technique done with the steps as follows:

- a. There are four classes of the fourth semester, and then gave the symbol in every class with class A (I), class B (II), class C (III), class D (IV)

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<sup>8</sup> *Ibid.*, 105.

- b. Write down every symbol in a piece of paper
- c. Roll up the paper
- d. Take one of the papers randomly
- e. The chosen paper is symbol (II)
- f. So, the sample of the research is class B (II).

#### **D. Data Collecting Method**

##### 1. Administering Test

Valid data can be obtained through various techniques of data collection methods, and one such technique is the use of tests. Anderson and Arsenault define an instrument as a tool that encompasses tests, questionnaires, observation schedules, or any other tool employed to collect data.<sup>9</sup>

In this research, the data collection method employed by the researcher to measure the dependent variable was a written test. The researcher utilized a written test as a means to assess the students' writing skill. The students were instructed to write a simple sentences provided by the researcher. Subsequently, the researcher evaluated the writing tests and assigned scores to determine the students' proficiency in writing.

##### 2. Administering Pre-Test

The pre-test will be held in the first meeting before doing treatment in order to know ability of the students before doing the action research.

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<sup>9</sup>Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005), 94

### 3. Administering Post-Test

The post-test will be held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class or is there any significant different between the pre-test score before a treatment and post test score after treatment is given.

### 4. Documentation

According to Arikunto, documentation is a method employed to gather data about various variables or aspects. It involves utilizing various sources such as notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, and other relevant documents. In this research, the researcher utilized the documentation method to obtain data concerning the history of the institute, the conditions of lectures and official employees, the number of students, and other relevant elements related to IAIN Metro.

## **E. Research Instrument**

### 1. Instrument Blueprint

To get the data related to the research problems, the researcher designed with indicators which have been decided. Moreover, the researcher used Pre-test and Post-test instrument.

In order to know students' writing skill, the researcher measures the students' writing skill by asking them to make descriptive text. The researcher is instructing the students to make a simple composition

which is determined. Moreover, the researcher uses test instrument to take the scale of instrument which the standard of the score writing test as follows:

Table 2  
Instrument Blue print

No	Variables	Indicator	Measurement
1.	Variable X (Free Writing)	-Student able to finish writing in Free Writing Technique. -They understand to express their idea in writing paragraph and sentences	Observation
2.	Variable Y (Writing Ability)	- Students able to write paragraph - Students able to use vocabulary, grammar, language use, mechanics, content.	Writing Test/ Composing

#### F. Data Analysis Technique

The data analysis technique used in this research is aimed at investigating whether there is a positive and significant influence of Using Free Writing Technique on their writing Ability among first-semester students in the English Department at IAIN Metro. When working with nominal data, one of the commonly used is the true experiment in the form of paired t-test by using control group pretest-posttest design. The formulate of t-test:<sup>10</sup>

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<sup>10</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

$$t = \frac{M_X - M_Y}{\sqrt{\left( \frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right) \left( \frac{1}{N_X} + \frac{1}{N_Y} \right)}}$$

Where:

M : The Mean of score each group

N : Subjects in the sample

X : Deviation of each X2 and X1

Y : Deviation of each grade Y2 and Y1.

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Research Result

##### 1. Description of Research Location

###### a. The Brief History of (IAIN) Metro

State Islamic Institute (IAIN) Metro was located in Metro city, Lampung province, It was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of favorite universities, IAIN Metro has vision and missions, Its vision was Become an Innovative Islamic College of Education in Socio-Ecotechno-Preneurship synergy based on Islamic values and Indonesian.

Then, to accomplish the vision, it composes some mission, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in research management through scientific studies, learning models and research, Growing Socio-Ecotechno-Preneurship of academicians in the implementation of three pillars of university, Implement a professional and cultivated institutional management system based on information technology.<sup>1</sup>

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of

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<sup>1</sup>Taken from <http://metrouniv.ac.id>, accessed on May 13, 2023

IAIN could not be separable with the history of IAIN Raden Intan Bandar Lampung which has began from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. In Tanjung Karang, finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minwaster of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang ". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.<sup>2</sup>

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the hand bill of Director General of Bimas waslam No. E.III/OT.00/AZ/1804/1996, the settlement of Instutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

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<sup>2</sup>Taken from <http://metrouniv.ac.id>. accessed on May 15, 2023



The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the administrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M. Ag. By inviting all the alumni of all generations in the grand reunion event of Saturday, July 28, 2010 last.

The change of status IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses. The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No. 71 dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro was a change of from the State Islamic College (STAIN) Jurai Siwo metro.

In relation to the amendment, all the assets, employees, right and obligations of each STAIN are transferred to the IAIN's assets, employees, right and obligation respectively. Similarity, all STAIN college students become IAIN students.

The change of status to IAIN world also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.<sup>3</sup>

b. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2022/2023 as follows:

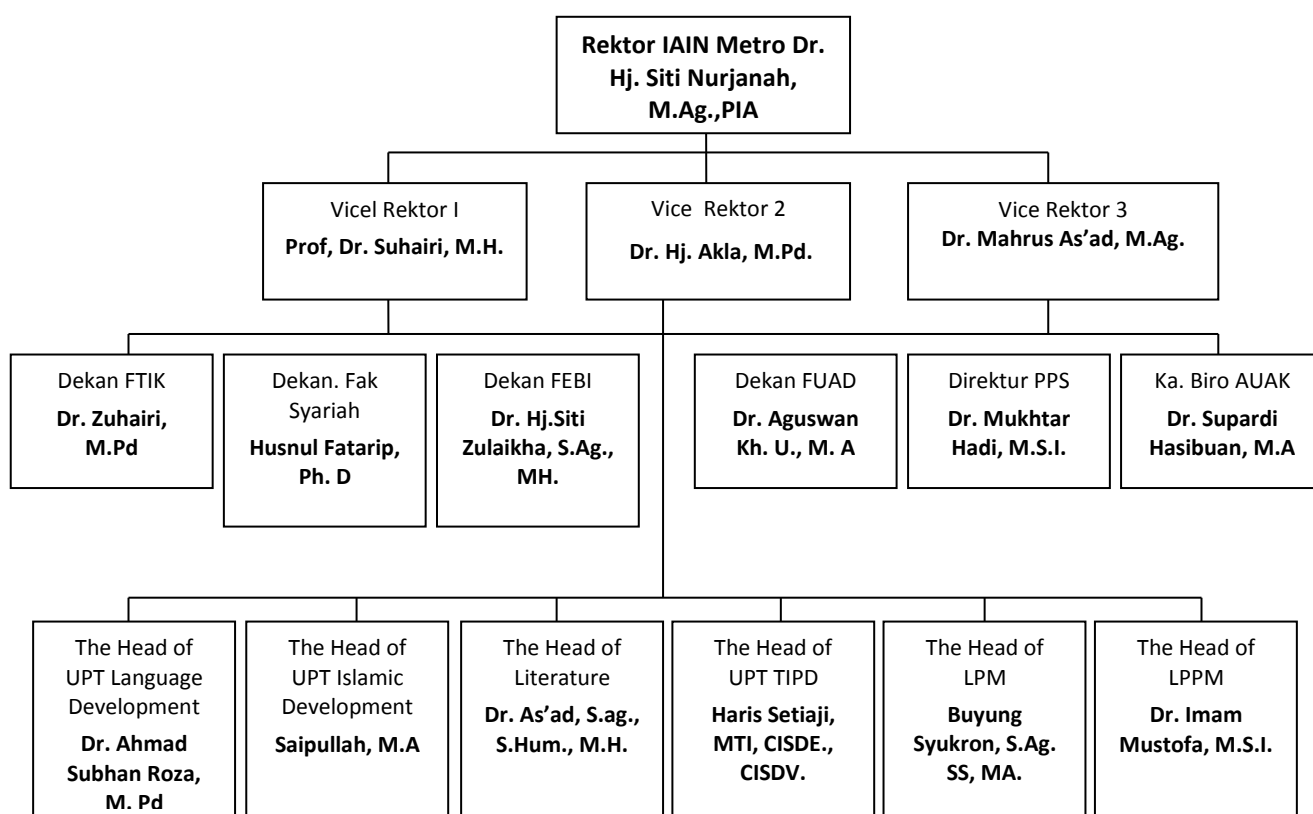


Figure 4  
The Organization Structure of IAIN Metro

<sup>3</sup>Ibid.

c. The facilities of IAIN Metro

In order to support lectures and students, there are some facilities in State Institute for Islamic Studies of Metro; it can be shown in the table below:

Table 3  
Facillities in State Institute for Islamic Studies of Metro

No	Facilities	Total of unit	Large (m)
1	Lectures's room	1	556
2	Computer laboratory unit and BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro- Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketrball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee unit	1	-

*Source: Documentation of State Institute for Islamic studies of metro*

## d. The Population Students in IAIN Metro

The total of the students in State Institute for Islamic Studies of Metro is 6437 students.

Table 4  
Total of the students active in State Institute for Islamic Studies of Metro 2022/2023

No	Departments	Program	Students
1.	Tarbiyah Department	TBI (English Education Program)	462
		PAI (Islamic Education Program)	981
		PBA (Arabic Education Program)	114
		PGMI (Islamic Elementary School Education Program)	450
		TPM (Mathematic Education Program)	227
		TPB (Biology Education Program)	232
		PIAUD ( Islamic Childhood Education Program)	155
		TIPS (Social Education Program)	227
2.	Economy Business Faculty	SI Syari'ah banking program (SI PBS)	518
		AKS (Islamic accountant)	329
		Islamic economy program (ESY)	963
		Pilgrimage management (MHU)	125
3.	Syari'ah Department	Islamic law program (AS)	238
		Islamic economy law program (HeSy)	238

		Islamic constitutional law (HTNI)	177
4.	Islamic Announcement and Communication Department	Islamic communication and broadcasting program (KPI)	275
		Language and Arabic literature program (BSA)	57
		Islamic extension guidance (BPI)	95

*Source: Documentation of SISMIK in State Institute for Islamic Studies of Metro the date of May, 14<sup>th</sup> 2023.*

e. The Condition of Lecturers of TBI

The condition of lectures of TBI in IAIN Metro in academic year 2022/2023 based on the educational background as follows:

**Table 5**  
Total of Lecturers Educational Background of TBI in IAIN Metro

No	Educational Background	Total
1	S1	-
2	S2	28
3	S3	4
TOTAL		32

*Source: Documentation of IAIN Metro academic year 2022/2023 taken from the General Bureau.*

f. The Profile of English Education Department

English Education Department (Tadris Bahasa Inggris/ TBI) was one of Strata I (SI) majors of Tarbiyah and Teacher Training Faculty in State Institute for Islamic Studies of Metro which was established in 2007. Historically SI TBI IAIN Metro was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic Education General Director No. Dj.I/220.C/2007 in Jakarta on May 28, 2007. According the Implementation License of Department from the General Director, TBI was located in IAIN Metro in Jl. Ki. Hajar Dewantara 15 A Metro City.

English Education Department (TBI) has a vision in implementing education, namely: Making English Education Department highly qualified in English education and knowledge of English education and literature based on faith and ihsan and moral and ethical values of community like and state. The vision then was enlarged in some missions, namely: Creating a program of English education not only of high quality but also useful for Indonesian people to meet the needs of the real world work both in the field of education and in non-education at national and international levels.

In the line with the above statement, TBI always tries to develop the quality in teaching and learning process. Indeed, it would be a dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro.

The assessment toward TBI students was always holistic that it contains three education aspects, namely: cognitive, affective, and psychomotor. Meanwhile, to increase academic quality, English department consistently develops conducive academic atmosphere so that a dynamic, open and polite relationship could be created among

the academy parts. Thirdly, from output dimension (alumni), every student who was graduated from English Education Department of IAIN Metro, was expected to be professional in English.

To give attention to the importance of English, IAIN Metro makes some jargons to represent the college, and one of the jargons was bilingual. Bilingual here was meant as utilizing English and Arabic language in academic life. This shows that IAIN Metro considers English an essential key to take a part in international communication. By using this jargon, the college was struggling of familiarizing the two international languages among the lecturers, the students and even among all employees working in the college such as security, cleaning service, servant and so on. Even through, the attempts to make English used in daily activities on campus was not fully realized, several programs supporting the realization of spreading English are conducted until now.

The first program was “English Intensification Program”. This was a special program aimed at giving English skill, especially speaking, to all students so that not only the students majoring English who could speak English , but also those enroll other majors such as PAI, PBA, Economics and so forth. As a result, it was offered for all freshmen students both English and non-English major students. For them, the program was compulsory that all first-year students, with no exception, are required to enroll this program. The certificate of this program was

one of the requirements that the students must accomplish to register undergraduate examination called *munaqosyah*. Meaning to say, if the students do not get the certificate, he was not allowed to take *munaqosyah* examination.

The second policy that shows the importance of English in IAIN Metro was the involvement of English in courses in all departments beside in English department in the college. The courses are *Bahasa Inggris I* and *Bahasa Inggris II*. Thus, this was also obligatory lesson for all students. Unlike English Intensification program, this program was included in the students' transcript. This program was aimed at equipping the students with English ability since much of knowledge was delivered through English written books. So, it was expected that their insight could be wider and better.

The next urgent program was obliging TOEFL test as one of *munaqosyah* requirements. The program was also held by the Language center and provided for at least the fourth semester students. As it was known that TOEFL was an internationally-recognized test which was taken by million people for various purposes such as getting a job, continuing education, passing the examination and so many others. The TOEFL test in IAIN Metro was conducted once a week, on Saturday, The program was made with no payment. The total of TBI students in IAIN Metro was 747 students.



## 2. Description of Result Data Research

- a. The Data of Writing Ability based on Pre-Test and Post-Test scores in the Experimental and Control class in English subjects.

### 1) The Result of the Students' Pre-Test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The Result of Students'

Experimental Class Pre-Test can be identified as follows:

Table 6  
The results of the experimental class writing test at the First Semester Students of English Department in IAIN Metro

No	NAME	CO	OR	VO	GR	MC	SCORE	MMC (75)
1	A D	20	14	12	16	4	66	NO PASS
2	A F	20	18	14	16	4	72	NO PASS
3	A R S	22	18	18	17	4	79	PASS
4	A W R	17	11	10	18	4	60	NO PASS
5	A Z	22	14	10	11	3	60	NO PASS
6	F A P	13	14	10	20	2	59	NO PASS
7	I N A	22	18	18	17	4	79	PASS
8	K N I	13	7	14	22	4	60	NO PASS
9	M A H	22	14	14	11	5	66	NO PASS
10	R F S	17	10	18	19	4	68	NO PASS
11	R G A	18	14	12	19	4	67	NO PASS
12	R Z	22	14	10	22	2	70	NO PASS
13	S L K	20	12	14	20	3	69	NO PASS
14	S M	17	10	10	19	4	60	NO PASS
15	Z A M	17	12	10	19	3	61	NO PASS
Total							996	
Average							66,4	
The highest score							79	
The lowest							59	
The number of the students who got 75 or more							2	

Source: The Result of Pre-Test on October 19<sup>th</sup>, 2023.

Note :

Student names are initialized

MMC : Minimum Mastery Criteria

CO	: Content	(30 – 13)
OR	: Organization	(20 – 7)
VO	: Vocabulary	(20 – 7)
GR	: Grammar	(25 – 5)
MC	: Mechanics	(5 – 2)

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows:

$$\begin{aligned}
 R &= \text{the highest score-the lowest score} \\
 &= 79-59 \\
 &= 20
 \end{aligned}$$

$$\begin{aligned}
 K &= 1+3.3 \log n \\
 &= 1+ 3,88 = 4,8 \\
 &= 5
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{20}{5} = 4 \\
 &= 4
 \end{aligned}$$

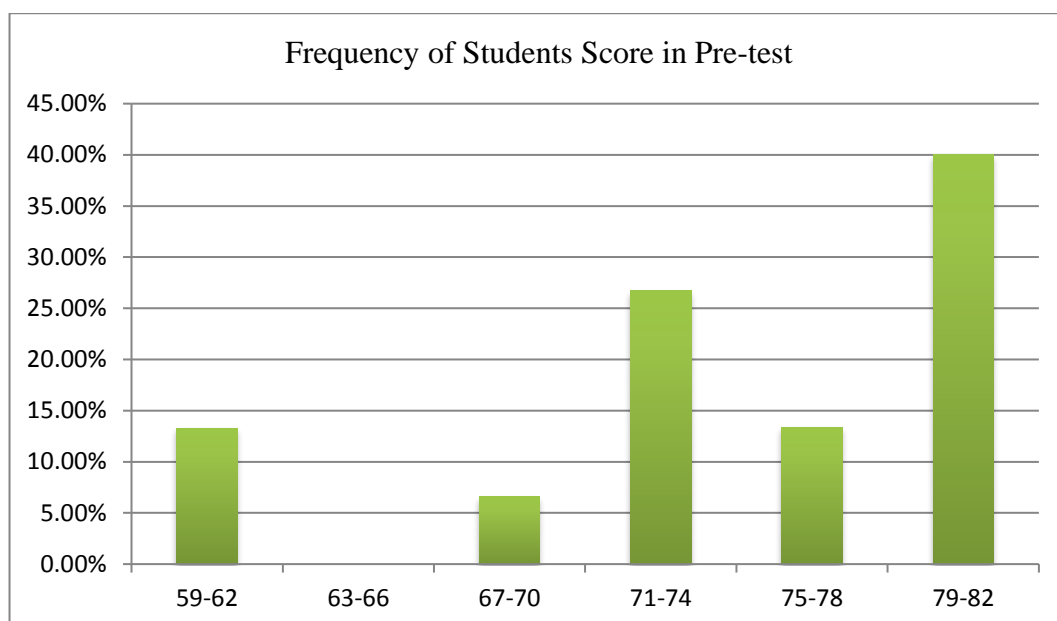
After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 7  
Frequency Distribution as the Result of Pre-Test at the first semester students of  
English Department in IAIN Metro

Interval	Frequency	Category	Percentages %
79-82	2	Fair	13,3%
75-78	0	Low	0,0%
71-74	1	Low	6,6%
67-70	4	Low	26,7%
63-66	2	Low	13,4%
59-62	6	Low	40%
	15		100%

Based on the table of frequency distribution above, it can be inferred that just two students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' writing ability is very low.

Graph 1



The graph of table frequency distribution above described that the result of the students' score of pre-test (experimental class). There were 6 (40%) students got score 59-66. Furthermore, there were 2 (13,4%) students who got score 63-66, 4 (26,7%) students who got score 67-70, 4 (26,7%) students who got score 71-74, 0 (0,0%) students who got score 75-78, and 2 (13,3%) students got score 79-82. From the data above, it can be seen that students' writing ability in pre-test was unsatisfied.

Furthermore, The Result of Students' Control Class Pre-Test can be identified as follow

**Table 8**  
**The Pre-test Result of the Control Class at**  
**the first semester students of English Department in IAIN Metro**

No	NAME	CO	OR	VO	GR	MC	SCORE	MMC (75)
1	A A D	17	10	10	11	2	50	NO PASS
2	C F	19	10	9	10	4	52	NO PASS
3	D P	17	14	22	14	3	70	NO PASS
4	E S	17	10	14	11	4	56	NO PASS
5	G M	15	14	18	11	3	61	NO PASS
6	K I L	17	18	14	19	4	72	NO PASS
7	N A	13	7	18	22	3	63	NO PASS
8	S K	17	10	14	22	4	67	NO PASS
9	S P A	20	18	17	18	4	77	PASS
10	V A M	22	14	18	11	4	69	NO PASS
11	Y M	13	7	10	11	5	46	NO PASS
12	Z F	22	14	14	19	2	71	NO PASS
13	Z I	20	10	14	10	4	58	NO PASS
Total							812	
Average							62,46	
The highest score							77	
The lowest							46	
The number of the students who got 75 or more							1	

*Source: The Result of Pre-Test on October 18<sup>th</sup>, 2023.*

Note :

Student names are initialized

MMC : Minimum Mastery Criteria

CO : Content (30 – 13)

OR : Organization (20 – 7)

VO : Vocabulary (20 – 7)

GR : Grammar (25 – 5)

MC : Mechanics (5 – 2)

Based on the table above, the researcher measured the class

interval using Sugiono's formula as follows :

R = the highest score – the lowest score

$$= 77 - 46$$

$$= 31$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.676 = 4.676$$

$$= 6$$

$$P = \frac{R}{K}$$

$$= \frac{31}{6}$$

$$= 6$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

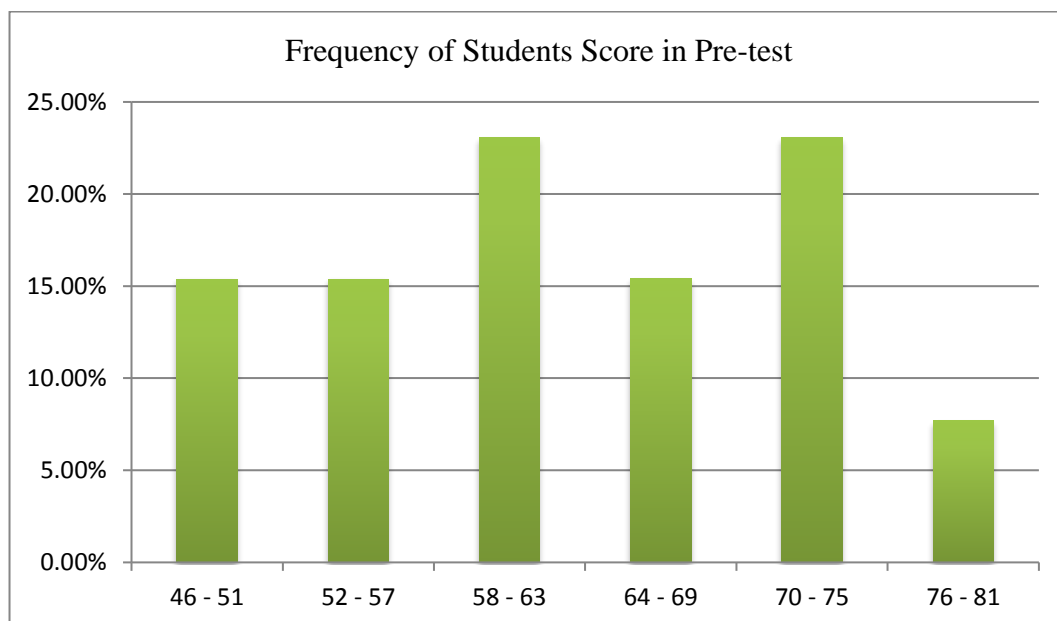
Table 9

Frequency Distribution as the Result of Control Class Pre-Test at the first semester students of English Department in IAIN Metro

Interval	Frequency	Category	Percentages %
76-81	1	Fair	7,69%
70-75	3	Low	23,08%
64-69	2	Low	15,39%
58-63	3	Low	23,08%
52-57	2	Low	15,38%
46-51	2	Low	15,38%
	13		100%

Based on the table of frequency distribution above, it can be inferred there was only one student who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students writing ability is low.

Graph 2



The graph of table frequency distribution above described that the result of the students' score of pre-test (control class). There were 2 (15,38%) students got score 46-51. Futhermore, there were 2 (15,38%) students who got score 52-57, 3 (23,08%) students who got score 58-63, 2 (15,39%) students who got score 64-69, 3 (23,08%) students who got score 70-75, and 1 (7,69%) students got score 76-81. From the data above, it can be seen that students writing ability in pre-test was unsatisfied.

## 2) The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students writing ability before and after a treatment was given. And the data of post-test score at the Experimental class as follows:

Table 10

The Post-Test Result of the Experimental Class at the First Semester  
Students of English Department in IAIN Metro

No	NAME	CO	OR	VO	GR	MC	SCORE	MMC (75)
1	A D	22	18	16	19	4	79	PASS
2	A F	27	18	18	22	4	89	PASS
3	A R S	22	14	18	19	4	77	PASS
4	A W R	17	17	12	15	4	65	NO PASS
5	A Z	22	14	11	19	2	68	NO PASS
6	F A P	22	14	14	20	4	74	NO PASS
7	I N A	22	14	18	20	4	78	PASS
8	K N I	22	14	14	20	4	74	NO PASS
9	M A H	27	18	12	22	5	84	PASS
10	R F S	22	14	16	20	4	76	PASS
11	R G A	17	10	14	19	4	64	NO PASS
12	R Z	13	7	18	22	2	62	NO PASS
13	S L K	22	14	14	19	5	74	NO PASS
14	S M	22	14	14	19	4	73	NO PASS
15	Z A M	20	14	12	19	3	68	NO PASS
Total							1.105	
Average							73,66	
The highest score							89	
The lowest							62	
The number of the students who got 75 or more							6	

*Source: The Result of Post-Test on October 26<sup>th</sup>, 2023.*

Note :

Student names are initialized

MMC : Minimum Mastery Criteria

CO : Content (30 – 13)

OR : Organization (20 – 7)

VO : Vocabulary (20 – 7)

GR : Grammar (25 – 5)

MC : Mechanics (5 – 2)

Based on the table above, the researcher measured the class

interval using Sugiono's formula as follows:

R = the highest score-the lowest score

= 89-62

$$= 27$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3,88 = 4,88$$

$$= 5$$

$$P = \frac{R}{K}$$

$$= \frac{27}{5} = 5,4$$

$$= 6$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

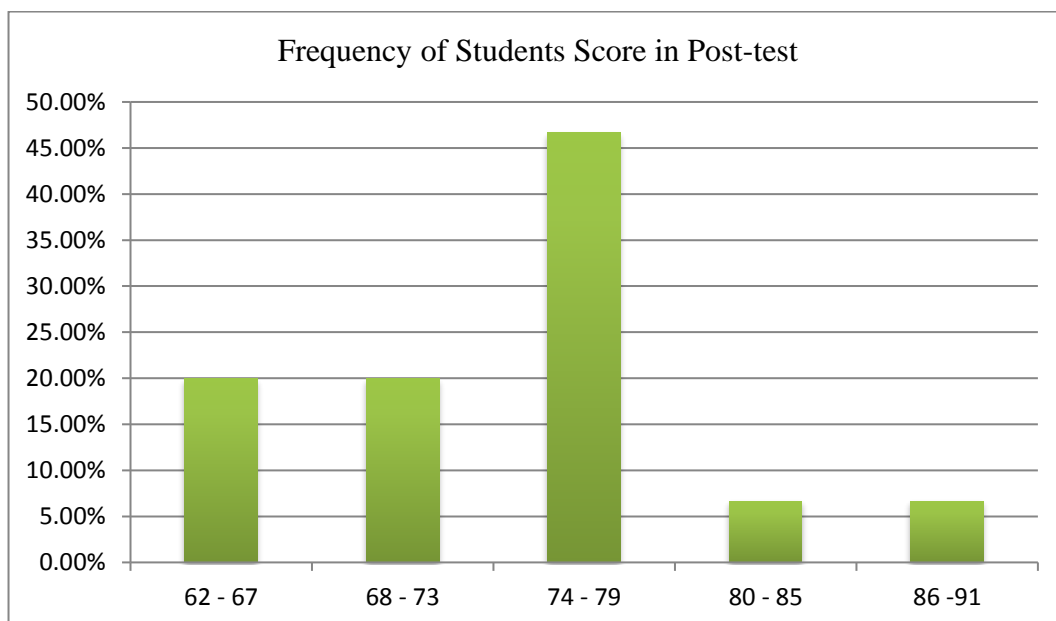
Table 11  
Frequency Distribution as the Result of Post-Test at the First Semester  
Students of English Department in IAIN Metro

Interval	Frequency	Category	Percentages %
86-91	1	High	6,66%
80-85	1	High	6,66%
74-79	7	Fair	46,68%
68-73	3	Fair	20%
62-67	3	Low	20%
	15		100%

Based on the table of frequency distribution above, it can be inferred that there were 6 students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students writing ability in post-test was increased good.



Graph 3



The graph of table frequency distribution above described that the result of the students' score of post-test (Experimental class). There were 3 (20%) students got score 62-67. Furthermore, there were 3 (20%) students who got score 68-73, 7 (46,68%) students who got score 74-79, 1 (6,66%) students who got score 80-85, and 1 students (6,66%) got score 86-91, it can be inferred that the students writing ability was good.

The researcher also conducted post-test for the control class. The result of the students' post-test at the experimental class can be identified as follows:

Table 12  
The Post-Test Result of the Control Class at the First Semester Students of  
English Department in IAIN Metro

No	NAME	CO	OR	VO	GR	MC	SCORE	MMC (75)
1	A A D	13	7	18	16	3	57	NO PASS
2	C F	20	11	12	10	3	56	NO PASS
3	D P	20	12	14	19	3	68	NO PASS
4	E S	14	14	11	19	3	61	NO PASS
5	G M	20	14	18	11	3	66	NO PASS
6	K I L	22	13	20	11	4	70	NO PASS
7	N A	17	7	14	20	3	61	NO PASS
8	S K	15	15	16	14	4	64	NO PASS
9	S P A	17	19	16	20	4	76	PASS
10	V A M	22	10	18	19	5	74	NO PASS
11	Y M	17	10	14	12	3	56	NO PASS
12	Z F	18	17	18	19	4	76	PASS
13	Z I	15	10	14	10	4	53	NO PASS
Total							838	
Average							64,46	
The highest score							76	
The lowest							53	
The number of the students who got 75 or more							2	

*Source: The Result of Pre-Test on October 25<sup>th</sup>, 2023.*

Note :

Student names are initialized

MMC : Minimum Mastery Criteria

CO : Content (30 – 13)

OR : Organization (20 – 7)

VO : Vocabulary (20 – 7)

GR : Grammar (25 – 5)

MC : Mechanics (5 – 2)

Based on the table above, the researcher measured the class

interval using Sugiono's formula as follows :

R = the highest score – the lowest score

= 76 – 53

= 23

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.676 = 4.676$$

$$= 5$$

$$P = \frac{R}{K}$$

$$= \frac{23}{5} = 4,6$$

$$= 5$$

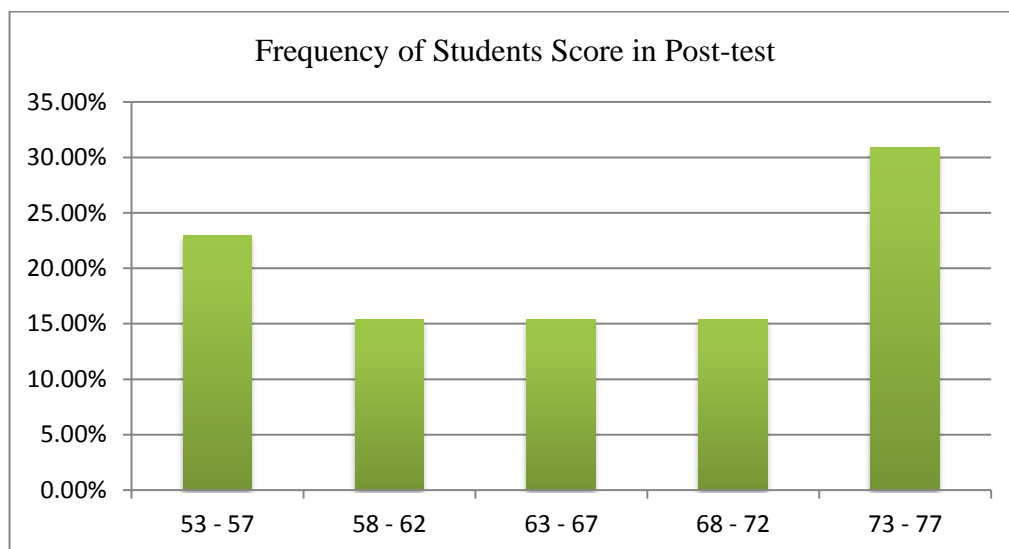
After knowing the interval class, the data is taken from interval above was put on the table of frequency distribution as follow:

Table 13  
Frequency Distribution as the Result of Post-Test at the First Semester  
Students of English Department in IAIN Metro

Interval	Frequency	Category	Percentages %
73-77	3	Fair	30,86%
68-72	2	Low	15,38%
63-67	2	Low	15,38%
58-62	2	Low	15,38%
53-57	4	Low	23%
	13		100%

Based on the table of frequency distribution above, it can be inferred that there were only 2 students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' report writing ability still low.

Graph 4



The graph of table frequency distribution above described that the result of the students' score of post-test (control class). There were 4 (23%) student got score 53-57. Furthermore, there were 2 (15,38%) students who got score 58-62, 2 (15,38%) students who got score 63-67, 2 (15,38%) students who got score 68-72, and 3 (30,86%) students who got score 73-77. In short, it can be inferred that the students writing ability was increased.

### **3. Hypothesis Testing**

After the researcher give treatment by free writing technique, the researcher analyzed the data by using T-Test in order to prove whether there was any positive and significant influence of free writing technique toward students' writing skill at the first semester students of English Department in IAIN Metro as follow:

Table 14  
The Authentic Table of the Differences between Experimental Class and Control Class at the First Semester Students of English Department in IAIN Metro

NO	Control Class					NO	Experimental Class				
	Subject	Pre-Test (X1)	Pos-Test (X2)	Difference (X)	X <sup>2</sup>		Subject	Pre-test (Y1)	Post-Test (Y2)	Difference (Y)	X <sup>2</sup>
1	A A D	50	57	7	49	1	A D	66	79	13	169
2	C F	52	56	4	16	2	A F	72	89	17	289
3	D P	70	68	-2	4	3	A R S	79	77	-2	4
4	E S	56	61	5	25	4	A W R	60	65	5	25
5	G M	61	66	5	25	5	A Z	60	68	8	64
6	K I L	72	70	-2	4	6	F A P	59	74	15	225
7	N A	63	61	-2	4	7	I N A	79	78	-1	1
8	S K	67	64	-3	9	8	K N I	60	74	14	196
9	S P A	77	76	-1	1	9	M A H	66	84	18	324
10	V A M	69	74	5	25	10	R F S	68	76	8	64
11	Y M	46	56	10	100	11	R G A	67	64	-3	9
12	Z F	71	76	5	25	12	R Z	70	62	-8	64
13	Z I	58	53	-5	25	13	S L K	69	74	5	25
14						14	S M	60	73	13	169
15						15	Z A M	61	68	7	49
The Result		812		$\sum X = 26$	$\sum x^2 = 312$			996	1105	$\sum Y = 109$	$\sum y^2 = 1677$

Putting the data into t-test formula in order to get tobserved :

$$M_x = \frac{26}{13}$$

$$= 2$$

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n}$$

$$= 312 - \frac{(26)^2}{13}$$

$$= 312 - \frac{676}{13}$$

$$= 312 - 52$$

$$\sum x^2 = 260$$

$$M_y = \frac{109}{15}$$

$$= 7,26$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{n}$$

$$= 1677 - \frac{(109)^2}{15}$$

$$= 1677 - \frac{11881}{15}$$

$$= 1677 - 792$$

$$\sum y^2 = 885$$

Therefore the researcher counted by using the formula of t-test as follow :

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{2 - 7,26}{\sqrt{\left(\frac{312 + 885}{13 + 15 - 2}\right) \left(\frac{1}{13} + \frac{1}{15}\right)}}$$

$$= \frac{+5,26}{\sqrt{\left(\frac{1197}{26}\right) \left(\frac{2}{28}\right)}}$$

$$= \frac{5,26}{\sqrt{(46,03 \times 0,071)}}$$

$$= \frac{5,26}{\sqrt{(3,268)}} = \frac{5,26}{1,807} = 2,91$$

Moreover, after putting the data above into formula t-test, the researcher got  $t_{\text{observed}}$  is 2,91.

To know the critical value of  $t_{\text{table}}$ , the researcher firstly counted degrees of freedom (d.f), as follows

$$\text{d.f} = N_x + N_y - 2$$

$$\text{d.f} = 13 + 15 - 2$$

$$= 26$$

The degrees of freedom (d.f) was 60, the researcher find it in t-table. So, it is not done interpolation.

Tabel 15  
Critical Value of Table

	<b>5%</b>	<b>1%</b>
<b>d.f 26</b>	1.70	2.47

Source : Junaidi, 2010. *Titik Persentase Distribusi t, P.1*

From all the data analysis above, it can be know that:

$$t_{\text{observed}} = 2.91$$

$$t_{\text{table}} = 1.70 (5\%) \text{ and } 2.47 (1\%)$$

Honestly, the researcher has formulated the null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ) are as follows:

1) Null Hypothesis ( $H_0$ )

There is no a positive and significant influence of Free Writing Technique toward students writing ability at the First

Semester Students of English Department in IAIN Metro. Furthermore, after  $H_a$  and  $H_o$  has formulated, the researcher consulted  $t_{observed}$  to  $t_{table}$  and  $f_o$  to  $f_h$  as follows:

- a) If  $t_{observed} > t_{table}$ , So  $H_a$  is accepted and  $H_o$  is rejected.
- b) If  $t_{observed} < t_{table}$ , So  $H_a$  is rejected and  $H_o$  is accepted.

It means that if the  $t_{observed}$  is higher than  $t_{table}$  there is a positive influence,  $H_a$  is accepted and  $H_o$  is rejected. On the other way, if the  $t_{observed}$  is smaller than  $t_{table}$  there is no a positive influence,  $H_a$  is rejected and  $H_o$  is accepted.

## 2) Alternative hypothesis ( $H_a$ )

The hypothesis applied in this present research is there is a positive influence of Free Writing Technique toward students writing ability at the First Semester Students of English Department in IAIN Metro.

Furthermore, the data confirm that  $t_{observed}$  is higher than  $t_{table}$ , or it can be written as  $1.70 < 2,91 > 2.47$ . It means that there is a positive influence of Free Writing Technique toward students writing ability at the First Semester Students of English Department in IAIN Metro.

## B. Discussion

In this research, there are two variable consisting of independent variable and dependent variable. Independent variable (X) is Free Writing technique and dependent variable (Y) is writing ability. The variables were tested by



using formula of T-test to investigate whether there is a positive and significant influence of Free Writing Technique towards students` writing skill at the First Semester Students of English Department in IAIN Metro.

The researcher has formulated to  $t_{observed}$  to  $t_{table}$  as follow :

1. If  $t_{observed} > t_{table}$ , So  $H_a$  is accepted and  $H_o$  is rejected.
2. If  $t_{observed} < t_{table}$ , So  $H_a$  is rejected and  $H_o$  is accepted.

The researcher has formulated the alternatif Hypothesis ( $H_a$ ) such as “there is a positive and significant influence of Free Writing Technique towards students` writing skill at the First Semester Students of English Department in IAIN Metro.”

Eventually, the data confirmed that  $t_{observed} = 2.91$  is higher than  $t_{table} 1.70$  in level of significant 5% and 2.47 in 1%. So, it can be concluded that “there is a positive and significant influence of Free Writing Technique towards students` writing skill at the First Semester Students of English Department in IAIN Metro.”

However, after conducting the research and gaining the data from test and documentation, the researcher found some problems and limitations are as follows:

1. Problem in applying Free Writing Technique.

In the first activity of the treatment, the researcher did not face difficulty to manage the class. Most of students are able to be active and participate fully during the lesson. However, at the end activity of the treatment, the researcher faced difficulty to manage the class because the

students have losed their concentration or their focus. For example, when the researcher asked students to write using free writing technique, most of students seemed very busy with their friends. Also, the class was a little noisy.

2. Students' problem in writing class.

Some students did not care much about grammar. So, they have some difficulties in writing.

3. This research was conducted at the First Semester Student of English Departement in IAIN Metro.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Referring to the data analysis and data presentation in chapter IV, finally the researcher concluded that the answers of the formulation of the problem are as follows:

According to the result of pre-test and post-test it can be concluded that the students' writing ability of the first semester students at IAIN Metro after being taught by using free writing technique had higher score than using traditional technique. Meanwhile, before being taught by using free writing technique they had lower score.

The conclusion of this research was also supported by research findings to answer the problem formulation in Chapter 1 which has been formulated "Is there any Influence of Using Free Writing Technique Towards Students' Writing Ability at The First Semester of English Education Study Program of IAIN Metro". After analyzing the data by using t-test formula, the researcher found that the critical value of  $t_{observed}$  higher than the score of  $t_{table}$  ( $1.70 < 2,91 > 2.47$ ), it means there was a influence on students' writing ability taught by using free writing technique of the first semester students at IAIN Metro.

#### B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. To Lecturer

The teacher should choose a great technique in teaching English especially in writing class in order that the students can more participate fully in the class and understand the material that is delivered by the teacher, because by a great technique in teaching and learning, it can automatically improved the student ability in learning process and try the best effort to accepting the material that is taught by the teacher.

2. To Students

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about grammar and punctuation in their writing.
- c. The students are suggested to improve their writing ability.

3. To Institute

- a. The researcher greatly expects that this study can give contribution for the institute, such as a good inspiration for further studies in learning writing ability.
- b. The institute is recommended to make the further study in applying Free Writing Technique which is done by the lecturer in learning writing.

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# APPENDIX



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : /In.28/J/TL.01//2023  
Lampiran : -  
Perihal : IZIN PRASURVEY

Kepada Yth.,  
Kepala IAIN METRO  
di-  
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

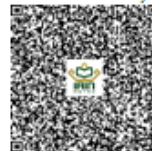
Nama : HASBI HISBULLAH  
NPM : 1901052016  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris  
Judul : The Influence of using Free Writing Technique Towards  
Students' Writing Ability At The First Semester Of English  
Education Study Program Of IAIN Metro

untuk melakukan prasurvey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro,  
Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

**SURAT KETERANGAN**

Nomor: B-45554/In.28.1/J/TL.00/09/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd  
NIP : 19871102 201503 1 004  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Hasbi Hisbullah  
NPM : 1901052016  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"The Influence of using Free Writing Technique Towards Students' Writing Ability At The First Semester Of English Education Study Program Of IAIN Metro"* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*

Metro, 25 September 2023  
Ketua Jurusan TBI



Andianto, M.Pd  
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**




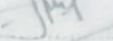
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

**RATIFICATION PAGE**

The Research Proposal entitled: THE INFLUENCE OF USING FREE WRITING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY AT THE FIRST SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO, written by: Hasbi Hisbullah, Student Number: 1901052016, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on June, 15<sup>th</sup>, 2023 at 09.30 – 11.00 a.m.

**BOARD OF EXAMINERS**

Chairperson	: Eka Yuniasih, M.Pd	(..... 
Examiner I	: Dr. Aria Septi Anggaira, M.Pd	(..... 
Examiner II	: Yeni Suprihatin, M.Pd	(..... 
Secretary	: Indah Eftanasratini, M.Pd	(..... 

Head of English Education Department



**Andianto, M.Pd**

NIP. 19871102201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4647/In.28.1/J/TL.00/10/2023  
Lampiran : -  
Perihal : SURAT BIMBINGAN SKRIPSI

Kepada Yth.,  
EKA YUNIASIH (Pembimbing 1)  
(Pembimbing 2)

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : HASBI HISBULLAH  
NPM : 1901052016  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF USING FREE WRITING TECHNIQUE  
TOWARDSSTUDENT'S WRITING ABILITY AT THE FIRST  
SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF  
IAIN METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Oktober 2023  
Ketua Jurusan,



Andianto M.Pd  
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**Nomor** : B-4670/In.28/D.1/TL.00/10/2023  
**Lampiran** :-  
**Perihal** : IZIN RESEARCH

**Kepada Yth.,  
KETUA PRODI TBI IAIN METRO  
di-  
Tempat**

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4671/In.28/D.1/TL.01/10/2023, tanggal 04 Oktober 2023 atas nama saudara:

**Nama** : HASBI HISBULLAH  
**NPM** : 1901052016  
**Semester** : 9 (Sembilan)  
**Jurusan** : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KETUA PRODI TBI IAIN METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING FREE WRITING TECHNIQUE TOWARDS STUDENT'S WRITING ABILITY AT THE FIRST SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Oktober 2023 Wakil  
Dekan Akademik dan  
Kelembagaan,



Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

**SURAT KETERANGAN**

Nomor: B-45554/In.28.1/J/TL.00/09/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd  
 NIP : 19871102 201503 1 004  
 Jabatan : Ketua Jurusan  
 Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Hasbi Hisbullah  
 NPM : 1901052016  
 Jurusan : Tadris Bahasa Inggris (TBI)  
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
 Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"The Influence of using Free Writing Technique Towards Students' Writing Ability At The First Semester Of English Education Study Program Of IAIN Metro"* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*

Metro, 25 September 2023  
 Ketua Jurusan TBI



Andianto, M.Pd  
 NIP. 19871102 201503 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-4671/In.28/D.1/TL.01/10/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

**Nama** : HASBI HISBULLAH  
**NPM** : 1901052016  
**Semester** : 9 (Sembilan)  
**Jurusan** : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING FREE WRITING TECHNIQUE TOWARDS STUDENT'S WRITING ABILITY AT THE FIRST SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 04 Oktober 2023

Mengetahui,  
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1232/In.28/S/U.1/OT.01/11/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : HASBI HISBULLAH  
NPM : 1901052016  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901052016

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 07 November 2023  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Hasbi Hisbullah  
NPM : 1901052016  
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 18 Oktober 2023

Ketua Program Studi TBI

**Andianto, M.Pd**  
NIP. 1987 1102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO

Nama : Hasbi Hisbullah  
 NPM : 1901052016

Prodi : TBI  
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Paku 29/2023 3		kecoh gap pasadhu Para teach. - Grammar. - Spelling - Capital letter - punctuation - coherence - Cohesive. - Review Chapter I. - Bawa (Campurkan proposal) ya kelah si coret Cetak Bimbingan.	

Mengetahui  
 Ketua Prodi TBI

Andianto, M.Pd  
 NIP. 19871022015031004

Dosen Pembimbing

Eka Yuniasih, M.Pd  
 NIDN. 0210078702





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO

Nama : Hasbi Hisbullah  
 NPM : 1901052016

Prodi : TBI  
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 20/03 13.		<ul style="list-style-type: none"> <li>- ketikan di bab 1 berisi penguatan statement latar belakang.</li> <li>- jabarkan permasalahan yg ada pada background of the study</li> <li>- problem formulation di tulis</li> <li>- tulis benefit</li> <li>- kalbar</li> <li>- street</li> <li>- other Research.</li> <li>- Prir research 3 orde.</li> <li>- Buat paragraf khsis</li> </ul>	

Mengetahui  
 Ketua Prodi TBI

Andianto, M.Pd  
 NIP. 19871022015031004

Dosen Pembimbing

Eka Yuniasih, M.Pd  
 NIDN. 0210078702



IAIN  
METRO

KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

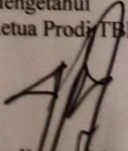
KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Hasbi Hisbullah  
NPM : 1901052016

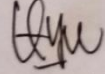
Prodi : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 15/2023 5		- Gramer. - Populeri - Langkah 2 of Fed F. - Instrument.	
	Selasa 16/2023 5		Acc Chapter II. Lengkapi dg bibliography, dan semua keengkapan proposal, (daftar isi, dll).	
	Selasa 16/2023 5		Bawa semua keengkapan, Daftar isi - bab I, II, III, Biblio- graphy ds) saat bimbingan Periksa penulisan daftar pustaka, beserta penuli- sanya dg foot note.	

Mengetahui  
Ketua Prodi TBI

  
Andianto, M.Pd  
NIP. 19871102 201503 1 004

Dosen Pembimbing

  
Eka Yuniasih, M.Pd  
NIDN. 0210078702



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO

Nama : Hasbi Hisbullah  
 NPM : 1901052016

Prodi : TBI  
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 5/2013 6		Acc For Seminar	

Mengetahui  
 Ketua Prodi TBI

Andianto, M.Pd  
 NIP. 19871102 201503 1 004

Dosen Pembimbing

Eka Yuniasih, M.Pd  
 NIDN. 0210078702





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

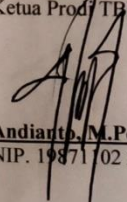
KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
 IAIN METRO

Nama : Hasbi Hisbullah  
 NPM : 1901052016

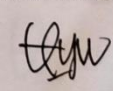
Prodi : TBI  
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jumat 31/2023 3		Ace Chapter I. Continue to chapter II.	
	Senin/ 10/2023 4		- Definisi worry related anxiety A. X B. X C. X. - Buka kef terbaru. to the terakhir.	
	Kamis 13/2023 4		Ace Chapter II Continue to Chapter III.	

Mengetahui  
Ketua Prodi TBI

  
Andiarto, M.Pd  
 NIP. 19871022015031004

Dosen Pembimbing

  
Eka Yuniasih, M.Pd  
 NIDN. 0210078702





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Hasbi Hasbullah  
NPM : 1901052016

Program Studi : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa 19/0023 "		Perbaiki sistematika penulisan - ben penulisan pada tabel. - conclusion menjawab problem formulas - complete all.	
	Senin 20/2023 "		Acc for Munagasyah.	

Mengetahui  
Ketua Program Studi TBI



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AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING FREE WRITING TECHNIQUE TOWARDS  
STUDENTS' WRITING ABILITY AT THE FIRST SEMESTER OF  
ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO**

By :

**HASBI HISBULLAH**

Student Number : 1901052016



ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1445 H / 2023 M

HASBI HISBULLAH 1901052016 (THE INFLUENCE OF USING FREE WRITING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY AT THE FIRST SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN METRO)

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(THE INFLUENCE OF USING  
FREE WRITING TECHNIQUE  
TOWARDS STUDENTS' WRITING  
ABILITY AT THE FIRST  
SEMESTER OF ENGLISH  
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OF IAIN METRO)

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Metro, 06 Desember 2023

Much Darniatur



## PRE-TEST

Name : Angely Ara Denisa

Class : B (TB1)

Instruction :

1. Choose one of the interesting topics below

a. Dream job	b. The importance of education	c. Happy experience
d. Sad/Bad experience	e. Your daily activities	

2. Please write just one basic paragraph based on the topic that you have chosen.

3. One paragraph contains at least thirty-five sentences.

4. The paragraph should consist of topic sentence, supporting sentence, concluding sentence.

Answer :

When I wake up at 05.00 am, pray, take a shower and get ready for the day. When I'm bored my habits is to listen to music, watch on my phone and take the time to listen to podcast about self-development. This is a little description of my daily activities.

C : 17  
 D : 10  
 V : 10  
 G : 11  
 M : 2

50

## POST-TEST

Name : Angely Ara Denisa

Class : BLTB1

Instruction :

1. Choose one of the interesting topics below

a. Things you want to learn	b. The benefits of learning a language	c. The importance of drinking water
d. The impact of social media in our lives	e. Benefits of writing	

2. Please write just one basic paragraph based on the topic that you have chosen.
3. One paragraph contains at least thirty-five sentences.
4. The paragraph should consist of topic sentence, supporting sentence, concluding sentence.

Answer :

57

With the existence of social media, we can easily communicate with other people. So they have broad insight and knowledge. With social media, it can certainly make it easier for us to meet whoever they want without having meet in person.

## PRE-TEST

Name : SEYLA PUTRI AZAHRA

Class : TBI - B

Instruction :

1. Choose one of the interesting topics below

a. Dream job	b. The importance of education	c. Happy experience
d. Sad/Bad experience	e. Your daily activities	

2. Please write just one basic paragraph based on the topic that you have chosen.
3. One paragraph contains at least thirty-five sentences.
4. The paragraph should consist of topic sentence, supporting sentence, concluding sentence.

Answer :

## My Dream job

My dream job is to be become a teacher. Becoming a teacher has been my dream since I was little because I want to share knowledge with children to become our successor. Therefore, I am now sitting at college to continue my education so that I can achieve dream as a teacher.

C = 20  
D = 18  
G = 17  
V = 18  
M = 4

77

## PRE-TEST

Name : YESICA MELVIN

Class : TBI B

Instruction :

C = 13  
 O = 7  
 V = 10  
 G = 11  
 M = 5

1. Choose one of the interesting topics below

a. Dream job	b. The importance of education	c. Happy experience
d. Sad/Bad experience	e. Your daily activities	

2. Please write just one basic paragraph based on the topic that you have chosen.
3. One paragraph contains at least thirty-five sentences.
4. The paragraph should consist of topic sentence, supporting sentence, concluding sentence.

Answer :

46

I have a dream job. In actually, I don't have any dream job but  
 sometimes I want to be a Bank employee. But, my parents want  
 me to be a teacher, that's why I chose english education Program  
 in IAIN Metro.



## POST-TEST

Name : SEYLA PUTRI AZAHRA

Class : TBI - B

Instruction :

C = 17  
 O = 19  
 V = 16  
 G = 20  
 M = 9

1. Choose one of the interesting topics below

a. Things you want to learn	b. The benefits of learning a language	c. The importance of drinking water
d. The impact of social media in our lives	e. Benefits of writing	

2. Please write just one basic paragraph based on the topic that you have chosen.
3. One paragraph contains at least thirty-five sentences.
4. The paragraph should consist of topic sentence, supporting sentence, concluding sentence.

Answer :

76

### The Impact of social media in our lives

The positif effect of social media is that it makes it easier for us to interact with many people. to widen associations, distance and time are no longer a problem faster dissemination of information. While the negative effects of social media are distancing those who are close to and otherwise, face to face interaction tends to decline and susceptible to the bad influence others.

## POST-TEST

Name : Ayesa Febriyanti

Class : A-

Instruction :

1. Choose one of the interesting topics below

a. Things you want to learn	b. The benefits of learning a language	c. The importance of drinking water
d. The impact of social media in our lives	e. Benefits of writing	

2. Please write just one basic paragraph based on the topic that you have chosen.
3. One paragraph contains at least thirty-five sentences.
4. The paragraph should consist of topic sentence, supporting sentence, concluding sentence.

Answer :

89

Topic : The impact of social media in our livesTopic sentence : negative impact of social media

Argument { the more time spent on social media can lead to cyberbullying, social anxiety, depression, and exposure to content that is not age appropriate, this can happen if we are not wise in using social media in everyday life.

Reiteration / conclusion : Be wise in using social media so that we understand its true benefits.

## POST-TEST

C = 17  
 O = 10  
 V = 19  
 G = 12  
 M = 3

Name : YESICA MELWIN

Class : B

Instruction :

1. Choose one of the interesting topics below

a. Things you want to learn	b. The benefits of learning a language	c. The importance of drinking water
d. The impact of social media in our lives	e. Benefits of writing	

2. Please write just one basic paragraph based on the topic that you have chosen.
3. One paragraph contains at least thirty-five sentences.
4. The paragraph should consist of topic sentence, supporting sentence, concluding sentence.

Answer :

56

In my opinion the benefits of learning a language especially English is I can watch movies without translate or subtitle, I can some song lyrics without reading the text, I can read quotes without having a translate. My English skills are not good, but at least I know a little bit about English.

## PRE-TEST

Name : Karista nur Istiqomah.

Class : A.

Instruction :

1. Choose one of the interesting topics below

a. Dream job	b. The importance of education	c. Happy experience
d. Sad/Bad experience	e. Your daily activities	

2. Please write just one basic paragraph based on the topic that you have chosen.

3. One paragraph contains at least thirty-five <sup>words</sup> sentences.

4. The paragraph should consist of topic sentence, supporting sentence, concluding sentence.

Answer :

My dream job is a translator <sup>and tour guide</sup> if possible I would take a master's <sup>majoring</sup> in english literature because my dream <sup>was</sup> always <sup>been</sup> to become translator and tour guide I hope I can get my ~~dream~~ dream job.

C = 13

O = 7

V = 14

G = 22

M = 4

60

## PRE-TEST

Name : Ayesa febriyanti

Class : A.

Instruction :

1. Choose one of the interesting topics below

a. Dream job	b. The importance of education	c. Happy experience
d. Sad/Bad experience	e. Your daily activities	

2. Please write just one basic paragraph based on the topic that you have chosen.

3. One paragraph contains at least thirty-five sentences.

4. The paragraph should consist of topic sentence, supporting sentence, concluding sentence.

Answer :

72

topic : Happy experience

Klara

topic sentence : Traveling to the beach with my senior high school friendsSupporting  
Sentence

During the end of school year holiday me and my friends went to Klara beach, the beach is very well ~~not~~ maintained. there isn't a lot of rubbish and the view is very beautiful, it makes the eyes cool, there are several photo spots provided for visitors and the photo spots are also very beautiful. There are also traders selling beach clothes, swimming equipment, as well as food seller, and the sellers are friendly

Conclusion : My friend and i were very happy to be able to visit Klara

beach, we hope to visit that place together again.



## POST-TEST

Name : Karista nur Istiqomah.

Class : A.

Instruction :

1. Choose one of the interesting topics below

a. Things you want to learn	b. The benefits of learning a language	c. The importance of drinking water
d. The impact of social media in our lives	e. Benefits of writing	

2. Please write just one basic paragraph based on the topic that you have chosen.

3. One paragraph contains at least thirty-five sentences.

4. The paragraph should consist of topic sentence, supporting sentence, concluding sentence.

Answer :

74

I want to learn cooking and lessons that I don't understand, because I want to give my parents food that I made myself and I also want to learn lessons that I don't understand because I don't want my grades to be small.

I want to be able to cook and get good grades so my parents are proud.

## POST-TEST

Name : RIDHWAN ZAKY

Class : A

Instruction :

1. Choose one of the interesting topics below

a. Things you want to learn	b. The benefits of learning a language	c. The importance of drinking water
<input checked="" type="checkbox"/> d. The impact of social media in our lives	e. Benefits of writing	

2. Please write just one basic paragraph based on the topic that you have chosen.

3. One paragraph contains at least thirty-five sentences.

4. The paragraph should consist of topic sentence, supporting sentence, concluding sentence.

Answer :

62

Social Media has had a significant impact on our lives, in various ways:

1. Communication and Connection
2. Information and News
3. Entertainment
4. Marketing and Business
5. Self-Presentation and Identity
6. Privacy and Security
7. Political and Social Movements
8. Mental Health
9. Productivity and Time Management
10. Concorship and Regulation

The Impact of Social Media in Our Lives is complex, with both positive and negative consequences. It's influence continues to evolve as technology and society change.

## PRE-TEST

Name : RIDHWAN ZAKY  
Class : A

C = 22  
O = 14  
V = 10  
G = 22  
M = 2

Instruction :

1. Choose one of the interesting topics below

a. Dream job	b. The importance of education	c. Happy experience
d. Sad/Bad experience	e. Your daily activities	

2. Please write just one basic paragraph based on the topic that you have chosen.
3. One paragraph contains at least thirty-five sentences.
4. The paragraph should consist of topic sentence, supporting sentence, concluding sentence.

Answer :

70  
Birthday Surprise.

Today is my birthday. I went to campus as usual. I didn't expect that I would be given a surprise from my friends. I was given a birthday cake, several gifts, as well as good wishes and prayers. I say thankfully for my all good friends.



**DOKUMENTASI**















Titik Persentase Distribusi t (df = 1 –40)

df	Pr	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31		0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32		0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33		0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34		0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35		0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36		0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37		0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38		0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39		0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40		0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

## CURRICULUM VITAE



The name of the writer is **Hasbi Hisbullah**. He was born in Rawa Bening, May 10th 2000. He is the first son of Mr. Marsuan and Mrs. Listiorini. He studied at SD Negeri 1 Sumber Agung. Soon after that, he continued to Junior High School at SMP Negeri 1 Bukit Kemuning. He stood his study at SMK Negeri 1 Bukit Kemuning. It was long journey for him to find out her dream. After graduating from vocational high school, he was deciding to take a lecture in English Education Department of IAIN Metro. Hopefully, he can do anything best to increase and to apply his knowledge wisely.