



The Application of Freewriting Techniques in Teaching Writing at Vocational High School Students

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How to cite (in APA Style): Rahmawati, Dwi; Sutiyono, Akhmad; Febriyanti. (2023). The Application of Freewriting Techniques in Teaching Writing at Vocational High School Students. *LENTERA: Jurnal Ilmiah Kependidikan*, 16 (2), pp. 205-214.

Abstract: The research aimed to know the effect of Freewriting technique on students' ability to write procedure text. This research used a quantitative method. There were two classes as the sample in this research which was taken randomly from 24 classes. One class was AKL 1 as experimental, there were 35 students, and the other class was AKL 2 as the control class, there were 35 students. In determining the sample, the researcher used cluster random sampling technique. In collecting the data, the researcher used a writing test. In analysing the data, the researcher used the t-test formula. Based on the data analysis, it can be concluded that $t_{test} = 6.66$ and $t_{table} = 1.67$ with the significance 5% (0,05) and $t_{table} = 2.39$ with the significance 1% (0,01). It means that $t_{test} > t_{table}$. So, H_a was accepted. This shows that there is any positive and significant influence of using freewriting technique on the students' writing ability. The students who were taught through the Freewriting technique got a higher score than those who were not taught through Freewriting technique. The average score of the experimental class was 68.61 and the average score of the control class was 57.14.

Keywords: *freewriting technique, writing ability.*

INTRODUCTION

Writing is one of parts in English. Writing is an important role in daily activities to convey meaning to the readers. Writing also uses the process of symbols and spaces, which are very important for communication and helps students to express themselves and the ideas in their respective thoughts. However, it is considered a difficult skill especially for students learning writing in a different language from their mother tongue, such as English. Writing in English is one of

the biggest problems because they should express their ideas and understand some of aspects in writing. According to Erisda Vildia Muhammad in Ratih (2020), "writing difficulties may in large part be the result of three factors: First, the students still have difficulties in producing longer paragraphs. Second, the students still need help in producing good writing. Third, the students still need help with effective strategies in planning or revising the text.

SMK negeri 4 Bandar Lampung preliminary investigation revealed that most students had difficulties in writing. The researcher discovered that, they got difficulty in expressing their ideas in written form. They got difficulty to use mechanism, to construct sentences and paragraph according to the topic given. Besides that, they found difficulty to use appropriate words and grammar in their writing, it is caused by their lack of proficiency in vocabulary. The last problem that influences the students' writing ability is the use of teaching media/techniques in the classroom which are limited.

Based on students' writing difficulties, the researchers consider what technique can build a sense of enthusiasm, safety and comfort for students. It is suitable to improve the teaching learning process because it involves students more actively in processing, interpreting and evaluating information for students. The teacher can also give an example of them how to write well. In solving the students' problems above, there is a technique which appropriate for teaching writing. Elbow and Belanoff in Taner (2016) states that "freewriting is defined as writing any ideas or thoughts that come to mind in a given time period without stopping."

In addition, there is another research about teaching and learning English using Freewriting Technique. Nurfiryalianti, et al (2014) said that Freewriting Technique can improve writing ability. Furthermore, Dunifa, et al (2017) found that writing ability by using Freewriting Technique has significant influence.

Based on the important of writing itself, there are some relevant studies related about freewriting technique to improve students' writing ability.

The first is written by Nurfiryalianti et. Al (2014) entitled "Improving Writing Skill by Using Freewriting Technique". This research aimed at finding out whether the use of freewriting technique could improve students' writing skill especially in writing descriptive paragraph or not. This quasi-experimental research design was applied in this research. This research was conducted at SMP Negeri 1 Pasangkayu. The population was the eight grade students and the sample was class VIII B as the experimental class and VIII C as the control class. The instrument of data collection was a test which was administered twice called pre-test and post-test. The result of data analysis showed that the t -counted (7.49) was greater than the t -table (2.021) by applying 0,05 level of significance and the degree of freedom (df) was 40. It means that, The use of freewriting technique can improve the students' writing ability through descriptive paragraph and there are similarities between previous research and this research, such as using freewriting technique. Meanwhile, the difference previous research used descriptive text and this research

will be uses hortatory exposition text. Previous research conducted research at SMP Negeri 1 PasangKayu and this research will be uses at SMK Negeri 04 Bandar Lampung.

The second research is written by Dunifa et.al (2017) entitled "The Quality of University Students' writing Under Freewriting Technique". This research is designed to overcome students' writing problem and to bring about changes on the quality of students' writing through the implementation of freewriting technique. Specifically, the research aimed to know the improvement on students' writing quality through implementation of freewriting technique. The research was carried out at English Education Study Program, Dayanu Ikhsanuddin University, Indonesia during in the Academic Year of 2015/2016 with 25 participants. The research was carried out in two cycles and each cycle consists of three steps such as, planning, action, observation and students' perceptions toward the application of freewriting technique were gathered through interview. The data were analyzed quantitatively and qualitatively. The results of the research shows the students' writing quality is successful to be improved in two cycles of the implementation of freewriting technique and general students regard that their writing quality improve since freewriting technique is motivated and the technique is also effective to reduce their writing anxiety. This implies that freewriting technique is significantly effective to improve writing quality. There are similarities between previous research and this research, such as using "Freewriting Technique". In the previous study, research was carried out at Dayanu Ikhsanuddin University. In this study, it was carried out at SMK Negeri 04 Bandar Lampung. Previous research focus on the implementation of two cycles which aims to determine the improvement of students' writing through the application of freewriting technique. Meanwhile, this research focus on two classes, such as the experimental class and the control class which aims "Is there any influence of freewriting technique towards students' writing ability?".

Based on the two studies above, the researcher find several similarities methods that use quasi-experimental research and freewriting technique. Differences between the previous research and the researcher would examine especially in the place (situation). For the first research was conducted at SMP Negeri 1 Pasangkayu . The population of 8 students with sample 8B as the experimental class and 8C as the control class. Furthermore, for the second research was carried out in the English Education Study Program at Dayanu Ikhsanuddin University, Indonesia during in the Academic Year of 2015/2016 with a total of 25 People in two cycles. Each cycles consists of 3 steps such as, planning, action, and observation. Meanwhile, the research that will be examined by the research is carried out at SMK Negeri 04 Bandar Lampung. Another difference of this research and the previous research is on the research focus. This research will focus on writing ability, meanwhile the previous research above focused on the achievement of students writing ability.

The purpose of teaching and learning language is to provide the students be able to master skill and can use it in communication. The students should have good ability to understand the skill of language to be able to use language well. There are four skills that will be learned by students, such as listening, speaking, reading and writing. Writing is a skill that focus on develop knowledge that comes from ideas. They will try to express their thoughts, feelings, experiences and opinions into writing based on the specified topic to provide information to the readers. However, most of the students feel difficult in process writing because th

There are some of aspects that they have to fulfill, master and understand as one of the requirements for the assessment to be carried out by the teacher in English learning process, such as spelling, grammar, vocabulary, words, punctuation and so on. Therefore, the students' writing ability need to be improved. In addition, writing is a means of communication that can be started from a piece of paper to other people. Successfull in the writing process is when the teacher can make the class more active through one the appropriate technique, such as freewriting technique. This technique should increase their confidence in writing ability so that, they can produce good writing.

The researcher is interested in taking this technique to improve the students in writing ability of their ideas, feelings, opinions and experiences they have based on specified topic through freewriting technique that will be written by them and also to understand some of aspects in writing, such as vocabulary, grammar, spelling, punctuation, and so on. The researcher applied Freewriting Technique for the present research because it has the ability to influence the English learning process, notably in the writing element. Furthermore, this study has various research objectives. 1) To know about there any influence of Freewriting Technique towards students' writing ability at the eleventh grade of SMK Negeri 4 Bandar Lampung in the Academic Year of 2022/2023.

METHOD

In the current study, the researcher used quantitative and experimental method. Mackey & Susan (2005: 363) Quantitative research is research in which variables are manipulated to test hypotheses and in which there is usually quantification of data and numerical analysis. These facts must be somehow external to and independent of the observer or researcher. The dependent variable (Y) is the students' writing ability, while the independent variable (X) is the Freewriting Technique. sThe population is decided to be the eleventh grader of SMK Negeri 4 Bandar Lampung in the Academic Year of 2022/2023. 722 pupils from 24 classes made up the student body. With two observation classes, XI AKL 1 and XI AKL 2, the researcher used a cluster random sampling strategy to select the sample. The employed the Cluster Random Sampling approach to obtain the research sample. According to McMillan & Schumcher (2013) "cluster random

sampling, research identifies group units that easily occur naturally. Once the units are selected, individuals are selected from each unit". The researcher in this case randomly chose a sample of the research from the population of students at the eleventh grade. The experimental and control groups were chosen by lottery by the researcher. The approach was selected since the average abilities of all eleventh-grade students of SMK Negeri 4 Bandar Lampung in the Academic Year of 2022/2023 were comparable or homogenous.

The data gathering method used by the author includes a writing test based on the topic that given by the teacher at least 100-150 words. Students can freely choose the title that has been determined by the researcher and they will write related to the chosen title. This test to give only the experimental class employed the freewriting technique, and the other class used individual writing. The t_{test} formula was employed by the researcher in the current investigation to assess the hypotheses. The accepted criteria are H_a if $t_{test} > t_{table}$ with significance 0.05 and 0.01.

RESULTS AND DISCUSSION

Results

The class XI student population was the subject of this study at SMK Negeri Bandar Lampung from May 10 to May 22, 2022–2023. The researcher collected data based on two distinct classes. When doing the study, the researcher had the following two hypotheses: 1) There is any influence of Freewriting Technique towards students' writing ability; 2) The average writing ability score of students taught using Freewriting Technique is higher than that taught using individual writing. The researcher created a visual to calculate the data on students' progress as they learned to write.

Table 1. The result of Normality Test

Group	X^2_{ratio}	$X^2_{table} (0.05)$	$X^2_{table} (0.01)$
Experimental Class	3.32	7.81	11.3
Control Class	2.97	7.81	11.3

After determining the normality, the researcher then evaluated the homogeneity. The homogeneity test is used to show that there is a common variation among two or more sets of sample data from the same population. In other words, the homogeneity test analyzes if the properties of the data collection in question are the same.

Table 2. The Result of the Homogeneity Test

Group	t_{test}	$t_{table} (0.05)$	$t_{table} (0.01)$
Experimental and Control Class	6.66	1.67	2.39

The homogeneity test criterion stated that if f_{ratio} was 1, 48, the data was homogeneous, and f_{table} at significance levels of 0.05 and 0.01 was 1.80 and 2.30, respectively. H_a was therefore approved whereas H_o was denied (1.48 1.8 2.36). Table 2 below displays the results. After examining homogeneity, the researcher used the t-test method to demonstrate that the Freewriting Technique had an impact on students' reading skills in the eleventh grade. The outcome indicated that the Freewriting Technique had any appreciable impact on students' reading proficiency in the eleventh grade. Because $t_{test} > t_{table} (1/2 \alpha)$ with $df = (n1 + n2 - 2)$ and significance levels of 0.05 and 0.01. The application of Freewriting Technique in the classroom environment is very working since it can develop of their thoughts, students will feel enjoy to learn because this technique is to write whatever on your mind and feeling through the topic.

Table 3. The Result of t_{test}

Group	F_{ratio}	$F_{table} (0.05)$	$F_{table} (0.01)$
Experimental and Control Class	0.80	1.80	2.30

Evidence demonstrating that, at the eleventh grade of SMK Negeri 04 Bandar Lampung in the Academic Year of 2022/2023, students who were taught to write using Freewriting Technique performed on average worse than those who were taught individual writing was used to support the second claim. The researcher performed a t-test to evaluate the findings. Calculations showed that the average score of the experiment class was higher than the score of the control class (68.61 > 57.14). H_a is also acceptable when the average writing skill score of the experimental class was higher than that of the control class. The results are shown in the table below.

Table 4. The Average Score of Students Writing test

Group	Average Score of Post Test
Experimental Class	68.61
Control Class	57.14

Discussion

Writing is one of the abilities students should learn since it is a vital ability for language development. As stated Tuan (2010) states that writing is a skill in which the more students practice, the better they write. A lot of aspects of life in today's society require the use of writing skills. In the educational context, for example, writing plays a significant role. Students are required to be able to write academically in an educational context. As a result, schools or institutions should educate students with the necessary abilities to face real-world situations with real-language use

The researcher did the research at eleventh grade of SMK Negeri 04 Bandar Lampung in the Academic Year of 2022/2023 and took 2 classes as a sample. The first class was the experiment class and the second class was the the control class. The experiment class consisted of 35 students and the control class consisted of 35 students. Based on the data analysis by using t-test and testing of hypothesis, the researcher got the result that H_a was accepted. It showed by ttest was higher than ttable with significance level 5% and 1% ($6.66 > 1.67 < 2.39$). It means that there is an influence of freewriting technique towards students' writing ability. It was proved by the average score in experimental class was higher than in control class ($68.61 > 57.14$).

The researcher conducted research in two classes, XI AKL 1 as the experimental class and XI AKL 2 as the control class. She taught writing through the freewriting technique in the experimental class and taught individual writing in the control class. Freewriting technique had been implemented well in teaching and learning activities because it can help student in expressing their ideas to get words in paper easily. Freewriting can use as a good technique which might be useful to the individual writer.

In the control class, the researcher applied individual writing. Students' receive the same material but in a different way of teaching. In applying individual writing, the researcher the individual doing all the work alone and produce a written piece of work, based on their result individual effort.

The first indicator is to express their ideas in writing. Students are able to express their ideas based on the topic given by the teacher at least 100-150 words, such as procedure text. The activity of expressing their ideas is the first step of the teaching procedure in freewriting technique. The researcher explains the material about procedure text at the beginning of the lesson, and then students are asked to write individually the text on a paper based on the words that given by the teacher. The second indicator is the vocabulary. In this part, students should know about the vocabulary so that, they have no difficulty in to write the text that their written on a paper. Students also are able to recognize vocabulary about the language features in procedure text so, they not only understand the material but increase their knowledge of vocabulary. The third indicator is grammar. Students are asked to work on the learning material provided by the teacher who knowing what grammar

formula is used in the procedure text with in accordance with the language features of the material. The last indicator is punctuation and spelling. Here, students are also asked by the teacher to pay attention to the punctuation and spelling that they will write on the appropriate topic such as procedure text so that, it looks better to read.

Based on the observation had been done, the researcher found that the students feel difficulties when they are asked to write a text by the teacher. Most of them get difficulties in expressing their idea in writing especially in procedure text. The students have good ideas but they do not know how to write well and get difficulties in making sentences into paragraph. Based on the problem, the researcher had solved the problem above by giving treatment in the class, such as using freewriting technique. From the statement above, it can be said that teaching writing by using freewriting technique has positive influence. It can be known according to the experimental class test result compared with the control class test result. The researcher indicated that technique is a way to make the students understand easily in learning process. If the teacher used the technique or method in teaching learning process it can help to achieve the goal, because the students are able to understand the material clearly. They can increase their language skills included writing, speaking, reading and listening. By using freewriting technique the students can develop their writing skill.

Dickson in Taner (2016) states that "freewriting offers a student-centered activity that can benefit writing class students significantly by helping ease their expectations themselves and their writing while at the same time increasing their sense of motivation to write in English". It is known that freewriting technique is one of good technique to increase students in Learning English especially in writing skill. Whereas the students who are taught by individual writing have difficulties in learning writing because the students focus on the grammar, spelling, vocab too much, they feel difficulties in expressing their ideas, feel difficulties to get words in paper, and the students also feel that learning writing is something that make them bored. It means that the students who are taught by using individual writing can not contribute at each stage of the writing process.

Based on the results above, it can be concluded that the hypothesis in this study is accepted. In other words, H_a is accepted, meaning that there is influence of freewriting technique towards students' writing ability at the eleventh grade of SMK Negeri 04 Bandar Lampung in the Academic Year of 2022/2023.

This research data is valid. The student data is good and the experimental class student scores are higher than the control class. In accordance with the purpose of this study. Students who were taught through the freewriting technique were higher than the control class taught through conventional technique.

CONCLUSION

It may be concluded that there is any influence impact of utilizing the Freewriting Technique on Students' writing ability at the Eleventh Grade of SMK Negeri 04 Bandar Lampung in the academic year of 2022/2023 based on the results of the data computation through the t-test formula. It was got $t_{\text{test}} = 6.66$ and $t_{\text{table}} = 1.67$ with the significance 5% (0.05) and $t_{\text{table}} = 2.39$ with the significance 1% (0.01). It means that $t_{\text{test}} > t_{\text{table}}$. H_a was thus approved. Additionally, the researcher discovered that in the academic year of 2022–2023, students in the eleventh grade at MAN 2 Bandar Lampung who were taught writing using the Freewriting Technique scored on average higher than those who were taught using conventional technique. The experimental class's average score was 68.61, whereas the control class' was 57.14. The Freewriting Technique can therefore be used to teach English, particularly to teach writing. Furthermore, this research concentrated just on the improvement of students' writing ability. The researcher advises that future researchers could investigate the Freewriting Technique with different material not only procedure text and different design not only quantitative design but also can be used qualitative design.

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