

CHAPTER I

INTRODUCTION

A. Background of the study

English is one of the subjects that should be thought in school. There are four language skills that should be mastered by students in learning English; there are listening, speaking, reading, and writing, which in turn will help them develop themselves in science and technology. Through these skills, they can interact and communicate with other people easily; they can convey the information without any problems although with foreign people.

Writing is a visual/motoric process which, although it is produced through the dimension of time (as all human action are), has the inherent potential to persist through time, and for different section to be revisited in the same form, but in a different order, as when we go back and re-read part of a paragraph or sentence we don't understand ¹. So study writing is very important as the student of English department, because there are many advantages from study writing . By writing, we will be able to increase our knowledge on culture, if we read every rule in written English from other country, we will know what that's country is like.

In English Department, we study English do not only master of grammar or vocabulary but also master the culture of the target

¹ Rebecca Hughes, *English in Speech and Writing*, (UK: Taylor & Francis e-Library,2005),p.6

language. If we do not know about the culture, we will get difficulties to understand to communicate with a native speaker. Although, we may learn about English words through the dictionary, we still need to learn the English culture, so the communication can be understood and avoid misunderstanding.

In this modern developing age, people are demanded to facilitate the development of their knowledge in any sectors in order to be able to answer any suplicated problems related to the progress of any modern development, especially in Indonesia. In line with the development of education, our government also tries hard to improve their skills by having in – service training held by the government. Here, teachers are knowledge with communicative approach, Communicative approach in teaching learning process is encouraged not only structure but also in writing comprehension.

To get a good achievement for English subject, students need perseverance and patience in learning it since most students regard this subject difficult, especially in writing comprehension with communicative approach. In this case students are demanded to have a hobby in writing and practicing communicative. That is why the teachers' help is absolutely needed to increase their achievement.

In fact, many English teachers and students of second grade in SMPN 1 Carita have problem and difficulties. The teacher is difficult to make their students in writing English comprehension.

The kind of problems are what of methodology adopted by the teacher and what kind of technique should be applied.

Based on the statements above, the writer held a research to know how is the students' writing ability of second grade of SMPN 1 Carita. The writer therefore chooses the little dealing with the method used in the subject above, teaching experiential strategy learning to the second grade students of SMPN1 Carita.

To achieve maximum results, there is an element that must be applied, namely positive interdependence, individual responsibility, primitive interaction. This research based on the important ability of students communicating. The purpose of this research is to knowing the influence the learning strategy on writing narrative text ability of students and to knowing the student's attitudes that learn English lesson with the experiential learning strategy. For that, the writer wants to try to use learning strategy using experiential learning strategy and learning process at SMPN1 Carita.

The writer uses free writing as the methode in teaching writing because it gives the student of SMPN 1 Carita motivation and enjoy nable in writing english language, didn't afraid about grammar, structure, and vocabulary also able to stimulate student imagination to express their writing in English,

There the researcher would resolve the problem that happened in writing using free writing method which is in

researcher opinion use paper title is” the effectiveness of free writing strategy in developing student writing skill”.

B. The Identification Problem

There are many problem that often found on students, example difficulties in learning English, sometimes students bored with the condition of class, also finds difficulties in writing words in English and especially written using grammar or spelling.

C. The Statement of Problem

The problem of this research is formulated follow:

1. How is the student’s writing ability
2. How is the effectiveness of free writing method toward students’ developing writing skill?

D. The Objective of Research

In details, the objectives of this study are to find out the answer of the statement of problem as follow:

1. To know the students writing skill at the second grade students of SMPN1 Carita.
2. To know whether there is or not the effectiveness of teaching writing skill using free writing method at the second grade students of SMPN 1 Carita.

E. Hypothesis of research

The hypotheses of this study can be mastered alternative and full hypotheses. The hypotheses are:

H_a : there is significant effect of developing students writing skill using free writing of second grade at SMPN 1 CARITA.

H_o : there is no significant effect of developing students writing skill using free writing second grade at SMPN 1 CARITA

F. Significant of the study

The writer hopes this research can be useful for everyone, ad especially for the readers and especially for written. English lessons notoriously difficult by the average person to learn, but when learning English have a variety of methods, learning English will be fun and encourage more students want to know and to lean. Through free writing will be easier for students to be able to write with the right word when write what on their mind in the English language that can be read correctly. Since most difficult part of learning English of literature and ultimately affects the way it read in English. And for the school the writer hopes this research will be useful to give the contribution and information to the school that the research give the new method in teaching writing by free writing.

G. Previous study

First the writer also takes from previous of study entitled:

1. Writing by Risal fauzi with the tittel “The Influence of Brainstorming Teachnique toward Student Writing Ability”. (An experimental research at the second year of smp 2 carita 2015/2016) brainstorming is a useful prewriting technique. To “brainstorm,” just to down as many ideas as you can about a given topic. The goal is to loosen up and get the ideas flowing. Because several brains working together are better than just one, brainstorming often works better in a group. Or, just brainstorm yourself!

Teacher can use brainstorming because it can develop students imagination fantasy, memory and concentration. Brainstorming can influence students writing ability, it same with free writing, free writing also it’s can develop students imagination fantasy, memory and concentration, because students write by whatever comes to mind and also to write by free.

2. Written by nursih “ the effectiveness of mind mapping technique on students descriptive text writing” (An experimental at second grade of smk al-khairiyaha bandulu anyer 2010) Jamie nast is describing, that mind map is a way of taking notes and thoughts into key words and pictures is a technique that can condense mounds of data onto one sheet of paper. it also acts s a memory tool. In doing so, it gives you the

freedom to roam the infinite expanse of your brain. Its same with free writing but have much different, one of the different between mind meping and free writing, mind meping is using picture and free writing is doesn't.

3. Written by lilis "Teaching writing by combining ABC brainstorming strategy and Raft strategy at senior high school"(An experimental at second grade of SMAN Labuan 2015) we can say that ABC brainstorming strategy is a strategy that can be used by the teacher in teaching writing to generate their ideas and gives students an opportunity to share what they know about a subject without taking risk of being wrong based on their knowledge about that their thinking about the subject. According Gaylord (2010) says that ABC brainstorming is a strategy for helping students formulate higher-level responses to question, and generally to involves the following sequence the students are presented with a question related to topic of study, they answer the question, back it up with evidence from a texts, personal experience, or observation, and then they make a comment or connection about the evidence.

H. The organization of the study

This paper consists of three chapters those are:

Chapter I is introduction, it includes: the background of the study, identification of the problem, objective of the study, hypothesis **significance of the study, preview study and organization** of the study.

Chapter II is theoretical framework, it includes; teaching writing skill, **Definition of writing, The process of teaching writing, free writing, definition of free writing, free writing strategies** and teaching method free writing.

Chapter III is Research methodology, it includes; Research method, place and time, population and sample, **The technique of collecting data and Technique of Analyzing Data.**

Chapter IV is the result of study, dealing with the data and the interpretation of data

Chapter V is conclusion And suggestion

CHAPTER II

THEORETICAL FRAME WORK

A. The review of relative theory

1. Teaching writing skill

In section one we considered some of the factor, other than knowledge of the mechanics of writing and command of the language system, which can lead to successful writing, seen that two of the most significant qualities associated with a person's capacity to write successfully are :

- The extent to which a writer is able to draw a range of appropriate processes when he or she is engaged in the creation of written texts
- The extent of a writer's knowledge of the way in which **context and content influence the genres of writing that are** typical of particular communicative events.

Specifically at some of the ways in which writing processes and writing skill are treated in language teaching materials, while there have been many different description or writing processes.

The process of writing is not a simple linear progression. During each phase of the process writers may find themselves returning to an earlier phase in order to refine the meaning they are trying to develop. In this sense "publishing" simply marks a

point when the writer decides to stop writing. The text itself is never really finished².

So, teaching writing skill is teaching writing lesson how make students motivation and smart in writing English until make students skill went up. Because teaching writing is not a simple lesson.

2. Definition of writing

Writing is a progresife activity this mean that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing you read over what you have written and make changes and corrections. Therefore, writing is never a none-step action: it is a process that has several steps³.

Another meaning writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher. But while interest in second language writing and approaches to teaching it have increased dramatically over the last decade, teachers are often left to their own resources in the classroom as much of the relevan theory and research fails to teach them⁴.

² C N Candlin and H G Widdowson, *Writing Christopher tibble*, (Oxford University Press, Ltd. 1996), p. 103

³ Alice Oshima Ann Hogue. *introduction to academic writing, second edition*, (by addison Wesley longman, Ltd. 1997), p. 2

⁴ Kend Hyland, *second Language Writing*, (Cambridge Language Education, Ltd. 2003), p. xv

So, writing is not a simple process but that have several steps, that must have an idea before begin to write about whatever come from mind. And writing in English is need grammar and vocabulary.

3. The process of Teaching writing

Writing is never one-step action: it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then, after you have finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say.

The process of writing has roughly four steps, in the first step, you create ideas. In the second step, you organize the ideas. In the third steps, you write a rough draft. In the final step, you foolish your rough draft **by editing it and making revisions.**

There are many steps in writing, the first step is called:

1. **Prewriting**, is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic. **Listening** there are several technique you can use to get ideas. In this chapter, you will practice the technique called listening. Listening prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don't

stop to wonder if an idea is good or not. Write it down! Keep on writing until the flow of ideas stops.

In the following example, the assignment was to write a paragraph about the person who has made a difference in the world, in the community, or in the writer's life. First the writer made a list of people who have made a difference. Then, he decided which person to write about and circled his choice.

2. **Organizing**, the next steps in the writing process in to organize the ideas into a simple outline. The writer of our models wrote a sentence that named the topic (his grandfather) and told the main idea (his grandfather helped his community). Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.
3. **Writing**, the next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all, this is just a rough draft. You will fix the errors later. Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end.
4. **Polishing, revising and editing**, in this step, you polish what you have written. This step is also called *Revising and Editing*. polishing is most successful if you do it in two

steps. first, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).⁵

So, teaching writing is need the process because writing is not a magic lesson, that for the process of teaching writing is important in learning writing, example: the first, when you're begin to write you must thinking about what you want to write, so after finished from writing you revise again and revise again with corrections until become the good writing.

B. Free writing

1. Definition of free writing

Free writing is quick writing about whatever comes to mind. This type of writing is used to help writers generate ideas for later writing. The most important point about this kind writing is that you should just get your ideas down on paper - writing fast and furiously. Do not worry about grammar, punctuation, spelling, or even complete sentence. Just record your ideas as they enter your mind. Student's may want to write in complete sentences (if this more compor table for you) or to note ideas in a fragmented from (in phrases and words). Free writing session often last five to ten minutes: if the session goes much longer, your hand may fell as though it is falling off.

For each idea, write whatever comes to mind about the topic. If your mind takes a detour thinking about that great party

⁵ Alice Oshima Ann Hogue.*Introduction to academic writing, Third edition*,(by Pearson education,Ltd.2007),p.15-18

last weekend or an upcoming project write about the detour idea follow your mind's thought processes. According to Peter Elbow, who describes "free writing," you are to keep that hand moving, no matter what idea or word you write down.

Student's discovery writing for yourself, to get you thinking about writing on a daily or weekly basis. Discover writing suggestions in each chapter of this book provide a way to stretch your creativity muscles, to help you think about ideas you might not have thought about before. If the discovery writing is graded at all, it is graded for being done with thought and enthusiasm, not for grammatical correctness.⁶

So, Free writing is writing whatever comes from mind and firstly do not think about grammar, structure and vocabulary mistakes. Writing by free whatever that about, example: about diary, important moment, a short story, features, about adventure and etc. After you have finished it, you can correct the grammar and vocabulary mistakes.

a. Free writing Strategy Free writing is writing about a topic for a fixed period of time without worrying about grammar, spelling, or organization. The purpose of free writing is to explore a topic and gather ideas. When you freewrite, you may write more than you need, but afterward, you can select the parts of your free writing that are useful and delete the rest.⁷ Free writing Strategy at Experiment

⁶ Erik Gunderson, Tools For Writing, (Heinle & Heinle publishers, Ltd. 1995), p. 51

⁷ Katherine M. Ploeger, *ss,implified paragraph Skills*, (NTC/Contemporary Publishing Group, Ltd. 2000), p. 5

Class and Control Class (Post-test): *The first* The Teacher asks the students for writing English vocabulary5 vocabulary their have known, so the students make the sentences one paragraph from one vocabulary, example:

Pen :siti writing english language using a pen.

Book :ahmad reading an history book

Sit :sitisndahmad sit in front of class by writing and reading in English language

Drink :ahmad feel thirsty, so she drink a ntural water

Study :ahmad and siti going to class for study by hard

The Second, such as we have look on the explain, the students is happy to writing in English, and also she can to analyze her vocabulary became paragraph for free writing, example:

“One day, Siti writing English language using a pen, and ahmad **reading a history book siti and ahmad sit in front of class by writing** and reading in English language, siti feel thristy so she drink a natural water, siti and ahmad going to class for study by hard.”

Students who feel unsuccessful in writing may experience resistance, frustration, and fear during prewriting. They may turn to the physical escapes of sharpening pencils or going to the bath room, and may even blank out on words. As one researcher explains, “poorer writers tend to spend little time planning, rushing to coomit words to the page, and to hold tight to their initial formulations of a problem” that the average time spent on prewriting was four minutes, and that three prewriting strategies were used:

1. Rephrasing the topic until a particular word or idea connected with the student's experience. Then the student had an "event" in mind before writing began.
2. Turning the large conceptual issue in the topic (e.g., equality) into two manageable pieces of writing (e.g., rich vs. poor; black vs. white).
3. Initiating a string of associations to a word in the topic and then developing one or more of those associations during writing.

In this particular study, while students using the above strategies began to write with an idea of what they wanted to say, most students, after reading the prompt two or three times, "had no idea what to write...acknowledging only that they would figure it out as they went along".

In contrast, more successful students experience prewriting as curiosity leading to confidence. As teachers, we want to give our students this confidence in their ability to write.

Students are most successful when they have talked through their ideas; when they know how to begin, elaborate, and end; when they have a vocabulary bank and a clear understanding of the content. If students have clear assignment guidelines, they feel less anxious. If they use prewriting planning sheets and graphic organizers well, they are more confident. If, like experienced writers, they spend up to 25 percent of their allocated assignment time on prewriting, their level of success increases a great deal. Effective prewriting gives students the vocabulary, focus, content, and organization needed to complete the assignment successfully.

Prewriting strategies are not innate abilities; they are thinking skills that can be thought and learned. Students need direct instruction in developing and using prewriting frameworks so that they can apply them independently. A summary of research on effective practice in writing states “that students who are encouraged to engage in an array of prewriting experiences evidence greater writing achievement than those enjoined to ‘get to work’ on their writing without this kind of preparation”.⁸

So, free writing strategies is same with the process, thinking firstly about whatever you want to write by free, with the 15 minutes, after finish it correct the grammar and vocabulary with time 5 minutes until become the good free writing.

2. Teaching Free writing methodes

When you freewrite, you write whatever comes into your head about your topic, without stopping. Most free writing exercises are short-just five or ten minutes. Free writing helps you practice *fluency* (writing quickly and easily). When you free writing. You do not need to worry about *accuracy* (having correct grammar and spelling). Don't check your dictionary when you free write. Don't stop if you make a mistake. Just keep writing!

- Write as much as possible for five or ten minutes.
- Don't worry about spelling, grammar or punctuation.

⁸ Jane Roberts, 25 *prewriting Graphik Organizers and planning Sheets*, (Teaching Resources, Ltd. 2004), p. 7-8

- If you make a mistake, just cross it out and continue writing.
- Writing continuously, without stopping.

Remember that when you make a list or a word map, you write words or short phrases, when you free writing you write sentences.

Here is an example of a student's free writing;

There are too so many subjects to study at university, it is difficult to choose one. I've always have goods marks in maths, but I don't like it very much I don't like physical physics or any science very much. Writing –I've always liked writing would journalism be a good course to take? Newspapers have pictures,too,so may be photography would be good. I'm maybe definitely looking forward to meeting new friends at university. And what about reading?reading is a part of any course but literature includes a lot of reading and it probably includes a lot of writing,too

Notice how the writer's ideas jump around. When she makes a mistake. She just crosses it out and continues writing. One thought (*writing*) leads to another (*journalism*). And then to another (*photography*).There are some details that are not exactly about her topic (*looking forward to meetingnell' friends*), but that's OK in freewriting. You want to get as many ideas on paper as you can. You can take out unnecessary words. And sentences later.⁹

⁹ Dorothy E Zemach& Lisa A Rumisek,Academic Writing From Paragraph to essay,(Macmillan,Ltd.2005),p.7

You have just begun to explore the question of changes in your field. Some of your ideas will interest you more than others. Now you will have an opportunity to develop your thinking about one of these ideas.

DIRECTIONS : Follow these steps to generate further ideas on this topic.

From your list of changes, choose one idea that interested you. Write that idea at the top of a clean sheet of paper.

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

- a. Write down everything that comes to your mind.
- b. Do not judge your ideas.
- c. Do not worry about your spelling and grammar.
- d. If you run out of things to say, continue writing whatever comes to your mind.

You can use your free writing to help you get started with related tasks. In fact, you might want to refer to this free writing when you are doing other writing tasks later in this unit. Therefore, you should put this and all free writing that you do into a notebook that you can refer to when you are generating ideas for future assignments.¹⁰

So, teaching free writing method makes the students enjoying and interesting in learning writing lessons, and doesn't afraid again to write English lessons.

¹⁰ H. Douglas Brown, *Teaching by principles An interactive Approach to language pedagogy, second edition* (Longman, Ltd 2000), p.350

3. Assessing writing

Not many centuries ago, writing was a skill that was the exclusive domain of scribes and scholars in educational or religious institutions. Almost every aspect of everyday life for “common” was carried out orally. Business transactions, records, legal documents, political military agreements—all were written by specialists whose vocation it was to render language into the written word. Today, the ability to write has become an indispensable skill in our global literate community. Writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures.

In the field of second language teaching, only a half-century ago experts were saying that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. Now we understand the uniqueness of writing as a skill with its own features and conventions. We also fully understand the difficulty of learning to write “well” in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very few learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose. And yet we expect second language learners to write coherent essays with artfully chosen rhetorical and discourse devices!

With such a monumental goal, the job of teaching writing has occupied the attention of papers, articles, dissertations, books, and even separate professional journals exclusively devoted to writing in a second language. I refer specifically to the *journal of second language writing*; consult the website <http://icdweb.cc.purdue.edu/~silvat/jslw/> for information. (for further information on issues and practical techniques in teaching writing, refer to TBP, chapter 19).

It follows logically that the assessment of writing is no simple task. As you consider assessing students' writing ability, as usual you need to be clear about your objective or criterion. What is it you want to test: handwriting ability? Correct spelling? Writing sentences that are grammatically correct? Paragraph construction? Logical development of a main idea? All of these, and more, are possible objectives. And each objective can be assessed through a variety of tasks, which we will examine in this chapter.

Before looking at specific tasks, we must scrutinize the different genres of written language (so that context and purpose are clear), types of writing (so that stages of the development of writing ability are accounted for), and micro- and macroskills of writing (so that objectives can be pinpointed precisely).

We know the second key component of writing assessment procedures for scoring the written product. The scoring procedures are critical because the scores is ultimately what will be used to make decision and about writer.

Assessing writing is one of the best known and most widely used analytic scales in ESL was created by Jacobs (1981). In Jacobs scale, scripts are related on five aspects of writing: content, organization, vocabulary, language use, and mechanics.¹¹

This specific criteria of assessing writing according to Jacobs according to English Second Language.

Table 2.1

The Criteria of Assessing Writing

No	Score	Level	Criteria
1	Content	25-21	Excellent to very good: knowledge, substantive, through development of thesis, relevant to assigned topic.
		23-20	Good to average: some knowledge of subject, adequate range, limited

¹¹ Sarah Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p. 116.

		21-17	development of thesis, mostly relevant to topic, but lack detail. Fair to poor: limited knowledge of subject, little subject, inadequate development topic.
		16-13	Very poor: does not show knowledge of subject, non-substantive, or not enough to evaluate.
2	Organization	20-18	Excellent to very good: Fluence expression, ideas clearly started/supported, succinct, well

			organize, logical sequencing, cohesive.
		17-14	Good to average: some what choppy, lososely, organize but main ideas stand out, limited support, logical but complete sequencing.
		13-10	Fair to fair: non-fluent, ideas confused or disconnected, lack logical, sequencing and development.
		9-7	Very poor: essentially translation, little

			knowledge of English vocabulary, idioms, words form, or not enough to evaluate.
3	Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
		17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.

		13-10	Fair to fair: limited range, frequent errors of word/idioms for, choice, usage, meaning confused or obscured.
		9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
4	Language use	25-22	Excellent to very good: effective complex construction, few errors of agreement,

		21-18	<p>tense, number, word order/ function, articles, pronoun, preceptions.</p> <p>Good to average: effective but simple construction, minor problems in complex constructions,</p>
		17-11	<p>several error of agreement, tense, number, word/order fuction, articles, pronouns, preceptions but meaning seldom obscured.</p> <p>Fair to fair: major problems in simple/complex</p>

		10-5	<p>construction, frequent errors negation, agreement, tense, number, word./order function, articles, pronouns, preceptions or fragments, ruons, deletions, meaning confused or obscured.</p> <p>Very poor: virtually no mastery of sentence conatruction rules, dominated by errors, does not communication, or not enough to evaluate.</p>
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5	Mechanic	5	<p>Excellent to very good: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</p> <p>Fair to fair: frequent errors of spelling, punctuation,</p>
		4	
		3	
		2	

			<p>capitalization, paragraphing, poor handwriting, meaning confused or obscured.</p> <p>Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.</p>
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CHAPTER III

RESEARCH METHODOLOGY

A. Research of Methodology

1. Research Method

In this research the researcher determines the experimental research because experimental research is effective and suitable to apply free writing in developing students writing skill.

In this research the writer use experimental, experimental research is simple a way of learning something by varying some condition and observing the effect on something else.

Types of experiment research:

- a. Pre-experiment : may have pre and post treatment test, but lacks a control group
- b. Quasi experiment : has both pre and posttests and experimental and control groups, but no random assignment of subjects.
- c. True experiment : have both and posttests, experimental and control groups, and random assignment of subjects.

From the three basic characteristics above the writer chooses the one group experiment. In this research the writer choose use quasi experiment were has both pre-test and post-tests and experimental control groups, but no

random assignment or subjects. The addition of one more control groups. Given the fact that it was not feasible to assign subjects at random to experimental and control schools in terms of size, background, organization, teaching methods, and background abilities of learners. The research design would also be strengthened by providing subjects with carefully selected pre- and post treatment test.

Finally, it would be highly desirable to collect qualitative data on reading habits, classroom teaching procedures, and so on, in both experimental and control classrooms. Such qualitative information is often crucial for the interpretation of quantitative data, the major differences between pre-experiments, quasi-experiments, and true experiments.¹²

2. Quasi Experimental Design

Quasi design fair better than pre-experimental studies in that they employ a means to compare groups. They fall short, however on one very important aspect of the experiment: randomization. Pretest posttest nonequivalent groups.¹³

O1	X	O2
O1	X	O2

Key :

¹²David Nunan, research methods in leanguage learning,(cambridge university press,ltd.1992),p.41

¹³Allpsych.com/researchmethods/quasiexperimental,(copyright 1999-2003,last updated november 29,2011).

X = treatment

O = pretest

O = posttest

B. Place and time Research

The writer will conduct the research at the second grade of SMPN 1 CARITA, from 20 maret -10 april 2017 The school is located on jl.Rayacarita-sukanegara km 13 kabpandeglang.

C. Population and Sample

The talking simple, the writer gets with quasi experiment method where has both pre and posttests and experimental and control groups, but no random assignment of subjects. The writer used one classes, which one class experiment and then one class control group. The populations are 30 students in one classes, the researcher has chosen second grade class. Every class consists of 30 students. For the effectiveness, the researcher has chosen an IX-B (Risal) class of SMPN 1 CARITA

D. The Technique of Data Collection

Further steps, to complete this data, the writer uses some techniques to get authentic data as follow:

a. Test

This instrument used by the writer for knowing result study of writing skill before and after using quick write.

b. pre-test

The pretest was administered at beginning of the course in order to find the initial between experiment class and control class.

c. Post-test

Posttest carried out in order to check the different between two classes (experiment class and control class) after the writer gave the treatment for experiment class and traditional method to control class.

E. Technique of data Analyzing

The data analyses use in this research is the quantitative method. The data analyzed using statistical form. The quantitative data analyze will be gotten through the logical technique between variable X and Y. After the data was collected, processed, analyzed, interpreted and finally concluded, the data will be presented by using quantitative method. It was analyzed by statistic calculation.

To find out how significance the using of free writing method on teaching writing skill, the writer used statistical of t-test to determine the final calculation t (t observation) that was done measure that the last score of the research test.

To analyze the data, the writer will apply the following steps:

- a. The result of pre-test and post-test in experiment class.
- b. The result of pre-test and post-test in control class
- c. The identify the students' score in writing ability, the writer will use the scale system that is the measurement tool writing test, in writing test there are four components which must be measured : those are

grammar/vocabulary, stylistic technique, organization, content.

Table 3. 1. Composition scoring¹⁴

Skill	Score	Level	Criteria
		1	
Grammar/ vocabulary	21-25	A	Fluent with moments of elegance, few errors
	16-20	B	
	11-15	C	Comprehensible, some errors
	6-10	D	Substantial and significant errors
	1-5	E	One or more blocks to communication Unintelligible
Stylistic technique	21-25	A	Skilled use of syntax in terms of content, variation in syntax
	16-20		
	11-15	B	Clear, appropriate, and sophisticated syntax
	6-10	C	
	1-5	D	Errors, but attempts, and sophisticated syntax Errors and / or inappropriateness
		E	

¹⁴Alice omaggio hadley, teaching language in context,(heinle & heinle,2001)p.334

			Garbled syntax
Organization	21-25	A	Well-organization paragraphs, use of clear topic and summary sentences,
	16-20	B	convincing, Easy to follow
	11-15	C	
	1-10	D	Good evidence of structuring of paragraphs
	1-5	E	(perhaps an unwieldy use of aptterns of organization) Some attempts Hard to follow, organization undermines no evidence of planning in structure of paragraphs
Content	21-15	A	Significant, interesting, appropriate, well thought out, appropriate to assignment
	16-20	B	Generally good work, but facts may be unsupported, or repetitions or clichés may be
	11-15	C	
	6-10	D	
	1-5	E	Apparent Carless development of data relevant

			to Content No effort to make content significant to composition Incoherent or wildly inappropriate content
--	--	--	---

Score = grammar/vocabulary+stylistic
teachinque+organization+content

Exsample : 25+25+15+20=85

- a. Determine mean of score exeriment class (mx), with formula:¹⁵

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

- b. Determain mean of score control class (MY), with formula :

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

- c. Determain the total square of error of experiment class (X), with formula :

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

¹⁵Arikunto,suharsimi, prosedur penelitian suatu pendekatan praktik(jakarta rineka cipta,ltd.2006)

- d. Determine the total square of error of control class (y), with formula:

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

- e. Calculate T-test:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{N} + \frac{1}{Ny}\right)}}$$

- f. Determine the degree of freedom, with formula :

$$Df = Nx + Ny - 2$$

Notes:

MX = Mean of experiment class

MY = Mean of control class

$\sum X$ = The total square of error of experiment class

$\sum Y$ = the total square of error of control class

N = The numbers of subject

Df = degree of freedom

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Description of the data

As explained in chapter III, the writer of this paper conduct an experimental study, in experimental research the writer got the data from the result of teaching experimental and the score of the students' freewriting subject of learning english at "SMPN 1 Carita".

The research involved 66 students as research respondent which taken from two classes to describe second year students ta "SMPN 1 Carita". The material is the using freewriting strategy in developing students writing skill.

To know the result of the test, the writer makes the table of the students' score for each variable as follow:

Table 4.1

Data from Pre-test and Post-test of experiment class

NO.	Respondents	Score	
		Pre- test	Post-
1	ASS	31	64
2	AN	20	54
3	A	21	64
4	AM	56	57
5	B	20	61
6	DGOJ	21	53
7	DIY	33	64
8	G	26	48
9	H	23	73

10	H	55	63
11	KM	26	60
12	KM	65	63
13	LA	28	64
14	MAA	33	50
15	MS	33	47
16	M	44	80
17	M	33	62
18	M	22	60
19	MMW	60	79
20	MR	54	75
21	NA	40	79
22	N	34	69
23	NN	48	65
24	N	26	40
25	N	33	57
26	RS	58	71
27	RR	61	70
28	RS	63	87
29	S	35	69
30	S	33	50
31	UR	44	67
32	UA	32	75
33	WS	75	90
	Σ	1286	2130
	X	38,96	64,54

The table above shows the students' writing ability at the second grade of SMPN 1 Carita in experiment class (8a) before treatment is less. It can be known from the result of pre- test, the highest score is 75 the lowers score is 20, the score draws that highest score of students' writing ability is good and the lowers score is bed and the result of post- test after treatment show that students' score, the highest score is 90 and the lowers score is 40.

There is the improvement on criteria of students' score that the highest score is very good and the lower score is enough.

To find mean score, the writer follows the formula:

$$\begin{aligned} M1 &= \frac{\sum X2}{N2} \\ &= \frac{2130}{33} \\ &= 64,54 \end{aligned}$$

$$\begin{aligned} M2 &= \frac{\sum X1}{N1} \\ &= \frac{1286}{33} \\ &= 38,96 \end{aligned}$$

Note: M1 = Mean

X1 = Students' score (Post- test)

X2 = Students' score (Pre- test)

N = Number of students

Based on the calculation on the table 1 of pre- test and post- test assessment at experiment class, it shows that the cumulating value of assessment result before experiential learning strategy is 1286 The average of the pre- test is 38,96. Meanwhile, the cumulative of assessment result applied of the post test is 64,54.

Determine mean by formula:

$$\begin{aligned} M &= M1 - M2 \\ &= 64,54 - 38,96 \\ &= 25,58 \end{aligned}$$

Note: M = Mean
 M1 = Mean of Post test
 M2 = Mean of Pre- test

From the calculation of determine mean above, as have known that the average score of pre- test and post- test (at experiment class) increase in amount of 25,58.

Table 4.2

Data of Pre- test and Post- test from Control Class

NO.	Respondents	Score	
		Pre- test	Post- test
1	A	15	32
2	A	18	43
3	AF	20	40
4	AM	47	50
5	D	26	33
6	DR	34	45
7	E	52	40
8	FH	20	50
9	H	31	42
10	HM	32	35
11	JN	29	51
12	J	32	43
13	J	43	53
14	J	16	40
15	M	41	41
16	M	33	51
17	M	35	38
18	MS	36	42
19	MS	13	40
20	MM	16	44
21	NF	25	48
22	OL	35	36
23	P	41	60

24	R	35	40
25	RE	26	50
26	RS	30	44
27	R	29	30
28	SR	41	52
29	S	50	32
30	SM	14	40
31	U	30	47
32	WN	19	31
33	Y	17	30
	Σ	953	1398
	X	28,87	42,36

The table above shows the students' free writing at the second grade of SMPN 1 Carita in control class (8a) before treatment is less. It be known from the result of pre-test the highest score of students' writing ability is enough and lowers score is bed and the result of post- test after treatment show that students' score the highest score is 70 and the lowers score is 15. There is not the good improvement on the criteria of students' score in control class that the highest score is good and the lower score is still bed.

The find the mean score, the writer follows the formula:

$$\begin{aligned}
 M1 &= \frac{\Sigma X2}{N2} \\
 &= \frac{1398}{33} \\
 &= 42,36
 \end{aligned}$$

$$\begin{aligned}
 M2 &= \frac{\Sigma X2}{N2} \\
 &= \frac{953}{33} \\
 &= 28,87
 \end{aligned}$$

Based on the calculation on the table 2 of pre- test and post- test assessment at comparison class, it shows that the cumulative value of pre- test is 953. The average of the pre- test is 28,87. Mean while, the cumulative value of post- test is 1398. The average of the post- test result is 42,36.

Determine mean by formula:

$$\begin{aligned} M &= M1 - M2 \\ &= 42,36 - 28,87 \\ &= 13,48 \end{aligned}$$

Note : M = Mean

M1 = Mean of post test

M2 = Mean of pre test

From the calculation of determine above, we have known that the average score of pre- test and post- test (at control class) increase amount of 13.48

Table 4.3

Analysis of Pre- Test in Experiment Class

Subject: English

Mean Score: 38,96

Teacher: Siti sanalika

Respondent: 33

No	Name	Descriptive					
		Score	Content	Organization	Vocabulary	Grammar	Mechanics
1	ASS	31	8	6	6	6	5
2	AN	20	8	10	9	8	7
3	A	21	6	5	4	3	3
4	AM	56	11	10	11	8	6
5	B	20	12	11	10	8	7

6	DGOJ	21	8	7	6	6	6
7	DIY	33	9	8	10	6	5
8	G	26	13	14	10	10	6
9	H	23	11	12	8	7	7
10	H	55	15	14	15	13	8
11	KM	26	17	16	12	10	15
12	KM	65	15	10	13	14	10
13	LA	28	9	6	5	4	4
14	MAA	33	7	6	8	7	5
15	MS	33	5	6	9	8	5
16	M	44	9	10	11	7	7
17	M	33	7	9	6	6	5
18	M	22	6	6	3	3	4
19	MMW	60	10	12	10	13	15
20	MR	54	12	13	11	10	8
21	NA	40	9	10	8	7	6
22	N	34	7	7	8	6	6
23	NN	48	11	10	12	9	6
24	N	26	7	5	6	5	3
25	N	33	5	3	6	5	3
26	RS	58	16	14	11	9	8
27	RR	61	15	9	12	15	9
28	RS	63	17	16	12	6	9
29	S	35	9	8	7	6	5
30	S	33	7	6	8	7	5
31	UR	44	8	6	9	5	6
32	UA	32	7	10	5	5	7
33	WS	75	18	15	11	13	16

Table 4.4**Analysis of Post- Test in Experiment Class**

Subject: English

Mean

Score: 64,54

Teacher: Siti Sanalika

Respondent: 33

No	Name	Descriptive					
		Score	Content	Organization	Vocabulary	Grammar	Mechanics
1	ASS	49	11	10	8	8	9
2	AN	85	19	18	16	17	15
3	A	64	14	15	13	12	10
4	AM	57	12	10	13	12	10
5	B	82	18	16	17	15	16
6	DGOJ	80	17	16	18	14	15
7	DIY	64	14	11	12	17	10
8	G	88	20	19	20	19	14
9	H	73	16	17	16	13	11
10	H	50	10	12	10	8	8
11	KM	76	16	16	17	14	13
12	KM	63	15	10	16	11	11
13	LA	64	11	14	17	12	10
14	MAA	50	12	10	11	9	8
15	MS	47	10	11	8	9	9
16	M	80	16	15	16	16	17
17	M	62	16	13	10	10	13
18	M	71	15	14	15	13	14
19	MMW	62	16	14	11	11	10
20	MR	91	20	18	18	17	18
21	NA	79	15	17	19	16	15
22	N	59	11	13	13	12	10
23	NN	81	17	16	18	15	15
24	N	76	17	15	14	15	15
25	N	57	14	10	11	10	12
26	RS	89	19	17	16	20	18
27	RR	86	17	18	16	19	16

28	RS	87	18	18	19	16	16
29	S	78	15	16	16	15	15
30	S	80	17	16	17	15	15
31	UR	75	15	10	12	10	14
32	UA	70	11	10	13	18	12
33	WS	90	20	19	19	21	20

After writing the comparison between the score of pre-test and post- test, the writer calculates deviation and squared deviation and the result of calculation by using the formula- test can be seen at the analysis of data as follow:

B. Analyzing the data

After getting the data from pre-test and post-test score of two class. Then the writer analyzed it by using t-test formula with the degree of significant 5%, the writer used step as follows:

Table 4.5

The Score of Distribution Frequency

No.	x1	x2	X1	X2	X1²	X2²
1	49	32	32	-22	-15.6	484
2	85	43	43	14	-4.6	196
3	64	40	40	-7	-11.6	49
4	57	50	50	-14	23.4	196
5	82	63	63	11	15.4	121
6	80	45	45	9	-2.6	81
7	64	40	40	-7	-9.6	49
8	88	50	50	17	2.4	289
9	73	42	42	2	-6.6	4
10	50	45	45	-21	-1.6	441
11	76	51	51	5	4.4	25
12	63	43	43	-8	-4.6	64
13	64	53	53	-7	6.4	49
14	50	40	40	-21	-8.6	441

15	47	48	48	-24	1.4	576
16	80	51	51	9	4.4	81
17	62	38	38	-9	-8.6	81
18	71	42	42	0	-4.6	0
19	62	61	61	-9	14.4	81
20	91	44	44	20	-2.6	400
21	79	48	48	8	1.4	64
22	59	36	36	-12	-10.6	144
23	81	60	60	10	14.4	100
24	76	40	40	5	-6.6	25
25	57	65	65	-14	18.4	196
26	89	64	64	18	17.4	324
27	86	40	40	15	-6.6	225
28	87	52	52	16	6.4	256
29	78	32	32	7	-16.6	49
30	80	40	40	9	-6.6	81
31	62	61	61	-9	14.4	81
32	57	65	65	-14	18.4	196
33	50	40	40	-21	-8.6	441
Σ	2299	1564	2234,46	1498,46	27,6	5890

Note:

x_1 = Score Post- Test (Experiment Class)

x_2 = Score Post- Test (Control Class)

X_1^2 = The Squared Value of X_1

X_2^2 = The Squared Value of X_2

$X_1 = x_1 - M_1$

$X_2 = x_2 - M_2$

$Df = N_1 + N_2 - 2$

$= 33 + 33 - 2$

$$= 64$$

$$= 3.00$$

$$\begin{aligned}
 t &= \frac{M1 - M2}{\sqrt{\frac{(\sum X1^2 + X2^2)(N1 + N2)}{(N1 + N2 - 2) N1 \cdot N2}}} \\
 &= \frac{64.54 - 38.96}{\sqrt{\frac{(27,6 + 5890)(33 + 33)}{(33 + 33 - 2) 33 \cdot 33}}} \\
 &= \frac{25.58}{\sqrt{\left(\frac{5917,6}{64}\right) \left(\frac{66}{1089}\right)}} \\
 &= \frac{25.58}{\sqrt{(92,46)(0.06)}} \\
 &= \frac{25.58}{5,54} \\
 &= \frac{25.58}{4,6} = 5.56
 \end{aligned}$$

In general, score of post- test in experiment class was better than post-test in control class. It can be seen from the total amount of the score of post- test in experiment class was 2299 and pre- test is 1286, while, the total amount of the score post- test in control class was 1398 and pre- test is 953.

Based on the result statistic calculation, it is obtained that the score of t_0 is 5,56 degree of freedom is (5%). The value of 58 is mentioned in the table about 4.0 (as degree of significant).

To prove the hypothesis, the data obtained from the experimental class is calculated is by using t- test formula with assumption as follow:

If $t_{\text{observasi}} > t_{\text{table}}$ the alternative hypothesis is accepted. It means there is significant different between learning using experiential learning strategy and students' writing ability.

If $t_{\text{observasi}} < t_{\text{table}}$ the alternative hypothesis is rejected. It means there is no significant different between learning using experiential learning strategy and students' writing ability.

C. Interpretation of the Data

The analysis is aimed to know is the influence of experiential learning strategy on students' writing narrative text we have already known that the mean score of experiment class is 38.96 in pre- test and 64,54 in post- test. But the mean score of control class is 28.87 in pre- test and 42.36 in post- test. Seeing calculation above, the experiment class get increase on 25.58 points. It is better than the control class get increase on 13,48 points.

Before deciding the result of hypothesis, the writer proposes interpretation toward to with procedure as follow:

- a. $H_a = t_{\text{observasi}} > t_{\text{table}}$. It means there is significant effectiveness between students' writing ability in narrative text and using experiential learning strategy.
- b. $H_o = t_{\text{observasi}} < t_{\text{table}}$. It means there is no significant effectiveness between students' writing ability in narrative text using experiential learning strategy.

According to the data, the value of $t_{\text{observasi}}$ is bigger than t_{table} .

$t_{\text{observasi}} = 5,56 > t_{\text{table}} = 4,00$ (5%) or

$t_{\text{observasi}} = 5,56 > t_{\text{table}} = 4,65$ (1%),

so H_0 is rejected and H_a is accepted.

From the result above, the writer give conclusion that there is the influence of experiential learning strategy on students' writing ability in descriptive text. It can be seen that the students get good or better score by using experiential learning strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research which has conducted in SMPN 1 Carita about “the effectiveness of free writing strategy in developing student’s writing skill”, the writer can conclude some facts as follow:

1. From the result of the pre-test and post-test between experiment class (using experiential learning strategy) and control class (without experiential learning strategy) the writer can conclude that score of experiment class is better than score of control class, it can be shown from the result of data analysis that mean of variable x is 38,96 and after treatment the mean of variable x is 64,54. It is means the mean of variable x is in good category.
2. From the result of the score of experimental class, pre-test 28,87, and post-test score 42,36. The pre-test score of control class is 953, and post-test is 1398. The result of analysis of the research show the value of t_0 8.14 it is higher than the value of t_{table} the level significance 5% and 15 2.00. It means H_a (alternative hypothesis) of results is accepted and H_o (null hypothesis) is rejected. It’s means that significance is the influence of experiential learning strategy on student writing narrative text at second grade of SMPN 1 Carita.

B. Suggestion

Based on research and collected data, the writer tries to give some suggestion related with teaching learning process. The suggestions are for the teacher, students, school, and future research.

a. For the teacher

1. The teacher who directly involved to the teaching-learning process suggested chooses the variation media of teaching-learning process.
2. The teacher should be able to use various and interesting technique and media in teaching learning especially in speaking activity.
3. English teacher may use this strategy when they teach English especially in free writing.

b. For the students

1. Students have more spirit and more motivated by the use of learning medias.
2. The students should memorize vocabularies, it is useful to help students in free writing.

c. For school

1. The school should be more supportive of teaching learning especially in English lesson.
2. The school should pay more attention to media that is needed for students to learn with fun.

d. For the future research

For the next research, the writer hopes they would conduct the investigation of other teaching medias that can be applied by teachers.

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