

CHAPTER 1

INTRODUCTION

This chapter describes the reasons for conducting the research and it deals with introduction that concerns with background of research, research question, purposes of the research, significance of the research, rationale, hypothesis and methodology of the research.

A. Background of the Problem

Developing clear and accurate expression through writing presents main problems for most students with learning difficulties (Westwood, 2008:56). Written language is perhaps the most difficult of language skills to gain because its development involves the effective coordination of many different cognitive, linguistic and psycho-motor processes.

Descriptive text is kind of writing that is taught to the students of the eighth grade based on 2013 curriculum. It describes how a certain object based on what the object looks like. Descriptive text is defined by Bailey (2009) as a text which lists the characteristics of something. Its purpose is to describe and reveal a particular person, place, or thing. It is one of the materials of English subject which is learned by the students of junior high school. Generally, this material is given to the second grade and it will be continued to the third grade.

Elbow (1989) states that the best way to improve our writing is to do practice free writing routinely. It can be done three times a week for ten minutes later on perhaps fifteen or twenty. Free writing is a way to get ideas. When

students free write, students choose a topic, and then students sit down and write whatever sentences come into your mind about the topic a minutes, do not worry about grammar, spelling, or punctuation, and do not worry about putting the ideas in order (Hogue, 1996).

Based on limited observations at SMP Muhammadiyah Bandung, the researcher found at one of Junior High School that the students could not write a sentence in English. They got the difficulties when the reseacher gave an assignment to write a sentence in English especially in writing descriptive text. It was bcause they got confused to think their idea to describe something in writing English. The researcher found more students sometimes got difficulty in expressing the ideas into their writing and they always got difficulty in organizing them to become good paragraphs. They often got difficulty in choosing and using appropriate words or vocabulary, So they did not know the meaning of words it makes them difficult to explore their ideas. They often face some problems to organize their ideas with the lack of knowledge of grammatical rules, sentence structure and punctuation. In this research, the researcher taught descriptive paragraph to support the application of free writing technique. Wardiman, Jahur, and Djusma (2008) explain that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, testes, and/or sounds. A good description is a word picture. The reader can imagine the object, place, or person in his or her mind.

The previous researches have been conducted to discuss the use of free writing technique to improve students' writing ability. Windarto (2012)

investigated free writing activity as a guide on writing technique to help students generate ideas in improving writing ability. Another research was written by Hastini (2014) who applied a quasi-experimental research design about Improving Writing Skill By Using Free Writing Technique. This research is different from the previous research because this research uses descriptive text as the genre text.

According to the problem and the previous researches above, the researcher is interested to do a research about **“THE USE OF FREE WRITING TECHNIQUE TO IMPROVE STUDENTS’ WRITING ABILITY OF DESCRIPTIVE TEXT (An Experimental Study at The Eighth Grade of SMP Muhammadiyah Bandung)”**

B. The Research Questions

Based on the background above, the problems are specified as follows:

1. What is the students’ writing ability of descriptive text by using free writing technique?
2. What is the students' writing ability of descriptive text without using free writing technique?
3. How significant is the difference between students’ writing ability of descriptive text with and without using free writing technique?

C. The Purposes of Research

In this section the writer would like to mention the purposes of research as follows:

1. To find out the Students' abilities in writing descriptive text by using free writing technique
2. To find out the Students' abilities in writing descriptive text without using free writing technique
3. To find out the significant differences between students' writing ability of descriptive text by and without using free writing technique

D. The Significances of Research

The result of this research is expected to be used both theoretically and practically:

1. Theoretical Significances

Theoretically, the study is expected to be used to help the students in generating ideas which might help them to write easily. Besides, it helps students to improve their writing ability of descriptive text.

2. Practical Significances

The result of this study is expected to give teachers another teaching technique so that they can be more creative in implementing the writing teaching especially descriptive text and to help students with learning difficulties in writing ability of descriptive text.

E. Rationale

Writing is important to help people. Mayers (2005) says that writing is a way to produce language, which you do naturally when you speak. Writing is also an act of a process of discovering and organizing your idea, putting them on paper and reshaping and revising them.

This research focuses on the writing of the descriptive text. Miller (1997:36) states that descriptive text is a text which describes somebody or something. Descriptive is related to a physical structure. It tells how something looks, feels, smells, and tastes. On the other words, Wardiman, et al (2008:16) explain that descriptive text also has a generic structure and significant lexical grammatical features. Bailey (2009:2) states grammatical feature of descriptive text are: (1) focus on specific participants, (2) use of attributive and identifying process and (3) use of simple present tense. Meanwhile, Bailey (2009:3) states that Language features in descriptive text focus on specific participants, use of attributive and identifying processes, frequent use classifiers in nominal groups and use of the simple present tense. Every student has different characteristics, so the teacher should give them a technique which acceptable for them. Junior high school students need a technique which is unique and enjoyable for them, it makes them so interested and not bored anymore to learn how to write something in English, especially Descriptive Text.

Free Writing Technique is a good prewriting technique to the students beside brainstorming and clustering. Free writing is an activity to get more idea by writing freely. It is stated by Brannan (2003) that the concept free writing is a good technique used by the writer to practice writing descriptive text. The goal of free writing is to collect our idea based our topic. In this case, Hogue (1996:14) explains that free writing is writing whatever sentences come into our mind about the topic. In addition, as a technique, we can use it to create ideas at any stage while we are working on a piece of writing.

To assess student's writing, the following rubric will be used determined rubrics can be seen in Appendix.

Table.1.1

Writing Components	Criteria Traits	Score
Content	extent, relevance, subject knowledge	30%
Organization	coherence, fluency, clarity, logical sequencing	20%
Vocabulary	richness, appropriate register, word form mastery	20%
Language use	accuracy (a usage of articles, word order, tenses, Prepositions, sentence constructions)	25%
Mechanics	paragraphing, spelling, capitalization, punctuation	5%

As a facilitator, the teacher should create more creative teaching for improving students 'ability in writing of descriptive text and teaching process in order to make an atmosphere in classroom activity especially in teaching writing, more enjoyable and more fun. One of them is free writing technique.

Finally, the conclusion of the grand theories above can be presented in the research framework as follow

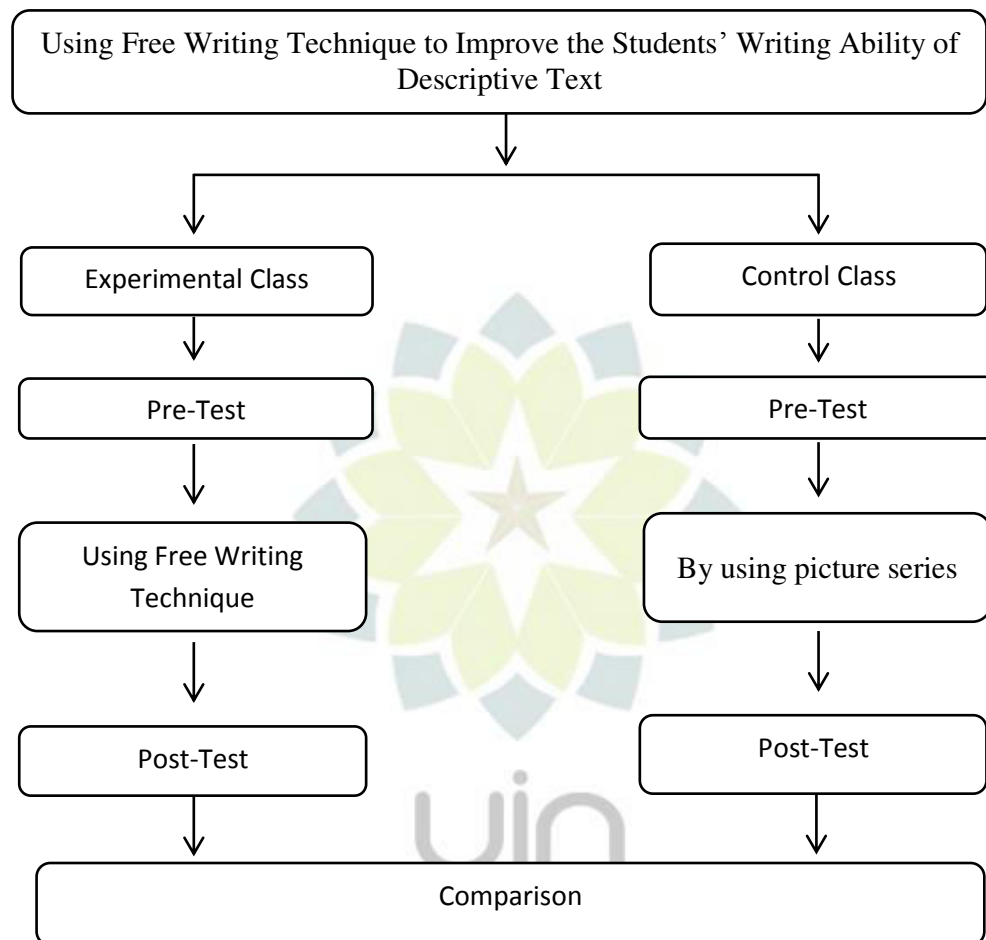


Figure 1.1 Research Framework

Based on the research framework presented in figure 1.1 above, the process of this research consists of three key steps; firstly giving pre-test, secondly teaching writing ability of descriptive text, and lastly giving post-test. The results of those steps provide the answer to the question of the significant difference between students' writing ability of descriptive text using free writing technique and without using Free Writing Technique.

F. Hypothesis

According to Creswell (2012:111), hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics. Therefore, a statistical procedure or a hypothesis testing is designed to test the prediction. The testing hypothesis is essential to find out whether the researcher's assumption is accepted or not.

The study decides to analyze two variables. Those are about using free writing technique (X) and writing ability of descriptive text (Y). In addition, Cohen, Manion, & Morrison, (2007) state that typically hypothesis is divided into two types: Null Hypothesis (Ho) and Alternative Hypothesis (Ha).

Ho: There is no significant difference between the students' writing ability of descriptive text using free writing technique and without using Free Writing Technique.

Ha: There is a significant difference between students' writing ability of descriptive text using free writing technique and without using Free Writing Technique.

The hypothesis of this research can be formulated as follows:

1. Ho accepted if $t_{\text{counted}} < t_{\text{table}}$

It means that there is no significant difference between the students' writing ability of descriptive text using free writing technique and without using Free Writing Technique.

2. H_a accepted if $t_{\text{counted}} > t_{\text{table}}$

It means that there is a significant difference between the students' writing ability descriptive text using free writing technique and without using Free Writing Technique.

G. Research Methods

1. Research Design

This research is using quantitative methodology. According to Sugiyono (2009: 13), quantitative is the data in the form of numbers, and analysis using statistics. According to Arikunto (2006), experimental research methodology is a way to search for causal relationships between two factors that intentionally inflicted by the researcher with eliminating or reduce or set aside other factors interfere.

This research is using an experimental design. According to Sugiyono (2005: 85), in this design researchers can control all the variables that affect the course of the experiment out. Thus, internal validity (the quality of the design research implementation) can be high. The main characteristic of an experimental design is that the sample used for the experiments as well as a control group is taken no randomly from the certain population. Therefore, the characteristics are the existence of the control group and the selected random sample. Free Writing Technique is given to the experimental class using picture series of teaching writing will be given to the control class.

b. Experimental Design

This research is using Pretest-Posttest Control Group Design. It devises experiment into three steps: pre-test, treatments, and post-test. The pre-test and post-test are given in writing ability.

while the experimental group receives some treatments before accomplishing the post test. According to Creswell (2009:150), the formula of quasi-experimental design is illustrated as follows:



2. Research Procedure

According to Creswell (2012:170), there are five key steps in the process of quantitative data collection. The detail explanation of the steps is presented in the following sections.

The first step is obtaining permission from the important parties of SMP Muhammadiyah Bandung such as the headmaster, curriculum staff, and English teacher. The next step is selecting two classes of the eleventh grade of SMP Muhammadiyah Bandung as the research participants. Both classes are divided with no random into two classes; experimental class and control class. Then, the third step is preparing writing ability of descriptive text test as a research instrument to be used for pre-test and post-test. Afterward, the instruments are selected to get good data for the research. Finally, the last step is collecting the data which is appropriate for the procedure of research design selected.

Additionally, in this an experimental research, there are three steps of data collection; conducting pre-test to both experimental class and control class, giving treatment using free writing technique to experimental class, teaching writing ability of descriptive text using Free Writing Technique to control class, and conducting post-test to the two groups. To make the research process more understandable, here is the table of research schedule that lists some activities in collecting data.

Table 1.2 Research Schedule

No.	Meeting	Activities	Target
1.	1 st Meeting	Collecting school data of SMP Muhammadiyah Bandung	School Stakeholders
		Giving Pre-test	Students of VIII A (experimental class) and VIII B (control class)
2.	2 nd Meeting	Explaining about the descriptive text:	Experimental class
		a. Definition b. Purpose c. General structure d. Example	Control class
3.	3 rd Meeting	Treatment with Free Writing Technique	Experimental class
		Treatment without Free Writing	Control class

		Technique	
4.	4 th Meeting	Treatment with Free Writing Technique	Experimental class
		Treatment without Free Writing Technique	Control class
5.	5 th Meeting	Giving Post-test	Students of VIII A (experimental class) and VIII B (control class)

After gaining the pre-test and post-test scores, the data is analyzed using statistics then the results are reported in form of tables or figures along with its explanation of the data interpretation. At the final step, the interpreted results are concluded related to the research questions. The explanation for each finding, which is based on hypotheses test result, and suggestions are also provided in the last chapter of the research that is conclusions and suggestions.

3. Research Subject

a. Research Site

The research conducted at the 8th grade of SMP Muhammadiyah Bandung. The students of 8th grade are chosen because, in addition, based on curriculum 2013, descriptive text is learned in this grade at second semester. Some students at 8th grade of SMP Muhammadiyah Bandung especially in class 8th A and 8th B who found it difficult to understand how to write in English

especially when they read a text or create a sentence, and they cannot identify the new word and remember the word. The students also do not understand clearly about a descriptive text, how to identify the generic structures and the linguistic features of the descriptive text and how to write it. The teacher also does not use technique to teach this subject, and that makes some students feel bored. Besides the researcher also found a problem related to the students' writing ability that is assumed enable to be solved by using Free Writing Technique especially in writing descriptive text.

b. Population

A population is a group of individuals who have the same characteristics (Creswell, 2012:142). The population of this research is the eighth grade of SMP Muhammadiyah Bandung in academic year 2016/2017.

c. Sample

A sample is a small group of the target population that the researcher plans to research for making the generalization about the target population (Creswell, 2012:142).

The samples of this research are two classes which are chosen from the population. The first is VIII A as the experimental class and the second is VIII B as the control class. Without random sampling, Both VIII A and VIII B are reported having almost equal average scores of English subject. Each class has at least 30 students so that the researcher took them as the participants.

d. Instruments

Research instrument is the tools used to measure something that we observe in order to obtain the data and answer the research problem (Sugiyono, 2012). The instrument that is used in this study tests (pre-test and post-test.)

In this study, there were two instruments that used in collecting the data, there are pre-test and post-test. Firstly, the pre-test is administrated to both groups experimental group and control group after try out the test is conducted in order to find out the students' basic ability before conducting the treatments to experimental class. Secondly, post-test is used in the last program of this study after giving some treatments to experimental groups in the period of time. It is used to find out whether the technique is effective or not, this test is also given to both groups.

4. Technique for Collecting Data

The research employs writing tests as its instrument. All students of experimental group and control group get pre-test and post-test. In the experimental group, after getting a pre-test they get treatments of Free Writing Technique, whereas in control group the students do not get the treatments. The end of the treatments the students get a post-test. The techniques used in collecting data are:

a. Pretest

According to Creswell (2012: 297), a pre-test provides a measure of some attribute or characteristic that you assess for participants in an experiment before they receive treatments. The purpose of pre-test is to measure the students'

writing ability of descriptive text at the eighth grade of SMP Muhammadiyah Bandung before the experimental manipulation is implemented. Descriptive text is the material in the pre-test. The pre-test in this research is conducted in a one-time meeting. There are two classes that are given pre-test, experimental class, and control class. Each class has at least 30 students. The students are asked by the researcher to write a Descriptive text.

b. Post-Test

Creswell (2012) states that a post-test is a measure of some attribute or characteristic that is assessed for participants in an experiment after a treatment. Post-test is the same test as the pretest, but it was given after the experimental manipulation has been implemented. The purpose of post-test is to measure the significant difference in the students' writing ability of Descriptive text at the eighth grade of SMP Muhammadiyah Bandung using Free Writing Technique.

5. Data Analysis

This research uses some ways and steps in analyzing the data as follows

a. N-Gain

After acquiring the data from the pre-test and the post-test, the data can be analyzed to know the improving students' writing ability of the technique. To know the improvement of the students' vocabulary mastery, normal gain (d) is used with the formula:

$$d = \frac{\text{Post - test score} - \text{Pre - test score}}{\text{maximum score} - \text{Pre - test score}}$$

Normal gain score acquired is then interpreted into the table below:

Table Normal Gain Interpretation

Score	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Average
$g < 0.3$	Low

(Hake, 1999)

b. Testing the Normality

i. Calculating the range (R) of data

Formula:

R = the highest score – the lowest score + 1

$$R = H - L + 1$$

(Sugiyono, 2009: 55)

ii. Calculating the class interval (K)

Formula:

$$K = 1 + (3, 3) \log n$$

(Sugiyono, 2009: 35)

iii. Calculating the length of class interval (P)

$$P = \frac{R}{K} \text{Formula:}$$

(Subana. et al, 2000: 40)

iv. Making the table of distribution of frequency

a) $S = \sqrt{\frac{\sum f_i(X_i - \bar{X})^2}{(n-1)}}$ Counting deviation standard

(Sugiyono, 2009: 58)

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i} \text{With:}$$

v. Calculating the degree of freedom with the formula:

$$dk = K - 3$$

vi. Calculating the value of χ^2 from the table

$$\chi^2_{tabel} = \chi^2_{(1-\hat{\alpha})(dk)}$$

vii. Calculating normality test criteria

Normality test with determination:

- The data is normal if $\chi^2_{count} < \chi^2_{table}$
- The data is abnormal if $\chi^2_{count} > \chi^2_{table}$

viii. Hypothesis Test

A hypothesis test is used to know the improving students' writing ability using free writing technique. The hypothesis test is done by testing the statistic data.

$$t = \frac{M_d}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}}$$

If the data is distributed normally, so the

parametric statistic test is conducted with the t-test.

(Subana. et al, 2000: 132)

Explanation:

M_d = the average from the gain between the pre-test and the post-test

d = score gain of the post-test toward the pre-test of each object

n = number of subjects

The next step is determining the table score:

- If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means there are the significant improvements of technique.
- If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted, it means that there is no significant improvement of technique in improving students' writing ability.

1. If the data of distribution is abnormal, the data is conducted with the Wilcoxon Test:

(Sugiyono, 2009: 136)

$$Z = \frac{T - \mu_T}{\sigma_T}$$

Explanation:

T = number of the lowest range/rank

$$\mu_T = \frac{n(n+1)}{4}$$

$$\sigma_T = \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

(Sugiyono, 2009: 136)

$$Z = \frac{T - \mu_T}{\sigma_T} = \frac{T - \frac{n(n+1)}{4}}{\sqrt{\frac{n(n+1)(2n+1)}{24}}}$$
 Hence,

(Sugiyono, 2009: 137)

Criteria:

- $Z_{count} > Z_{table}$, so, H_0 is rejected and H_a is accepted.
- $Z_{count} < Z_{table}$ so, H_0 is accepted and H_a is rejected.

In summary, the data acquired is to prove the research's circumstances including the teaching and learning process before and after treatments. Thus, the absolute result of the data analysis appears.

