PERPUSTAKAAN STAIN JURAI SIWO METRO

AN UNDERGRADUATED THESIS

THE INFLUENCE OF USING THE FREEWRITING TECHNIQUE ON THE WRITING ABILITY AT THE TENTH GRADERS OF SMA NEGERI 1 RAMAN UTARA LAMPUNG TIMUR

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THE INFLUENCE OF USING THE FREEWRITING TECHNIQUE ON THE WRITING ABILITY AT THE TENTH GRADERS OF SMA NEGERI 1 RAMAN UTARA LAMPUNG TIMUR

Presented as a Partial Fulfillment of the Requirement

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STATE ISLAMIC COLLEGE (STAIN)

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1436 H / 2015 M

THE INFLUENCE OF USING THE FREEWRITING TECHNIQUE ON THE WRITING ABILITY AT THE TENTH GRADERS OF SMA N 1 RAMAN UTARA IN ACADEMIC YEAR 2014/2015

ABSTRACT

By:

DEWI NURMAYASARI BAKTI

This study is aimed in finding the influence of using the freewriting technique on the writing ability at the tenth graders of SMA N 1 RAMAN UTARA.

The population of research totaled 131 students. The sample of research is 26 at the class X.1. This research was quantitative research. The writer used documentation, observation, and test as data collection method.

The result of data analysis showed that $t_{observed}$ = 51,73 and t_{-table} = 5% (2.064) and 1% (2.797). Based on the result above, the data confirmed that "$t_{observed}$ is higher than t_{table}". Therefore, it can be inferred that Ho is rejected. It means that there is a positive and significant influence of using the freewriting technique on the writing ability at the tenth graders of SMA N 1 Raman Utara in the Academic Year of 2014/2015.

PENGARUH PENGGUNAAN TEKHNIK FREEWRITING TERHADAP KEMAMPUAN MENULIS PADA SISWA KELAS X DI SMA NEGERI 1 RAMAN UTARA PADA TAHUN AJARAN 2014/2015

ABSTRAK

Oleh:

DEWI NURMAYASARI BAKTI

Penelitian ini bertujuan untuk mendapatkan pengaruh penggunaan freewriting teknik terhadap pemahaman menulis siswa kelas X SMA N 1 RAMAN UTARA.

Populasi pada penelitian ini berjumlah 131 siswa.sampel pada penelitian ini adalah 26 kelas X.1. Dalam penelitian ini, penulis menggunakan penelitian kuantitatif sebagai metodologi penilitian. Dalam mengumpulkan data penulis menggunakan metode dokumentasi, observasi, dan tes.

Hasil analisis data adalah $t_{\text{-hitung}} = 51.73$ dan $t_{\text{-tabel}} = 5\%(2.064)$ dan 1% (2.797). Dari hasil tersebut menunjukan bahwa $t_{\text{-hitung}}$ lebih besar daripada $t_{\text{-table}}$. Oleh karena itu dapat simpulkan bahwa Ho ditolak, yang berarti terdapat pengaruh yang positive dan signifikan penggunaan freewriting technique terhadap kemampuan menulis siswa kelas X di SMA N 1 Raman Utara pada tahun ajaran 2014/2015.

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Assalamu'alaikum Wr.Wb.
We have given guidance and enough improvement to the undergraduate thesis which is written by:

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

Wassalamu'alaikum Wr.Wb

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The undergraduate Thesis entitled: THE INFLUENCE OF USING THE FREEWRITING TECHNIQUE ON THE WRITING ABILITY AT THE TENTH GRADERS OF SMAN 1 RAMAN UTARA IN ACADEMIC YEAR 2014/2015, written by DEWI NURMAYASARI BAKTI Student Number 1064427, English Education Study Program, has been examined (Munaqosyah) in Tarbiyah Departement on Wednesday, March 11, 2015 at 11.00-18.00 p.m

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MOTTO

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝٤

"Yang mengajarkan manusia dengan pena". (Q.S Al-'Alaq: 4)

DEDICATION PAGE

This Undergraduated Thesis is dedicated to:

1. The lord of anything in the world Allah SWT.
2. I highly dedicate this undergraduated thesis to my beloved parents Mr. Marzuqon Siroj and Mrs. Yatini, my lovely brother Muhammad khairul arifin.
3. And my beloved husband Deni wisma Apryan and my little son Muhammad Fabyan Gibrani.
4. And for my Almamater STAIN Jurai Siwo Metro.

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First of all, the writer would like to express her inner thanks to the Almighty God, Allah, for his Blessing and Wonderful given in the completion of this thesis by the title "THE INFLUENCE OF USING THE FREEWRITING TECHNIQUE ON THE WRITING ABILITY AT THE TENTH GRADERS OF SMA NEGERI 1 RAMAN UTARA LAMPUNG TIMUR". And don't forget the writer sends a lot missing to her Messenger Muhammad, the best actor and an inspiration man of the world. Peace be open him. Allaahummasholli'alaasayyidinaamuhammad wa 'Allaaaalisayyidina Muhammad.

Realizing that this thesis would not be able accomplished without any helps and support from many helpful. So, in this lovely chance, the writer would like to sincerely acknowledgement her gratitude. In this occasion the writer sincerely addresses her deepest thank to Mr. Kuryani Utih, M.Pd and Dra Yerni Amir, M.Pd. within their activities still willing to read the research proposal, give her briefing and helpful ideas during the research thesis writing process. And all of the people who enthusiastically attended for finishing this under graduated thesis soon.

With limitation of ability of the writer, still many mistake in this writing and presentation items. Therefore, the writer apologizes hopefully this research thesis can be benefit to all of us properly.

Metro, March 2015

The writer,

Dewi Nurmayasari Bakti

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the Languages in the world. It has become an International Language that is almost used by all countries as the first, the second or the foreign Language. Moreover, English has been declared as a formal Language on International communication for a long time ago.

Indonesia is one of the countries that declared English as a foreign Language. The proof, it can be known of the education in Indonesia that English is learned by the students as one of subjects at school from Elementary school until University. Moreover, English has become a constant curriculum of each education.

The four skills of the Language that must be mastered by all Language learners are listening, speaking, reading and writing. Listening and reading are receptive skills; speaking and writing are productive skills. All of the students have to learn both receptive and productive skills.

Writing is one of language skills which are important but the students assumed writing is most difficult activity in learning language. The students' problem of SMA NEGERI 1 RAMAN UTARA Lampung Timur that is commonly faced in writing especially in descriptive paragraph, such as: The students feel hard to write a descriptive paragraph because they don't have sufficiency of vocabulary and grammar mastery, the students have the difficulties

to put ideas down on paper to transform thoughts into words, the students have negative attitudes toward writing a descriptive paragraph instruction, the students do not using freewiting technique that can influence their ability in writing descriptive paragraph.

That point will cause the students cannot generate a lot of information or ideas, so that they will be confused to write about. Therefore, they must be given a short time togenerate a lot of information or ideas without regardfor grammar and spelling. That technique is called freewriting.Freewriting is the good way to warm up when the writer sit down to write something. It make the writer easier to write something by starting to find words by an experienced writer and put them down on a piece of paper.

Moreover, freewritinghelps the students to learn to write when the students do not feel like writing, it makes the students more comfortable and interesting to write without regard to spelling, punctuation and grammar, freewriting helps the students to face inferior. It can make the students more confident to write, and thanfreewriting helps the students to generate and list a lot of information based on the topic and improve their writing. So it can be fun.

Based on all explanation above, the writer want to conduct a research entitled: "The Influence of Using The Freewriting technique On the Writing Ability at the Tenth Graders Students of SMA NEGERI 1 RAMAN UTARA Lampung Timur in the Academic Year of 2014/2015."

B. Problem Identification

Referring to the background above, the problems can be identified as follow:

1. The students feel hard to writea descriptive paragraph because they do not have sufficiency of vocabulary and grammar mastery.
2. The students have the difficulties to put ideas down on paper to transform thoughts into words.
3. The students have negative attitudes toward writinga descriptive paragraph instruction.
4. The students use ineffective writing technique.
5. The students do not use freewriting that can influence their ability in writing a descriptive paragraph.

C. Problem Limitation

Based on the problem identification above, the writer limits the problems only to the last problem, the students do not use freewriting that can influence their ability in writing a descriptive paragraph.

This research will be conducted of the Tenth graders students of SMA NEGERI 1 RAMAN UTARA Lampung Timur in the academic year of 2014/2015.

D. Problem Formulation

The problems that will be researched are formulated as follows:

1. Is there any positive and significant influence using The freewriting technique on the writing ability of the Tenth graders students of SMA NEGERI 1 RAMAN UTARA in the Academic Year of 2014/2015?

E. Objective and Benefit of the Study

1. Objective of the Study
   a. The objectives of the study is intended to find out whether there is a positive and significant influence of using the freewriting technique on the writing ability of the Tenth graders students of SMA NEGERI 1 Raman Utara in the academic year of 2014/2015.
   b. To describe the positive and significant influence of using freewriting on the writing ability at the Tenth graders students of SMA NEGERI 1 Raman Utara in the Academic Year of 2014/2015.
2. Benefit of the Study
   a. For the Students:
      1) To enable the students to use effective writing technique.
      2) To enable the students to use freewriting before they begin to write a descriptive paragraph.
      3) To enable the students to write a good descriptive paragraph.

b. For the Teachers

1) To enable the teachers to help the students in solving the problems while writinga descriptive paragraph.
2) To enable the teachers to teach their students to arrange the word and the sentence to make a good descriptive paragraph.
3) To enable the teachers to know the advantages of using freewriting in order to teach writing ability more effectively and interestingly.

c. For the School

1) To enable the school to make the further research about the influence using freewriting toward the students' writing ability.
2) To enable the school to adapt curriculum and policy on the real condition and problems faced by the students while writing.
3) To enable the school to support the English learning process by preparing the teaching instruments.

STAIN JURAI SIWO METRO

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Writing Ability

a. The Definition of Writing

Etymologically, in Oxford Learner's Pocket Dictionary is the world "writing" is derived from word "write" and it can be defined as: a) Make a letters or numbers on a surface, especially with a pen or pencil. b) Produce something in written form so that people can read, performs or use it.[1] And the meaning of "writing" is: 1) The activity of writing, for example books, articles. 2) Written works of an author.[2]

Terminologically, there are so many experts that have the different definitions for writing, but here the writer will take several definitions according to the experts as following:

Crimmon states "writing is opportunity: to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you did not know."[3] It means that writing is process of communication to convey something

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[1] Oxford University, *Oxford Learner's Pocket Dictionary,* (New York: Oxford University Press, 2003), p. 502

[2] *Ibid.,* p. 502

[3] Mc. Crimmon, *Writing with Purpose,*(New York: Houghton, 1983), p. 26

to the others people about yourself or beyond your environment, moreover to learn what you did not know.

Moreover, Bram states:" in principles, to write means to try to produce or reproduce written messages. Before we write, we need to determine what we write; we should have something meaningful to convey."[4] In the other word, to write means to produce a piece of a written text about a topic. It means that before we write, we need to determine what we want to talk about in our writing.

Based on the quotations above, the writer can infer that writing is a process of communication that involves a specific skill, since it uses of the graphic system and also the aspects of languages (vocabularies, idiom and punctuation).

b. The Types of Writing

Wishon and M. Burks explain four types or forms of writing, such as: description, argumentation, narration and exposition. Furthermore, the explanations of the types or forms of writing as follow:[5]

a. Narration

Narration is a type of writing that the writer tries to recount an event. It tells the readers what happened in the story according to natural time sequence.

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[4] Barli Bram, *Write Well*, (Yogyakarta: Kanisius, 1995), p. 7

[5] George E, Wishon and Julia M. Burks, *Let's Write English*, (Canada: Van Nostrand Reinhol Ltd, 1980), p. 377

b. Description

In a description type, uses a lot of visual words, such as the feel, sound, taste, and smell to help the readers see the person, place or thing that the writer is writing about. It tries to make the readers feel that they are there or can visualize in their mind what the writer is describing.

c. Exposition

In exposition writing, the writer intends to inform, explain, describe or define their subject in orders the readers believe or disbelieve something.

d. Argumentation

Argumentation is designed to convince or persuade somebody that something is true or should be done.

c. The Stages of Writing Process

There are six stages in writing. They are as follows:

a. Getting Ideas

Ideas come from lots of places, but the one place they never, ever come from is a sheet of blank paper.[6]

b. Choosing Ideas

This step is about having a look at all the ideas we've got and assessing them.[7] It means that all ideas that have gotten needs to

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[6] Kate Grenville, *Writing from Start to Finish (A Six-Step Guide)*, (Australia : Allen & Unwin, 2001), p. 11

[7] *Ibid.*, p. 49

be selected. Selecting the best idea based on what the writer is interested in.

c. Outlining

An outline is a working plan for a piece of writing.[8] It means that outline is the guide for someone in writing.

d. Drafting

One of the occupational diseases of writers is putting off the dreaded moment of actually starting to write.[9] It describes that starting to write is not easy way so that one has to write down the chosen idea.

e. Revising

Revising literally measure-seeing'.[10] It can be said that after finishing the draft, one needs to re-seeing whether there is an irregular arrangement of outline or not.

f. Editing

Basically 'editing' means making your piece as reader-friendly possible by making the sentences flow in a clear, easy-to-read way.[11] It can be said that editing places the key of writing to make the message of the text clear.

The learning process of writing is closely linked to learning to read. Ideas can appear from the environment. The most appear from what we have read. It is simple way to get the ideas. Nothing is perfect,

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[8] *Ibid.*, p. 69
[9] *Ibid.*, p. 105
[10] *Ibid.*, p. 137
[11] *Ibid.*, p. 167

that is why the stages of writing should be done continuously to get the better writing than the previous one.

d. The Characteristic of Good Writing

Adelstein and Pival propose that there are five characteristics of good writing. Good writing is interesting, clear, concise, effective and reflects the authentic voice of the writer. Moreover, the explanations of them as follow:[12]

a) Good writing is interesting.

Good writing is interesting if the writer can attract the readers' attention by presenting some knowledge or insight that is new and important. The writer must be able to stimulate the readers to be interest.

b) Good writing is clear.

Good writing is clear if one sentence to the others interrelate each other, so the writing will be easy to be understood by the readers. The writer must be able to use the best words in his writing. The writer has to select which ideas that can support the topic in his writing.

c) Good writing is concise.

It means that the readers do not spend a long time to read the writing. The readers feel that their time is not wasted on the other hand they can get something by reading.

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[12] Michael E. Adelstein and Jean G. Pival, *The Writing Commitment*, (United States of America: Harcourt Brace Jovanovich, 1984), p. 4

d) Good writing is effective.

It conveys a message to the readers. The writer has to use the communicative words, phrases, sentences and paragraphs, so the readers can get the writer's point easily. The good writer will use the correct spelling, punctuation, capitalization and others.

e) Good writing reflects the authentic voice of the writer.

It conveys the person's intention to another person. The good writer must adapt the speaking style in order to appropriate to the purpose and audience of the writing.

e. A Descriptive Paragraph

There are so many experts that have the different definitions for a descriptive paragraph, but here the writer will take several definitions according to the experts as following:

Zemach and Rumisek state that "a descriptive paragraph explains how someone or something looks or feels".[13] In the other words, a descriptive paragraph reproduces the way how things the look or feel, smell, taste, and sound. It is used to make a visual image of people, places or things.

Furthermore, Savage and define Shafiei "in descriptive paragraph, the writer uses words that create an image and the reader see, touch, feel, smell, or taste the topic that he or she is describing."[14]

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[13] Dorothy E Zemach and Lisa A Rumisek, *College Writing*, (Spain: Macmillan, 2003), p. 25

[14] Alice Savage and Masoud Shafiei, *Effective Academic Writing 1*, (New York: Oxford University Press, 2007), p. 30

It means that in a descriptive paragraph, the writer uses a lot of visual words, such as the feel, sound, taste, and smell to help the readers see the person, place or thing that the writer is writing about. It tries to make the readers feel that they are there or can visualize in their mind what the writer is describing.

Moreover, Boardman and Frydenberg explain that "a descriptive paragraph paints a pictures with words so that readers can picture in their minds the object or place you are describing."[15] It means that in a descriptive paragraph, the writer tries to make the readers to image or to visualize the object that the writer describes about.

Based on the quotations above, the writer can infer that a descriptive paragraph is a group of sentences where the writer uses a lot of visual words, such as the feel, sound, taste, and smell to help the readers to image or to visualize the person, place or thing that the writer writes about. Writing a descriptive paragraph is not easy because it has to keep the generic structure, about identification and description

[15] Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, (United States of America: Pearson Longman, 2008), p. 19

f. The Functions of a Paragraph

Tarigan proposes that there are seven functions of paragraph, as follows:[16]

a) As a place to pouring out the fragment of thoughts or main ideas.

b) A tool to make the reader easy to understand the writer's mind.

c) A tool for the writer to develop his mind systematically.

d) As guidance for the readers to follow and understand the writer's mind.

e) A tool to convey the fragment of thought or main idea of the writer to the readers.

f) As a signal or a symbol that thought is started.

g) As introduction, transition, and conclusion.

g. Three Basic Parts of a Descriptive Paragraph

Zemach and Rumisek propose that there are three basic parts of a descriptive paragraph, as follow as:[17]

1. The topic sentence

The topic sentence is the important part of a paragraph. It introduces the topic and tells the readers what the writer will say about the topic. It is usually at the beginning of a paragraph, and it is the most general sentence of the paragraph.

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[16] Djago Tarigan, *Membina Keterampilan Menulis Paragraf dan Pengembangannya*, (Bandung: Angkasa, 1981), p. 12

[17] Dorothy E Zemach and Lisa A Rumisek, *Collage Writing*. (Spain: Macmillan, 2003)., p. 12

A good topic sentence should include either one clear topic or an opinion or idea about the topic. It is not too broad and not too narrow to write about. It should be interesting to attract the reader's attention.

2. The supporting sentences

In writing a paragraph, the supporting sentences are the data of the topic sentence. They contain some relevant information about the topic sentence. They related to the main topic which is introduced by the topic sentence. They develop, explain and give the topic sentence details of a topic.

3. The concluding sentence

The final sentence of a paragraph is called the concluding sentence. The concluding sentence always leaves the readers with something to think about. The concluding sentence restates the main idea. It closes the paragraph. It should not introduce new point.

A concluding sentence can:

(1) Restate the topic sentence.
(2) Summarizes the main idea of the paragraph.
(3) Makes a prediction connected to the paragraph's topic.
(4) Makes a suggestion or give advice connected to the topic.[18]

[18] *Ibid.*, p. 29

2. The Concept of Freewriting Technique

a. The Definition of Freewriting Technique

Terminologically, there are so many experts that have the different definitions for freewriting, but here the writer will take several definitions according to the experts as follows:

Brown states "freewriting is a technique to generate ideas; it should be used as beginning, as an initial exploration of the ideas that you have about a topic."[19] In the other word, freewriting is prewriting technique that can help the writer to generate and list many ideas based on the topic.

Furthermore, Elbow defines "freewriting is a simply private, nonstop writing. Freewriting is what you get when you remove most of the constraints involved in writing"[20] It means that freewriting is the simplest way to help the writer started finding words by an experienced writer and putting them down on a piece of paper.

Based on the quotation above, it can be inferred that freewriting is a technique to generate and list many ideas about a topic by writing non-stop in a minimum of time.

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[20] H. Douglas Brown, *Teaching by principles,*(San Francisco: San Francisco State University, 2001), p. 350

[20] Peter Elbow, *Writing With Power*, (New York: Oxford University Press, 1998), p. 13

b. The Characteristics of Freewriting Technique

Freewriting is the good way to warm up when the writer sit down to write something. It makes the writer easier to write something by starting to find words by an experienced writer and put them down on a piece of paper.

There are six characteristics of freewriting, as follow as:[21]

1. Freewriting helps you learn to write when you do not feel like writing. It makes you more comfortable and interesting to write without regard to spelling, punctuation and grammar. If there is a mistake, you do not need to make the corrections.
2. Freewriting helps you to face inferior, who supposes that you can not write. It can make you more confident to write.
3. Freewriting helps you to reduce your tension. It enables you to write whatever that comes into your head.
4. Freewriting helps you to generate and list a lot of information based on the topic.
5. Freewriting helps you to improve your writing.
6. Freewriting helps you to work fast under pressure, so it can be fun.

[21] Jung-Han Chen, "Enhancing Students English Writing Interest and Proficiency", in http://web.mst.edu/,25-05-2014

c. The Steps of Freewriting Technique

Brown proposes that there are steps of freewriting:[22]

1. Choose one topic that interested you.
2. Write the topic at the top of a piece of paper.
3. Give yourself a time limit. For ten minutes, write the ideas as much as possible without stopping.
4. Write whatever that comes into your mind before the time is up. Write as fast as you can, the faster is better. Write quickly but not hurry.
5. Do not judge or censor what you are writing. Write anything, and do not stop writing.
6. Pay no attention about your spelling and grammar. Do not make corrections as you write.
7. If the writer reaches a point where they can not think anything to write, continue writing whatever that comes to your mind.

If you follow the steps above, your freewriting will be successful.

d. The Aspect of Freewriting Technique

The most important aspect in freewriting technique is writing without regard for spelling, grammar, and punctuation. We are allowed to make corrections during freewriting process. We can use this

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[22] H. Douglas Brown, *Teaching by principles,*(San Francisco: San Francisco State University, 2001)., p. 350

technique to collect and discover the thought and the ideas. Starkey proposes that there are six aspect of freewriting, as follows:[23]

1. During freewriting process, it is better for you if you do not look back at what you have written.
2. If the writer reaches a point where they can not think anything to write, continue writing whatever that comes to your mind to maintain the flow.
3. You are allowed to judge or censor yourself; your freewriting will not be seen by others, so you are free to express your ideas.
4. Keep writing, follow the furrow of your ideas where they lead you and you will find the other ideas.
5. When you are finished, look back over your freewriting carefully and give the mark in most interesting and strongest ideas.
6. If you feel that there is not sufficiency of information or ideas, repeat that process again after you have focused on your topic to generate more ideas.

[23] Lauren Starkey, *How To Write Great Essay* , (United Stated of America: Learning Expres, 2004) p. 22

B. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is using freewriting and the dependent variable (Y) is writing ability.

Freewriting is a technique to generate and list many ideas about a topic by writing non-stop in a minimum of time.

Freewriting is not only help the students to generate and list many ideas about the topic by writing non-stop but also help the students to learn to write when they do not feel like writing. It makes them more comfortable and interesting to write without regard to spelling, punctuation and grammar. If there is a mistake, they do not need to make the corrections.

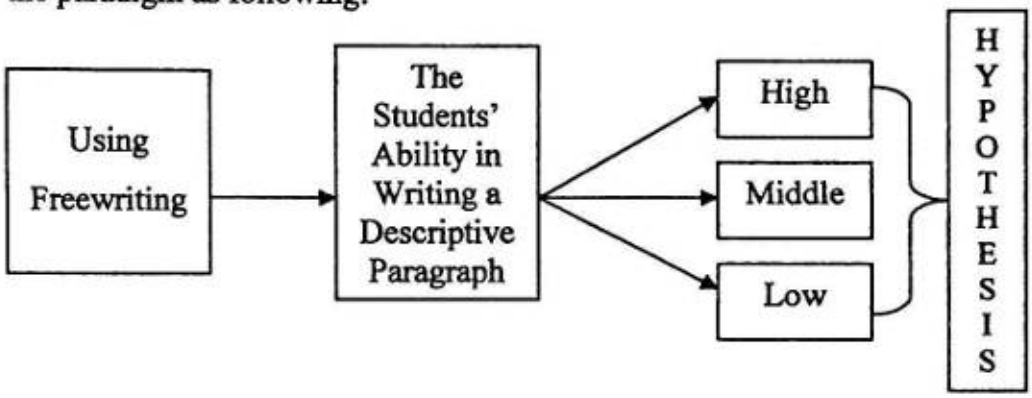
Furthermore, using freewriting can help the students to face inferior, who supposes that they can not write. It is not only making them more confident to write about but also help them to reduce their tension. Moreover, it gives ideas in writing a descriptive paragraph. In addition, the student can write whatever that comes into their head about their topic.

In addition, writing a descriptive paragraph is not easy because it has to keep the generic structure such as identification and description. Fortunately, using freewriting can help the students to discover things to write about and work fast under pressure, so it can be fun.

Furthermore, using freewriting will enable the students to collect initial thought and ideas based on a topic. Therefore, there is a positive and significant influence using freewriting technique on the writing ability.

2. Paradigm

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



Based on the paradigm above, the researcher concluded that if the grade of the students by using freewriting technique in writing a descriptive paragraph is high hence freewriting is effective in writing a descriptive paragraph. Moreover if the grade of the students by using freewriting technique in writing a descriptive paragraph is low so freewriting technique is not effective in writing a descriptive paragraph.

C. Hypotheses Formulation

Donald Ary, et.al state that a hypothesis should be presented in the form of a concise declarative statement. A complete and concisely stated

hypothesis makes clear what the researcher needs to do to test it. It also provides the framework for presenting the findings of the study.[24]

The writer used in experiment in order to compared the group. Based on the statement above, it can be understood that hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomena's.

The formulation of the hypothesis as follows:

1. Alternative Hypothesis (Ha)

Ha : There is a positive and significant influence of Using the Freewriting Technique on the Writing Ability at the Tenth Graders Students of SMA NEGERI 1 Raman Utara in the academic year of 2014/2015.

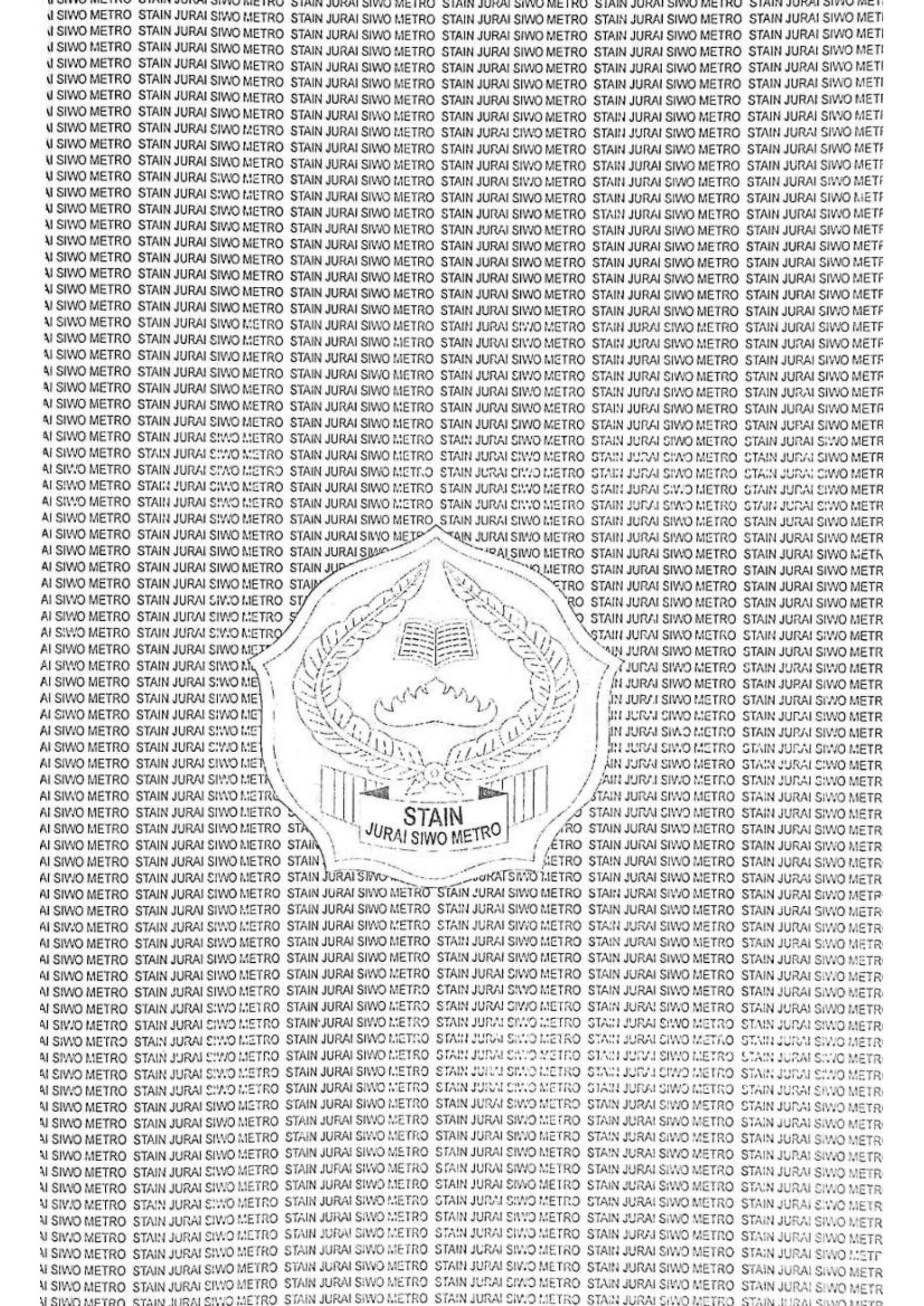
2. Null Hypothesis (Ho)

Ho : There is no positive and significant influence of Using the Freewriting Technique on the Writing Ability at the Tenth Graders Students of SMA NEGERI Raman Utara in the academic year of 2014/2015.

The research hypothesis is there is positive and significant influence of using freewriting technique on the writing ability at the Tenth graders students of SMA NEGERI 1 Raman Utara Lampung Timur.

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[24]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education 8th Edition*, (USA: Wadsworth, 2010), p. 90.


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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research will be conducted in SMA NEGERI 1 RAMAN UTARA Lampung Timur. In this research, the writer investigate the Tenth graders students of SMA NEGERI 1 RAMAN UTARA Lampung Timur. The research uses the quantitative. Quantitative research is the research by which the numeric data are used to find knowledge. The kind of research is descriptive quantitative.

The pre-test is given before the experimental treatment and the post-test was carrying out after the experimental treatments. This research was intended to investigate whether there is a positive and significant influence using freewriting technique on the writing ability.

B. The Operational Definitions of Variables

Operational definitions of variables in this research are:

1. Independent Variable

Independent variable can be understood as the factor that is measured, manipulated, selected or controlled by the researcher.[1]

Independent variable of this research is using freewriting which is defined as a technique to generate a lot of information by writing non-stop. Using freewriting will help the students to generate many ideas about the topic without regard for grammar and spelling. It is not only make the

[1] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publishers, 2006)., p. 63

students feel confident but also make them feel comfortable when they write a descriptive paragraph. In this case the students :

a. Choose one topic that interesting.
b. write the topic at the top of a piece of paper.
c. Are given a time limit. For ten minutes, write the ideas as much as possible without stopping.
d. write whatever that comes into your mind before the time is up. Write as fast as, the faster is better.
e. did judge or censor what the writing. Write anything and do not stop writing.
f. pay no attention about the spelling and grammar. Do not make corrections.
g. continue writing whatever that comes in mind.

The writer gave experimental treatments about using freewriting after they have done pre-test.

2. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable in this research is Writing Ability at the Tenth Graders of SMA NEGERI 1 RAMAN UTARA in the Academic Year of 2014/2015. Writing ability includes content, organization, vocabulary, grammar and mechanic.

Nurgiyantoro said that there are five elements in writing, they are:

a. Content : The substance of writing ideas express.

b. Organization : The contents or ideas organization.

c. Vocabulary : The section of words that suitable with the content.

d. Grammar : The employment of grammatical forms and syntactical pattern.

e. Mechanic : The use graphic conventions of language.[2]

Moreover, writing a must be attention how to write into a good paragraph with the two steps, namely: identification and description.

This variable can be measured by using written test. The type of this test is essay. The essay is making a paragraph based on the topic. The test will be given two times, which are before the treatment or called as pre-test and after the treatment or called as post-test.

The writer uses written test of a descriptive paragraph of a topic to measure the students' writing ability..

C. Population and Sampling Technique

1. Population

Singh explains that "population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed."[3] It means that the population is all subject which will be presumed in the research.

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[17] Burhan Nurgiyantoro, *Penilaian Dalam Pengajaran Bahasa Dan Sastra*, BPFE-Yogyakarta, Yogyakarta, 2001, p. 306

[3] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publishers, 2006), p. 82

The population of this research is the students of the Tenth graders of SMA NEGERI 1 RAMAN UTARA Lampung Timur in The Academic Year 2014/2015. The total population in this research was 131 students in Tenth graders.

2. Sample

Marczyk et.al defined that samples as "a subset of the population"[4] The quality of a research is not only determined by a big number of sample, but also by the valid theories and the data analysis. It means that sample is the part of population which represents that population will be researched.

The samples of the research as respondent is X.1, students who have tenth graders of SMA N 1 RAMAN UTARA, that number is 26 students.

3. Sampling Technique

Sampling technique is "the way or technique which is used to take a sample of population."[5]

Meanwhile, the sampling technique of this research by using the cluster sampling, because X.1 have the same characteristics. The researcher was took one class from all the class to be became respondent in the research because their ability is low based on the pre research. The class that choosed is X.1 that number is 26 students. The model of this

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[4] *Ibid,* p.84
[5]Edi Kusnadi, *Metodologi Penelitian,* , (Metro: Ramayana Pers & STAIN,2008) ,p. 84

sample is dependent sample, based on Suharsimi Arikunto stated tl.at " in this model the researcher has one sample that measured twice".[6]

D. Data Collected Method

1. Test

According to Suharsimi Arikunto, "test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence or talent abilities possessed by individuals or groups."[7]

Based on the explanation above, the writer uses test to collect the data. The writer uses pre-test and post-test as data collection method to measure of the students' writing ability. The writer uses essay test to collect the data. Essay test is about the student should make a writing about descriptive paragraph.

2. Documentation

Kusnadi defines that "documentation as the method which is used to get information from written language or documents (for examples: books, magazine, rule, note and others).[8] It means that documentation is written language (paper) that gives the valid data or information.

The researcher uses the documentation to get the data about the school history of SMA NEGERI 1 RAMAN UTARA Lampung Timur, the buildings, the condition of the teacher and official employees, the quantity of the students, the organization structure and the location sketch of SMA NEGERI 1 RAMAN UTARA Lampung Timur.

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[6] Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT Rineka Cipta, 2005),p.398.
[7] Suharsimi Arikunto, *Prosedur Penelitian.*, p. 150
[8] *Ibid.*, p. 102

E. Research Instrument

Instrument can be understood as the tool of research which used in each method.[9] Furthermore the research instrument involves:

1. Instrument Blueprint

The test is written test. The writer uses the same type pretest and posttest instruments in this research. The pretest and posttest this research the writer uses writing essay test.

The pre-test was given before the experimental treatments. It was essay test form. The pre-test was done to measure the students' ability in writing a descriptive paragraph before giving experimental treatments about using freewriting. The researcher tested the students by asking them to make a descriptive paragraph based on the topic. The researcher give the post-test to know the students' ability in writing a descriptive paragraph by using freewriting technique. The post-test will carry out after giving the experimental treatments for several times. The researcher will test the students by asking them to write a descriptive paragraph of the topic preceded by using freewriting first.

This test is chosen as the instrument because it is required the students to express their own idea and to decide the scale of instrument. It would be measure certain writing abilities more be effective than the objective test. Moreover the students write in their own idea and creativity, it can motivate the students to improve their writing ability.

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[9] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2006)., p. 149

2. Instrument Calibration

Instrument calibration can be understood as the screening or examination of items of instrument that made by the research.[10] Moreover, the researcher used the standard for test instrument as following:

Table 1
The Composition Scoring Profile

1. Content

Score	Levels	indicators
30-27	Excellent	Students really understand and they are able to express knowledge which matching of the title in content widely and completely.
26-22	Good	Students are able to understand express knowledge which matching of the title in content widely and completely although it is not effective.
21-17	Fair	Students are able to understand the content limitedly
16-13	Poor	Students are not able to understand the content effectively

2. Organization

Table 2

Score	Levels	indicators
20-18	Excellent	Students are really able to organize the generic structure of writing clearly and effectively.
17-14	Good	Students are able to organize the generic structure clearly.
13-10	Fair	Students are less to organize the generic structure clearly and effectively.
9-7	Poor	Students are not able to organize the generic

[10] Pedoman Penulisan Skripsi/Karya Ilmiah, (Metro: STAIN Jurai Siwo Metro, 2013), p. 33

		structure of writing clearly and effectively.

3. Vocabulary

Table 3

Score	Levels	indicators
20-18	Excellent	Students are really able to use and choose vocabulary widely end effectively.
17-14	Good	Students are able to use and choose vocabulary widely and effectively.
13-10	Fair	Students are able to use and choose vocabulary limitedly.
9 -7	Poor	Students are not able to understand building.

4. Grammar

Table 4

Score	Levels	indicators
25-22	Excellent	Students are really able to use grammar in arrange the sentences.
21-18	Good	Students are able to use grammar in arrange simple sentences
17-11	Fair	Students have many mistakes in arrange simple sentence grammatically.
10-5	Poor	Students are not able to mastery grammar in using arrange sentences.

5. Mechanic

Table 5

Score	Levels	indicators
5	Excellent	Students are really to mastery mechanical of word and punctuations
4	Good	Students are able to mastery mechanical of

		word and punctuations
2	Poor	Students are not able to mastery and produce mechanical words and punctuations

F. Data Analysis Technique

To investigate whether there is a positive and significant influence of making freewriting technique on the writing ability at the Tenth graders students of SMA NEGERI 1 RAMAN UTARA Lampung Timur in the Academic Year of 2014/2015, the researcher analyzes the data by using t-test.

The formulation of t-test is as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Notes:

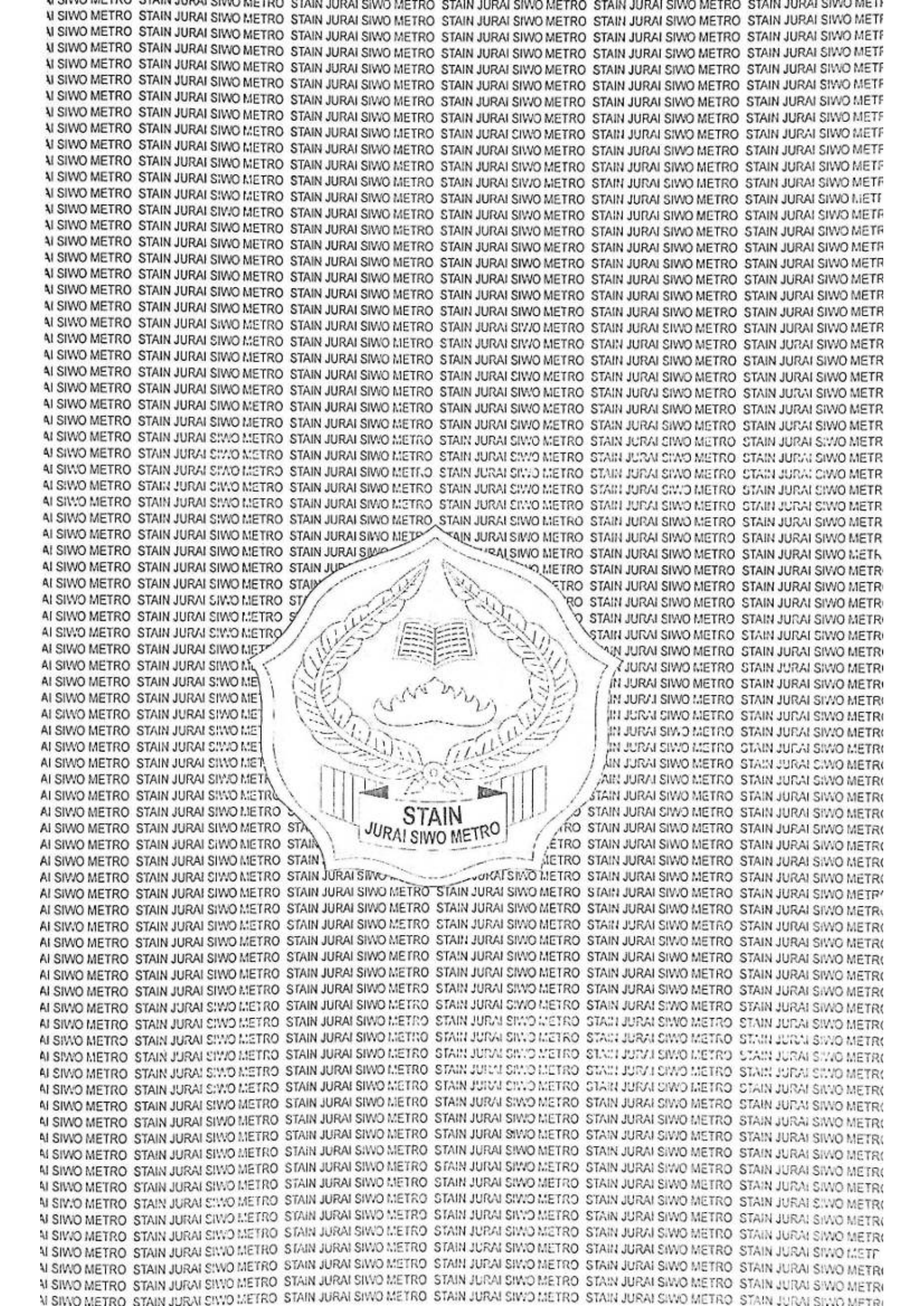
Md : mean of differences between pre-test and post-test

xd : deviation of each subject (d-Md)

$\sum X^2 d$: total quadrate of deviation

N : the number of sample[11]

[11] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2006) ., p. 306


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CHAPTER IV
RESULTS OF THE RESEARCH

A. Description of Data

1. Research Setting of SMAN I Raman Utara

a. A Brief Story of the Establishment

Geographically, SMAN I Raman Utara which is located on Raman Utara Street easily to reach by vehicles from many directions. It was exactly located in the village of Raman Aji, a village of Raman Utara district of East Lampung. The object had area about 20.000 square meters.

The history of existence of SMAN I Raman Utara began from the earliest establishment of the school that was declared on September 30, 2004 by Drs. Hi. Bahusin, M.Sc., a regent of East Lampung. Although it categorized young school, the school had developed rapidly. It looked from the advance, performance, and total number of students entry per years which will be described as follow:

1. Academic Year of 2004 / 2005

   In the beginning, SMAN I Raman Utara had 3 classrooms and 1 office with 12 teachers and 3 employees. Total number of students were120 students with the head master was Dra. Sulimastiu.

2. Academic Year of 2005 / 2006

   In this period, total number of students were 272 students with 7 classrooms, and headed by Dra. Sulimastiu.

3. Academic Year of 2006 / 2007

   In 2006, Drs. Budi Rahayu, M.Pd,. was as head master substituted of Dra. Sulimastiu. Total number of students were 383 students with 10 classrooms.

4. Academic Year of 2007 / 2008

   Total number of students were 385 students with 11 classrooms and headed by Drs. Budi Rahayu, M.Pd as the head master.

5. Academic Year of 2008 / 2009

   In this period, the total of students decreased into 360 students though the building increased to 12 classrooms, and headed by Drs. Budi Rahayu, M.Pd.

6. Academic Year of 2009 / 2010

   In 2009, Drs. Budi Rahayu, M.Pd was substituted by Drs. Sutrisno who was being as head master right now. The total students were 370 with 12 classrooms.

7. Academic Year of 2010 / 2011

   Total number of students were 385 students with 12 classrooms and headed by Drs. Budi Rahayu, M.Pd as the head master.

8. Academic Year of 2011 / 2012

   Total number of students were 389 students with 14 classrooms and headed by Drs. Budi Rahayu. M.Pd. as the head master.

9. Academic year of 2012 / 2013

   In this period, the total of students decreased into 389 students though the building increased to 14 classrooms.

10. Academic year of 2014/ 2015

    In this period when the writer conducted a research in this school. From the data found that total of the students are 397 students. There are 14 classrooms and other building that will explained specifically.

b. The Profile of school

The identity of SMAN I Raman Utara can be described as follow:

1. School name	: SMAN I Raman Utara
2. School main number (NIS)	: 300430
3. School statistic number (NSS)	: 30 1 12 04 11 043
4. Address	: Raman Aji street of Raman Utara of East Lampung, 34154
5. Establishment	: September 30, 2004
6. Time of study	: Morning
7. Width of area	: 20.000 m^2
8. Width of building	: 3.374 m^2
9. Ground and building status	: Certificate
10. Vision and mission	: "Be Excellent in Science, Trust, Technology, and Culture".

c. The condition of teachers and official employers of SMA N1 Raman Utara

The numbers of teachers and official employers of SMA N 1 Raman Utara in the academic year of 2014/2015 can be identified as follows :

Table 1
The Condition of Teacher and the Official Employers
At SMA N 1 Raman Utara
In the academic year of 2014/2015

No	Nama	**Sex**	**Subject**
1	TUMIN, S.Pd.M.M	Male	Head Master
2	Hairul Syahri, S.Pd	Male	Vice head master
3	I Putu Muliadianta, S.Pd	female	PAI
4	Drs. Ali Murtopo	Male	Indonesian
5	M. Sahirjan, S.Pd	Male	Math
6	Kusaeri, S.Pd I	Male	History
7	Drs. Untung Haryanto	Male	PAI
8	Dra. Tri Suhariyati	Female	Math
9	Drs. Sartono	Male	Ed.administration
10	I Nengah Heri,S, S.Pd	Male	English
11	Manan, S.Pd	Male	PKN
12	Dra. Nuryanti	Female	Economy
13	Pristiyani, S.Pd	Female	Physics
14	Sukartini, S.Pd	Female	Biology
15	Yuliana Tri I S.Pd	Female	TIK
16	Solikin, S.Pd	Male	Indonesian
17	Lia Sri M, S.Pd	Female	Math
18	Taufiq, S.Pd	Male	Indonesian
19	Muhalimi, S.Sos I	Male	Physics
20	Jumari, S.Pd	Male	Indonesian
21	Hamidah Mei S, S.Ag	Female	Math
22	Kusairi, S.Pd	Male	Art
23	Dra. Wiwik Pujiasih	Female	English
24	Ni Wayan Sriyanti, S.Pd	Female	PAI
25	Sri Pinanggih	Female	Economy
26	Liwardah, S.Pd	Female	Indonesian
27	Jumiati, S.Pd	Female	Indonesian
28	PatriciaYeni D, S.Pd	Female	Sport
29	R.A. Fitri Maryana, SE	Female	Geography
30	Devi Kurniati, S.Pd	Female	Indonesian
31	Fatwa Suwigati, S.Pd	Female	Art
32	Lydia Sukma, S.Pd	Female	History

33	I Nengah Rudiana, S.Pd	Female	PKN
34	Sartika Fitriyani, S.Pd	Female	Economy
35	Ni Putu Yuli W, S.Ag	Male	Biology
36	Eko Suaryanto, S.Pd	Male	Sport
37	Watiman	Male	English
38	Agus sudibyo	Male	Art
39	Sazli Ostian, SE	Male	PKN
40	Wayan Dewi Asih, SE	Female	Biology
41	Pramudi Astuti, S.Pd	Female	English
42	Baroroh Anita S, S.Pd	Female	Sport

d. The quantity of students of SMA N 1 Raman Utara

The Quantity of students of SMA N 1 Raman Utara in academic year of 2014/2015 were 397 persons can be identified as follows;

Table 2
The quantity of SMA N 1 Raman Utara in academic year of 2014/2015

No	class	room	sex		amount
			male	female	
1	Class X	5	37	94	131
2	Class XI	4	37	86	123
3	Class XII	6	43	100	143
			117	280	397

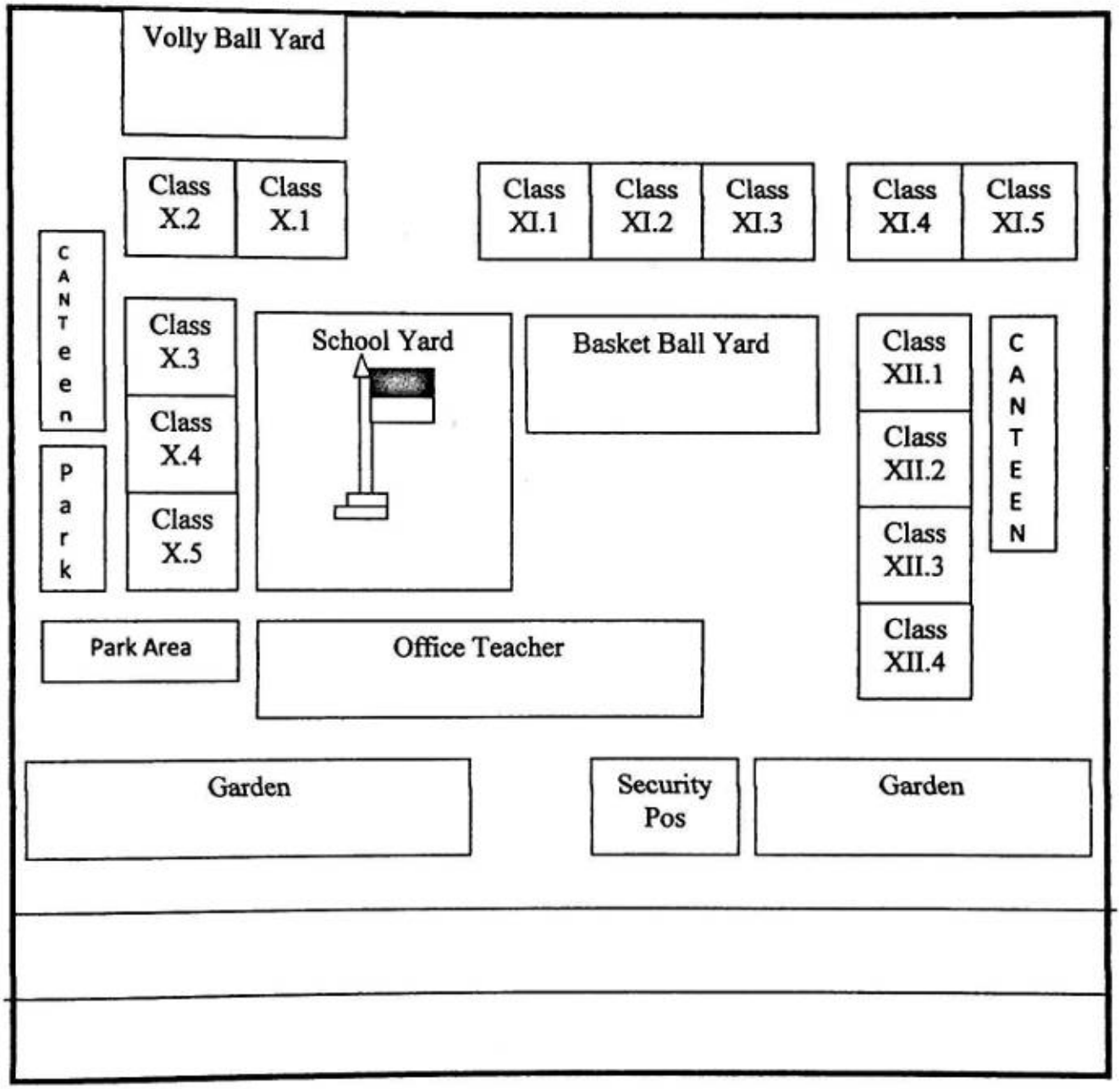
e. The Condition of Building at SMA N 1 Raman Utara in academic year of 2014/2015.

Table 3
SMA N 1 Raman Utara has building that consist of :

No	infrastructure	utility	amount
1	building	1. Biology laboratory	1
		2.physics laboratory	1
		3. chemistry laboratory	1
		4. Language laboratory	

		5. Computer laboratory	1
		6. Library	1
		7. Mosque	1
		8. security post	1
		9. canteen	4
		10. teachers parking	2
		11. students parking	1
		12. fence	1
2	Room	1. Headmaster	1
		2. Vice Headmaster	1
		3. teacher	1
		4. clerically	1
		5. BK	1
		6. class	15
		7. UKS	1
		8. Auditorium	-
		9. Osis	1
3	Room	1. Toilet in office	1
		2. Toilet in library	2
		3. Toilet in mosque	1
		4. Toilet in class	15
4.	Yard	1. Football	1
		2. Basketball	1
		3. Tennis	-
		4. Vollyball	2
		5. Badminton	-

f. The Location sketch of SMA N 1 Raman Utara in academic year of 2014/2015.



2. The Research Setting

This research was conducted at the tenth graders of SMA N 1 N Raman Utara which consist of 26 students. this research was held from february 03, 2015 until february 10, 2015. The researcher conducted her research by steps, and the explanation is as follows:

a. Pre-test

The pre-test was given to all of the students in the first meeting in order to write descriptive paragraph, although it was held on February 03, 2015.

b. Treatment

The writer gave the treatment about freewriting technique. Moreover, the treatment was held on February 07 , 2015.

c. Post-test

The post-test was conducted after the treatment to know the result of the student's writing ability and it was held on February 10, 2015.

3. Research Data

a. Result of Pre-test

The purpose of pre-test is to know the students' ability in writing a descriptive paragraph. The test was used by the researcher in pre-test before giving experimental treatments about using freewriting. The result of pre-test can be identified in the table, as follows:

Table 4
The Result of Pre-test of the Tenth Class Students of SMA Negeri 1 Raman Utara Lampung Timur in the Academic Year 2014/2015

No.	The Students' Name	The Grade of Pre-test
1.	AK	48
2.	AN	50
3.	AT	48
4.	CI	65
5.	DD	38
6.	DSD	65
7.	DSK	33
8.	DT	48
9.	DR	66
10.	DI	45
11.	EL	40
12.	ELY	48
13.	ER	76
14.	ERV	45
15.	EV	74
16.	IN	66
17.	IS	45
18.	KK	48
19.	KY	66
20.	KD	45
21.	LT	80
22.	MA	38
23.	ME	66
24.	MU	80
25.	MY	40
26.	NE	83
TOTAL		1446
Average		55.69

Source: The Result of Pre-test before Using Freewriting of the Tenth Class Students of SMA Negeri 1 Raman Utara Lampung Timur in the Academic Year of 2014 / 2015

Based on the diagram above, the researcher measured the class interval (P) , as follows:

R = the highest score – the lowest score
= 83 - 33
= 50

K = 1 + 3.3 log n
= 1 + 3.3 log 26
= 1 + 3.3 (1.414)
= 5.66
= 6

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

$= \frac{50}{6}$

= 8.33

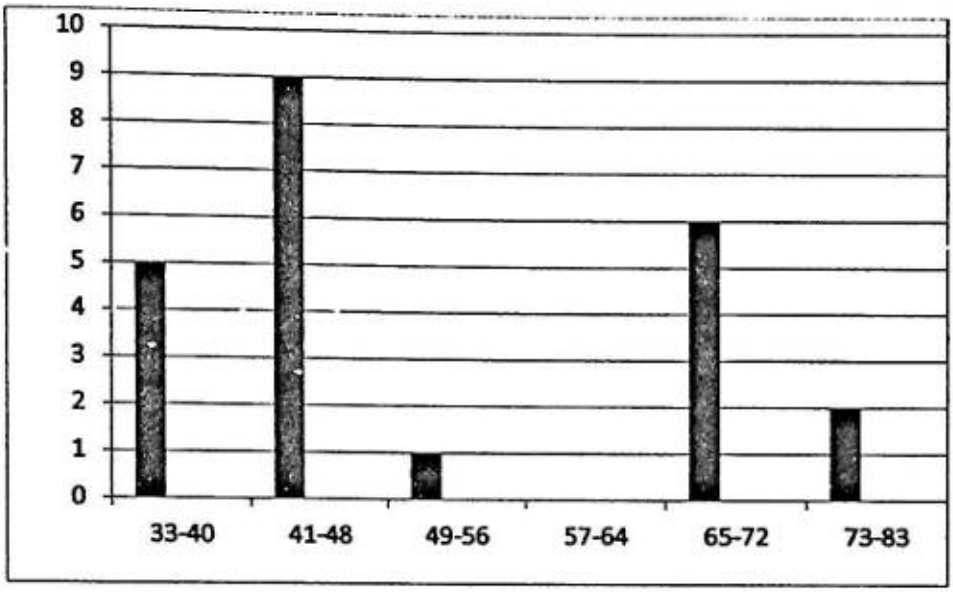
= 8

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

Table 5
Frequency Distribution as the Result of Pre-test

Class Interval	Frequency	Percentage (%)
73-83	4	15.38%
65-72	6	24%
57-64	0	0 %
49-56	1	4%
41-48	9	36%
33-40	5	20%
Total	**26**	**100%**

Figure 1
Frequency of students' score in pre-test



Based on the table frequency distribution above, it can be inferred that 26 students as the research sample can divided as follows:

- For the grade of 33-40, there are 5 students who are included in category (20%).
- For the grade of 41-48, there are 9 students who are included in category (36%).
- For the grade of 49-56, there are 1 students who are included in category (4%).
- For the grade of 57-64, there are 0 students who are included in the category (0%).
- For the grade of 65-72, there are 6 students who are included in the category (24%).
- For the grade of 73-79, there are 2 students who are included in category (8%).

- For the grade of 80-87, there are 2 students who are included in category (8%).

b. Result of post test

After analyzing the weakness and understanding of students in descriptive paragraph, the researcher gave more explanation about the writing ability by using the freewriting technique until the students understand. After the students in this class have understood, further the researcher gives the post test to measure their knowing of writing ability with the same test. The result of pos test can be shown as follows:

Table 6

The Result of Post-test of the Tenth Class Students of SMA Negeri 1 Raman Utara Lampung Timur in the Academic Year 2014/2015

No.	The Students' Name	The Grade of Post-test
1.	AK	58
2.	AN	78
3.	AT	57
4.	CI	75
5.	DD	35
6.	DSD	78
7.	DSK	45
8.	DT	58
9.	DR	77
10.	DI	38
11.	EL	57
12.	ELY	38
13.	ER	70
14.	ERV	55
15.	EV	68
16.	IN	83
17.	IS	60
18.	KK	45
19.	KY	88

20.	KD	68
21.	LT	76
22.	MA	65
23.	ME	70
24.	MU	85
25.	MY	35
26.	NE	88
TOTAL		1648
Average		63.38

Source: The Result of Post-test after Using Freewriting of the Tenth Class Students of SMA Negeri 1 Raman Utara Lampung Timur in the Academic Year of 2014 / 2015

Based on the diagram above, the researcher measured the class interval (P) , as follows:

R = the highest score – the lowest score
= 88 - 35
= 53

K = 1 + 3.3 log n
= 1 + 3.3 log 26
= 1 + 3.3 (1.414)
= 5.66
= 6

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

$$= \frac{55}{6}$$

= 8, 83

= 9

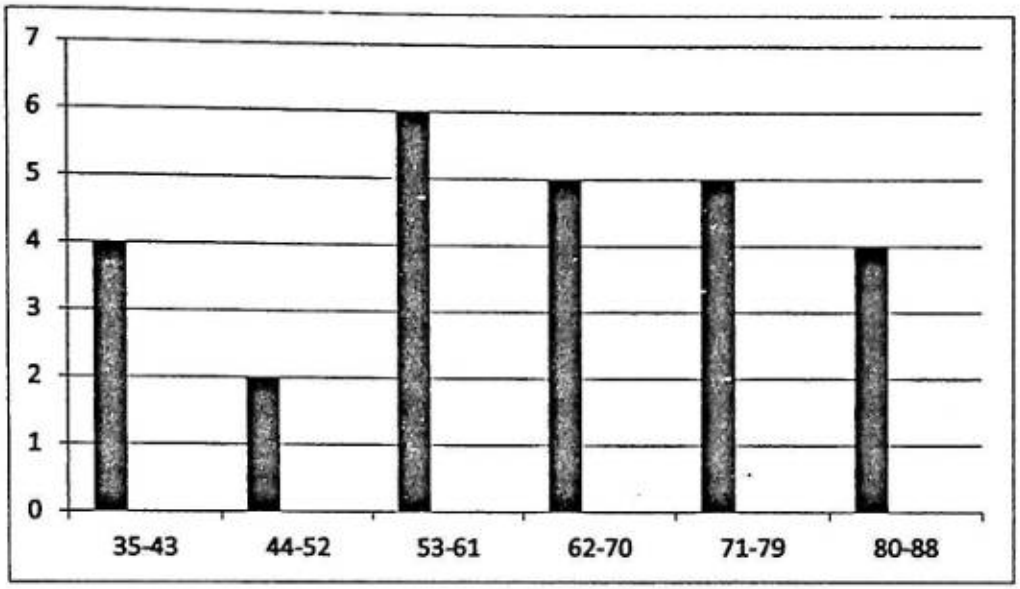
After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 7
Frequency Distribution as the Result of Post-test

Class Interval	Frequency	Percentage (%)
80-88	4	8%
71-79	5	24%
62-70	5	0 %
53-61	6	4%
44-52	2	36%
35-43	4	20%
Total	**26**	**100%**

Figure 2

Frequency of students' score in post-test



Based on the table frequency distribution above, it can be inferred that 26 students as the research sample can divided as follows:

- For the grade of 35-43, there are 4 students who are included in category (20%).
- For the grade of 44-52, there are 2 students who are included in category (36%).
- For the grade of 53-61, there are 6 students who are included in category (4%).
- For the grade of 62-70, there are 5 students who are included in the category (0%).
- For the grade of 71-79, there are 5 students who are included in the category (24%).

- For the grade of 80-87, there are 4 students who are included in category (3%).

Therefore, it shows that the result of post-test after using freewriting can fulfill the students' ability in writing a descriptive paragraph. Their average of post-test are increased, so it means that using freewriting technique were successful in improving the students' ability in writing a descriptive paragraph.

c. The Influence of Using Freewriting Technique toward the Students' Writing Ability

After applying test method, the researcher analyzed the data by using t-test in order to prove whether there is a positive and significant influence of using freewriting on the writing ability of the tenth graders students of the SMA Negeri 1 Raman Utara Lampung Timur in the academic year of 2014/2015, as follows:

a. Preparing the table in order to prove whether there is a positive and significant influence of using freewriting on the writing ability of the Tenth graders students of the SMA Negeri 1 Raman Utara Lampung Timur in the academic year of 2014/2015.

Table 8
The Pre-test and Post-test Result of the Tenth Graders Students of the SMA Negeri 1 Raman Utara Lampung Timur in the academic year of 2014/2015

The Students' Name	Pre-test (X1)	Post-test (X2)	d (X2-X1)	d^2 (X2-X1)^2
AK	48	58	10	100
AN	50	78	28	784
AT	48	57	9	81
CI	65	75	10	100
DD	38	35	-3	9
DSD	65	78	13	169
DSK	33	45	12	144
DT	48	58	10	100
DR	66	77	11	121
DI	45	38	-7	49
EL	40	57	17	289
ELY	48	38	-10	100
ER	76	70	-6	36
ERV	45	55	10	100
EV	74	68	-6	36
IN	66	83	17	289
IS	45	60	15	225
KK	48	45	-3	9
KY	66	86	20	400
KD	45	68	23	529
LT	80	76	-4	16
MA	38	65	27	729
ME	66	70	4	16
MU	80	85	5	25
MY	40	35	-5	25
NE	83	88	5	25
N = 26	∑X1=1448	∑X2=1648	∑d = 202	∑d^2 = 4506
Average	55.69	63.38		

b. Putting the data above into the formula of t-test in order to get "t_{hitung}".

To find and prove whether there is a positive and significant influence of using freewriting on the writing ability of the tenth graders students of the SMA Negeri 1 Raman Utara Lampung Timur

Lampung Timur in the academic year of 2014/2015, the researcher used the t-test formula:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Notes:

N = 26

$\sum d$ = 202

$\sum d^2$ = 4506

At first, calculate of Md. It can be calculated by using the formula below:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{202}{26}$$

Md = 7,76

After getting Md, the next calculate of $\sum X^2d$. it can be calculated by using the formula below:

$$\sum X^2d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$\sum X^2d = 4506 - \frac{(202)^2}{26}$$

$$= 4506 - \frac{(40804)}{26}$$

$$= 4506 - 1569.384$$

$$\sum X^2d = 2936.616$$

The last, calculate of $t_{observation}$. It can be calculated by using t-test formula below:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$= \frac{7{,}76}{\sqrt{\frac{2936.616}{26(26-1)}}}$$

$$= \frac{7{,}76}{\sqrt{\frac{2936.616}{26(25)}}}$$

$$= \frac{7,76}{\sqrt{\frac{2936.616}{650}}}$$

$$t = \frac{7,76}{\sqrt{2936.616}}$$

$$= \frac{7,76}{0,15}$$

$$= 51.73$$

$$t = 51.73$$

B. Hypothesis Testing

After applying the test method, the researcher analyzed the data by using t-test in order to prove whether there is a positive and significant influence of using freewriting on the writing ability of the tenth graders of the SMA Negeri 1 Raman Utara Lampung Timur in the academic year of 2014/2015.

The researcher has formulated the alternative hypothesis (Hi), as follows:

- Alternative hypothesis :

  There is a positive and significant influence of using freewriting on the writing ability of the tenth graders of the SMA Negeri 1 Raman Utara Lampung Timur in the academic year of 2014/2015.

After the alternative hypothesis (Hi) above was formulated the researcher consulted to $t_{observation}$ to t_{table} as follows:

1) If $t_{observation}$ is higher than t_{table}, Ho is rejected.
2) If $t_{observation}$ is smaller than t_{table}, Ho is accepted.

To know the critical value of t-test the researcher firstly counted *df*, it is degree of freedom. The formulation of *df*:

df = N-1

= 26-1

df = 25 (*df:25* is lied between *df:20*and *df:30)*

After considering the t-test by using *df* 25, it can be found that:

Table 9
Critical value of t_{table}

Table significant	5%	1%
Df 20	2.086	2.845
Df 30	2.042	2.750

Table 10
Interpolation of t_{table}

Interpolation	5%	1%
$\frac{df\,20 + df\,30}{2}$	$\frac{2.086 + 2.042}{2}$	$\frac{2.845 + 2.750}{2}$
	2.064	2.797

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

- $t_{observed}$ = 51.73
- t_{table} = 5% (2.064) and 1% (2.797)

Finally, the data confirmed that $t_{observation}$ is higher than t_{table}. Therefore, it can be inferred that Ho is rejected. It means that there is a positive and significant influence of using freewriting on the writing ability of the tenth graders students of the SMA Negeri 1 Raman Utara Lampung Timur in the academic year of 2014/2015.

C. Interpretation of $t_{observed}$

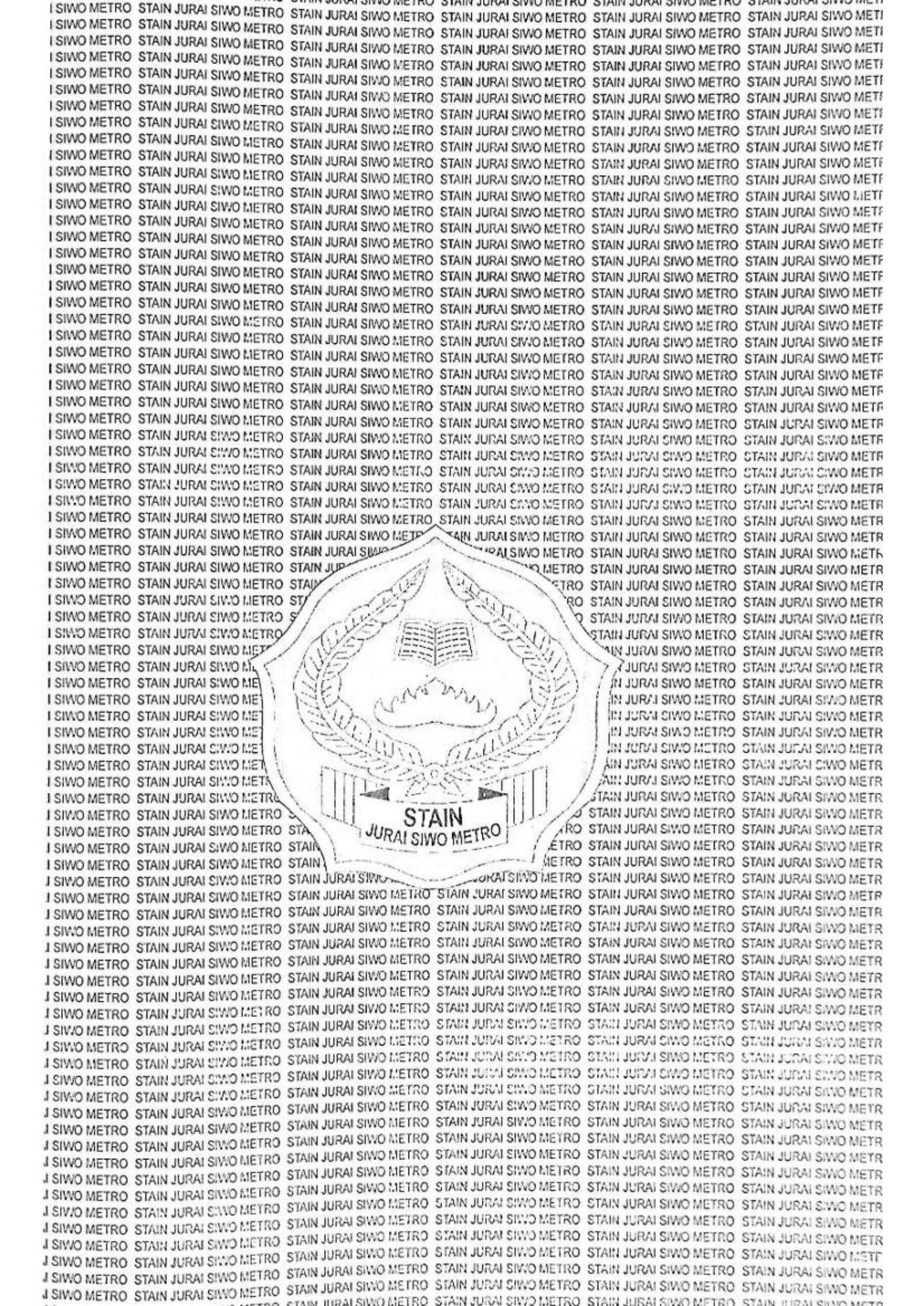
In this research, pre-test and post-test had done individually by the students. It is aimed to know the influence of using freewriting on writing ability of the tenth graders of the SMA Negeri 1 Raman Utara Lampung Timur in the academic year of 2014/2015.

The critical value of $t_{observed}$ is 51.73, if we interpret it based on the table above, it can be inferred that there is very good influence of using freewriting on the writing ability of the Tenth graders students of SMA N 1 Raman Utara in the academic year of 2014/2015.

D. Limitations

This research was conducted at SMA N 1 Raman Utara on February 03, 2015. The subject of the research was 26 students at the tenth graders of SMA N 1 Raman Utara in the academic year 2014/2015.

Moreover, the result of this research is has proved that using the freewriting technique is effective technique for teaching English and has a positive and significant influence especially for students of the tenth graders students at SMA N 1 Raman Utara, but it is limited for the other students and schools generally, may be for the other school the using freewriting technique is not the effective in learning process. The result can't the generalization to the place, time and different situation.


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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Based on the result of the research, the researcher conclude :

1. Condition of learning process is good and effectively, the students are interested to study freewriting technique in descriptive paragraph.
2. There is a positive and significant influence of using freewriting on the writing ability of the tenth graders of SMA N 1 Raman Utara in the Academic Year of 2014/2015. This fact can be seen from the result of the computation that "$t_{observed}$" is 51.73 with the level significant of "t_{table}" 5% (2.064), and 1% (2.797). From the data, it can be understood that "$t_{observed}$" is higher than "t_{table}". Therefore, the Null Hypothesis (Ho) is rejected.
3. The students at the tenth graders in SMA N 1 Raman Utara have positive beliefs to perform a particular task they have high freewriting technique especially in writing ability so that their writing score is high.

B. SUGGESTIONS

1. For the Students

   a) The students are suggested increasing their ability in writing a descriptive paragraph in order to success in learning English.

   b) By using freewriting technique can motivate the students in learning English, especially in writing a descriptive paragraph.

   c) By using freewriting can be more active in learning English because this technique can help the students to generate many ideas about the topic without regard for grammar and spelling. So it can make them fell confident and comfortable when they write a descriptive paragraph.

2. For the Teacher

   a) The English teacher should motivate the student to be more active in learning English by helping them in writing a descriptive paragraph by using freewriting.

   b) The English teacher is suggested to be more creative in choosing the technique in writing, for instance freewriting technique dealing with writing a descriptive paragraph.

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Curriculum Vitae



Dewi Nurmayasari Bakti as the writer was born at the Cempaka Nuban village, December 01, 1992. She was the second child of the happy family of Mr. Marzuqon Siraj and Mrs. Yatini couple.

She began her study at the TK BINA PUTRA Cempaka Nuban in 1997-1998. Then, she made her ready to continue her study at SD N 2 Cempaka Nuban since 1998-2004. Although, she continued her study in MTs N 2 Lampung Timur since 2004-2007. After graduating from MTs N 2 Lampung Timur, she continued her study in MA. Nurul 'Ulum Kauman Kotagajah since 2007-2010. And STAIN Jurai Siwo Metro has become her next direction to go on her study in academic year of 2010/2011. She has been in English Education Study Program since the academic year of 2010/2011 up to now.

PERPUSTAKAAN STAIN JURAI SIWO METRO