



**THE INFLUENCE OF FREE WRITING STRATEGIES ON
STUDENTS' DESCRIPTIVE WRITING PERFORMANCE AT
TENTH GRADE OF SENIOR HIGH SCHOOL 1 BATANG
CENAKU**

A THESIS



BY:

**CELINE NENDA FEBIA
SIN: 11910422907**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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BY

CELINE NENDA FEBIA
SIN. 11910422907

Thesis

Submitted as partial fulfillment of the
Requirements for Bachelor's Degree of
English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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I hereby,

Name : Celine Nenda Febia
 Student Number : 11910420729
 Phone Number : 083285023574
 e-mail : Celinenenda02@gmail.com
 Department : English Education
 Faculty : Education and Teacher Training
 University : State Islamic University Sultan Syarif Kasim Riau

Certify that this skripsi entitled "THE INFLUENCE OF FREE WRITING STRATEGIEST ON STUDENTS DESCRIPTIVE WRITING PERFORMANCE AT TENTH GRADE OF SENIOR HIGH SCHOOL 1 BATANG CENAKU is certainly my own work and it does not consist of other people's work. I am entirely responsible for the content of this skripsi. Others' opinion findings included in this skripsi are quoted in accordance with ethical standards.

Pekanbaru, December 12th, 2023

MATERAI & SIGNATURE

10000
 METRAI
 TEKSTIL
 02CALX042191852
 CELINE NENDA FEBIA
 11910422907

SUPERVISOR APPROVAL

The thesis entitled *The Influence Of Free Writing Strategiest On Students' Descriptive Writing Performance At Tenth Grade Of Senior High School Batang Cenaku* was written by Celine Nenda Febia, SIN. 11910422907. It had been accepted and approved to be examined on the final examination of an Undergraduate degree at the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Jumadil Awal 12nd 1445 H
December, 12th 2023 M

Approved by,

Head of Department of
English Education



Dr. Faurina Anastasia, S. S, M. Hum
NIP. 19810611 200801 2 017

Supervisor



Drs. H. M. Syafi'i S, Drs.,M.Pd.
NIP. 2003066601

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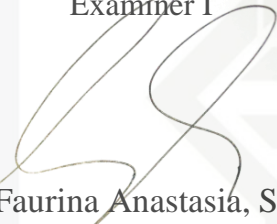
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Pekanbaru, Jumadil Awal 12nd 1445 H
December, 12th 2023 M

Examination Committee

Examiner I



Dr. Faurina Anastasia, S.S. M. Hum
NIP. 19810611 20081 2 017

Examiner II



Nurdiana, M.Pd
NIP. 19810822201411 2 003

Examiner III



Mainar Fitri, M. Pd
NIP. 19810519 2014 11 2 001

Examiner IV



Harum Natasha, M.Pd
NIP. 19820301 200901 2 012

Dean

Faculty of Education and Teacher Training



Dr. H. Kadar, M. Ag NIP.
19650521 199402 1 001

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Pekanbaru, December 12th, 2023

The Reseacher

CELINE NENDA FEBIA
SIN. 1910422907



ABSTRACT

Celine Nenda Febia (2023): The Influence Of Free Writing Strategiest On Students' Descriptive Writing Performance At Tenth Grade Of Senior High School 1 Batang Cenaku

The purpose of this research is to determine the effect of students' ability to write descriptive text using free writing strategies in English on students at SMA Negeri 1 Batang Cenaku. This research is a purposive sampling research. The population in this study were class. In collecting data, researchers used one questionnaire and one descriptive text question about describing tourist attractions to measure the influence and motivation of students' English learning. Researchers used Paired Sample Test via SPSS 22 to analyze data. The researcher found some findings from the data analysis. First the reseracher found that the students' descriptive writing performance before being taught by free writing strategies at tenth grade of Senior High School 1 Batang Cenaku is in low level. Besides, the students' descriptive writing performance before being taught by free writing strategies at tenth grade of Senior High School 1 Batang Cenaku is in enough level. The researcher also found that there is significant difference of free writing strategies on students' descriptive writing performance at tenth grade at SMAN 1 Batang Cenaku.

is significant difference of free writing strategies on students' descriptive writing performance at tenth grade at SMAN 1 Batang Cenaku.

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ABSTRAK

Celine Nenda Febia (2023): The Influence of Free Writing Strategiest on Students' Descriptive Writing Performance at Tenth Grade of Senior High School 1 Batang Cenaku

Tujuan penelitian ini adalah untuk mengetahui pengaruh kemampuan penulisan teks deskripsi siswa dengan memakai strategi menulis bebas dalam bahasa Inggris siswa di SMA Negeri 1 Batang Cenaku. Penelitian ini merupakan penelitian purposive sampling. Populasi dalam penelitian ini adalah siswa kelas X SMA Negeri 1 Batang Cenaku yang terdiri dari 6 (enam) kelas dengan jumlah 195 siswa dan sampelnya adalah 30 siswa yang diambil menggunakan purposive sampling. Dalam pengumpulan data, peneliti menggunakan satu angket dan satu soal teks deskriptif tentang mendeskripsikan tempat wisata untuk mengukur pengaruh dan motivasi belajar bahasa Inggris siswa. Peneliti menggunakan Paired Sample Test melalui SPSS 22 untuk menganalisis data. Peneliti menemukan beberapa temuan dari analisis data. Pertama, peneliti menemukan bahwa kemampuan menulis deskriptif siswa sebelum diajar dengan strategi menulis bebas di kelas sepuluh SMA 1 Batang Cenaku berada pada level rendah. Selain itu, kemampuan menulis deskriptif siswa sebelum diajar dengan strategi menulis bebas di kelas sepuluh SMA 1 Batang Cenaku berada pada tingkat cukup. Peneliti juga menemukan bahwa terdapat perbedaan yang signifikan antara strategi menulis bebas terhadap kemampuan menulis deskriptif siswa di kelas sepuluh di SMAN 1 Batang Cenaku.

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ملخص

سيلين نيندا فيبيا، (٢٠٢٤): تأثير استراتيجية الكتابة الحرة على أداء كتابة النصوص الوصفية للتلاميذ في الصف العاشر بالمدرسة الثانوية الحكومية 1 باتانج سيناكو

هذا البحث يهدف إلى معرفة تأثير قدرات التلاميذ على كتابة النصوص الوصفية باستخدام استراتيجية الكتابة الحرة باللغة الإنجليزية على التلاميذ في المدرسة الثانوية الحكومية 1 باتانج سيناكو. هذا البحث هو بحث عينة هادفة. مجتمع البحث تلاميذ الصف العاشر بالمدرسة الثانوية الحكومية 1 باتانج سيناكو، وهم موزعون إلى 6 فصول، وعددهم ١٩٥ تلميذا، وعدد عينات البحث ٣٠ تلميذا، وتم الحصول عليهم من خلال تقنية أخذ العينات الهادفة. في جمع البيانات، استخدمت الباحثة استبياناً واحداً وسؤالاً نصياً وصفيّاً واحداً حول وصف مناطق الجذب السياحي لقياس تأثير ودافعية تعلم التلاميذ للغة الإنجليزية. استخدمت الباحثة اختبار العينة المقترنة عبر برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٢ لتحليل البيانات. وجدت الباحثة العديد من النتائج من تحليل البيانات. أولاً، وجدت أن قدرات التلاميذ على كتابة النصوص الوصفية قبل تدريس استراتيجيات الكتابة الحرة في الصف العاشر من المدرسة الثانوية الحكومية 1 باتانج سيناكو كانت في مستوى منخفض. وبصرف النظر عن ذلك، فإن قدرات التلاميذ على كتابة النصوص الوصفية قبل تدريس استراتيجيات الكتابة الحرة في الصف العاشر من المدرسة الثانوية الحكومية 1 باتانج سيناكو كانت في مستوى كافٍ. ووجدت أيضاً أن هناك فرقا كبيرا بين استراتيجيات الكتابة الحرة و قدرات التلاميذ على كتابة النصوص الوصفية في الصف العاشر في المدرسة الثانوية الحكومية 1 باتانج سيناكو.

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LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT.....	v
ABSTRAK.....	vi
ABSTRAK ARAB (ملخص).....	vii
LIST OF CONTENTS.....	xi
LIST OF TABLES.....	xiv
LIST OF CHARTS	xv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. The Problem	4
C. Objectives and Significant of the Research	5
D. Definition of term	5
CHAPTER II LITERATURE REVIEW	
A. The Theoretical Framework.....	6
B. Relevant research	19
C. Operational concept	21
D. Assumption and Hypothesis	22
CHAPTER III METHOD OF THE RESEARCH	
A. The Research Design	24
B. Time and Location of the research.....	25
C. The Subject and Object of Research	25
D. The Population and Sample of Research	25
1. Population	25
2. Sample.....	26
E. Technique of Data Collecting.....	26
Test	26



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1. Pre-Test.....	26
2. Treatment.....	27
3. Post-Test.....	27
F. Technique of Data Analysis.....	27

CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS

A. Finding	28
1. The students’ descriptive writing performance before taught using writing strategies at tenth grade of Senior High School 1 Batang Cenaku.....	28
2. The students’ descriptive writing performance after being taught using writing strategies at tenth grade of Senior High School 1 Batang Cenaku	31
3. The students’ descriptive writing performance before and after being taught using writing strategies at the tenth grade of Senior High School 1 Batang Cenaku	35
B. Discussion	38

CHAPTER V CONCLUSION AND RECOMMENDATION

A. The Conclusion	40
B. The Suggestion.....	40

UIN SUSKA RIAU



LIST OF TABLES

Table III.1	Research Design.....
Table III.2	Population of Research
Table III.3	The Sample at Tenth Grade of Senior High School 1 Batang Cenaku
Table III.4	The Blue Print of Free Writing & Writing Performance Test ...
Table III.5	The Classification of Students' Score Likert Scale.....
Table IV.1	The Students' descriptive writing performance before being taught by free writing strategies
Table IV.2	The distribution of the students' descriptive writing performance before being taught by free writing strategies.....
Table IV.3	The distribution of the students' descriptive writing performance before being taught by free writing strategies.....
Table IV.4	The students' descriptive writing performance after being taught by free writing strategies
Table IV.5	The distribution of the students' descriptive writing performance after being taught by free writing strategies
Table IV.6	The distribution of the students' descriptive writing performance after being taught by free writing strategies
Table IV.7	Descriptive Statistics
Table IV.8	Test of Normality
Table IV.9	Paired Samples Test

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LIST OF CHARTS

- Chart IV.1** The distribution of the students' descriptive writing performance before being taught by free writing strategies.....
- Chart IV.2** The distribution of the students' descriptive writing performance after being taught by free writing strategies

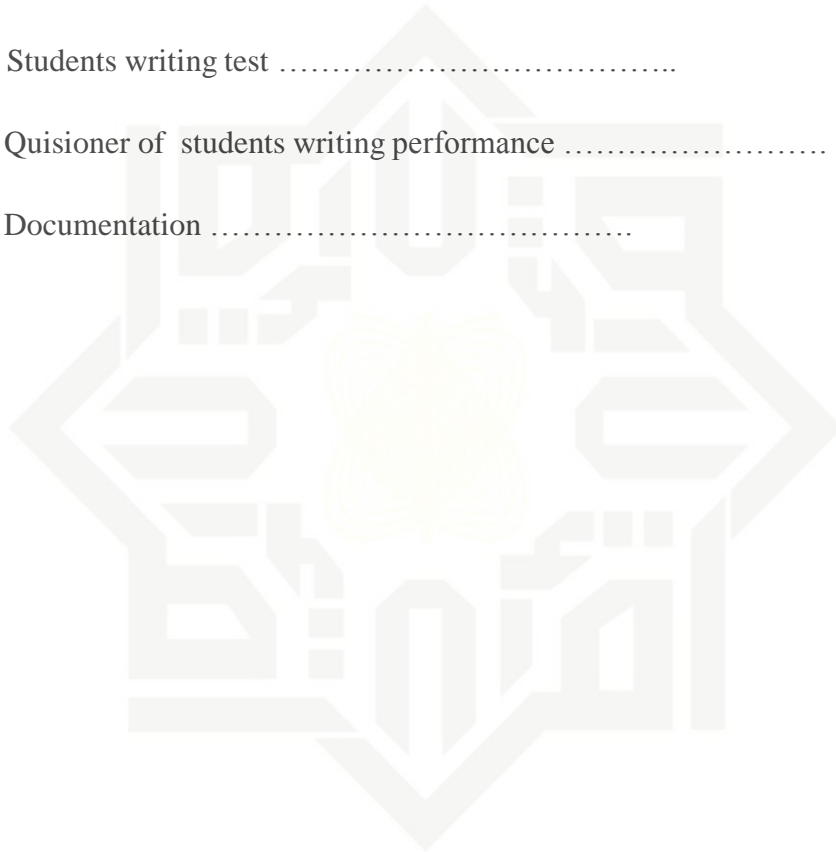


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LIST OF APPENDICES

Appendix 1	Syllabus
Appendix2	Lesson Plan.....
Appendix 3	Instrument of the research (post-test and pre-test)
Appendix4	Students writing test
Appendix 5	Quisioner of students writing performance
Appendix6	Documentation



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CHAPTER 1 INTRODUCTION

A. Background of the Problem

English is one of those languages that must be learned. Student learn English from elementary school, even international school students learn English from kindergarten. When students learn English, they focus on mastering four language skills such as listening, speaking, reading and writing. Listening and reading are receptive skills, while speaking and writing are productive skills. Writing is an activity in which a person expresses or expresses an idea and feeling that feels on media which is usually in form of books and other writing instruments.

However, students need to understand and master the writing skills that will enable them to achieve their learning goals and communicate with many people. Talking about writing, according Troia writing is a way of giving students the opportunity to reflect, manipulate, and change their thoughts about existing knowledge writing confusion. Because writing is enduring and promotes more concrete and precise thought processes, it provides a unique mechanism for extending learning beyond presentations, inquiry activities, and discussions.

According to Cole and Feng (2015) writing is a fundamental part of language. When a child writes, thoughts and knowledge mix to create a unique meaning as a result, students identify writing skills that are more difficult than listening and reading. Also, writing is a skill that most

students lack when learning a new language. Free writing is an activity where you just write what comes to your mind without deciding the theme, rules, grammar, etc. Also Elbow (1980) also found that this open-ended writing activity helped my students start writing without worrying about using the correct words. And he said one way to improve your writing skills is to practice free writing regularly it can also be a useful medium for students to start writing. Supported by Bello (1997), who states that one way to improve writing skills is through practice. In this case, the exercise are performed in open-ended form.

High school 1 Batang Cenaku is one of the high school in Indonesia that applies the Merdeka curriculum as a guidance and learning process. As an educational policy, English is one of the subject which is a compulsory subject which is taught once a week in twice a week in 40 minutes for each meeting. Based on the National Standards Agency (BSNP) for the curriculum, writing is an indicator of student learning english. Based on the curriculum of senior high school 1 Batang Cenaku , the standars competence of writing english is refers to capability of students to express meaning in short functional written texts and simple essays in the form of narrative, descriptive and news items in the context of everyday life. In this case students are expected to be able to identify the context, main ideas and detailed information from oral description texts presented in multimodal form on the topic of outstanding athletes (KD 1.1).

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Based on the pre-observation by interviewed the English teacher at Senior High School 1 Batang Cenaku and find out that the students have a lack of vocabulary, grammar, paragraph organization, and also they lack motivation in learning writing. Since the writing is the most difficult skill to be learned. On the other side, those problem above can be caused by the inappropriate technique that the teacher uses in classroom. This is proven with the information that the researcher obtained from the teacher by interview. In teaching writing, the teacher use conventional teaching.

The Free-Writing strategy is one of the strategies to teach writing by making the students want to write, help them to generate the idea, engage themselves more deeply in the process of writing dealing with their own experiences. By using Free-Writing makes students more comfortable to get and explore an idea to writing, increase creativity, more focus, more attention, and energy as well as more enjoyable in writing.

There are many kind of research dealing free writing, the thesis of Juliati (2019) finding that Free writng has effect to students writing performance. Furthermore, the research from AliviaFairuza (2020) this study conducted about the effect of Free writing technique and find out that Free writing has significant effect of students Writing performance. Sarah Sawsen Sebti, Amina Bendjeddou (2022) give a special attention to freewriting and writing motivation, and bring into focus the crucial role they possess for effective English language teaching and learning to take place. Then, Halim Abdul, muttaqin miftahul (2023) the finding conveys

that free writing paragraph can be a choice for teachers to motivate their students in English learning, especially in writing class.

It could be concluded that the students were able to write a text better by using Free-Writing. Based on the phenomenon above, the researcher is interested in conducting a research entitled “**The Influence of Free Writing Strategy on Students’ Descriptive Writing Performance at Senior High School 1 Batang Cenaku**”.

B. Problem

1. Identification of the problems

Based on the explanation above, the writer identified the problem as follow:

1. Students have lack of interest in writing
2. Students have lack of vocabulary in learning writing.
3. Students have lack in grammar when they write.
4. Students have lack in grammar when they write.

C. Limitation of the problem

Based on the identification of the problem above, the writer limits the problem of this research to focus on Free writing strategy that can influence students’ descriptive writing performance at SMA N 1 Batang Cenaku.

D. Formulation of the problem

- a. Is there any significant influence of free writing strategies on students descriptive writing performance?

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E. Objectives and Significant of the Research

1. Objectives of the Research

- a. To examine whether there is a significant influence of free writing strategies on students' descriptive writing performance or not.

2. Significant of the research

Theoretically, the importance of this research is to determined what students are thinking during the free writing process and what mistakes and obstacles they make most often. In this study the researchers hoped that the results of this research will be useful to students and teachers.

F. Definition of term

1. Free writing

According to Hernowo, free writing helps writers remove the emotions that distract the mind and invite emotions that can empower the mind to engage in the glorification and enrichment of free writing.

2. Writing

Writing is an action that produces ideas, thoughts, or feelings into written form. According Jacobs (1981) writing is process of free writing down the ideas and opinions that are in your head. We put our ideas into words and make sure our readers understand what were talking about.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Writing Performance

a. Definition of Writing

Writing is an integrated skill in English learning language. It is processed to learn English. Writing is transforming thoughts into language; it means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g., grammar and vocabulary). Consequently, we must learn about organizational skill in writing (Harsyaf et al.; 2009). Brown (2001; 335) mentioned that written product is the result thinking, drafting, and revising procedure; specialized skills are required in written language, and not every speaker develops naturally. Nunan (2003; 88) also gives other ideas that: writing is the process of thinking to invent ideas, thinking about how to express into good writing, arranging ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into excellent written.

Moreover, in order to write a well-written product, learners must follow some steps such as writing, drafting, brainstorming, and revising. As Brown (2001; 335) stated that written product is often the result of thinking, drafting, and revising procedures that

required specialized skill, a skill not every speaker develops naturally.

Based on the theories above of writing, it can be concluded that writing is the process of thinking to invent ideas, thinking about how to express into good product writing and arrange the ideas into statement and paragraph clearly. It indicated that learners are expected to explore the ideas and make them into excellent written. The scoring is based on an indicator of writing competence, namely organization, content, grammar, punctuation, spelling mechanic, style, and quality of expression.

b. Principal in Teaching Writing

Every teacher should consider while planning a course, whether it is a writing course or a course in which writing will play a part. According to Harsyaf et al.; (2009), writing will be used as a generic term to refer to all the various activities that involve transferring thought through the paper. Writing that focuses primarily on the conventions of language form, i.e., grammatical or lexical structures, will be termed transcription. The term composition will refer to the skill involved in effectively developing and communicating an idea or making a point. On the other hand, some principles are proposed by Nunan (2003:94):

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1. Understand our student' reason for writing (make sure they're a match between what the student, the teacher, and the curriculum demand).
2. Provide many opportunities for the student to write (practice as much and as many varied types of writing as possible, like you are learning a sport/new skill).
3. Make feedback helpful and meaningful (provide varied constructive comment on both content and code, develop students' self- awareness/criticism).
4. Clarify the evaluation procedure in operation. Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages are the core of process writing. In the traditional approach to writing instruction, students either are given timed in-class composition to write from start to finish within a class hour, or they are given homework writing an assignment.

Based on the explanation above, the writer can conclude that there are some principles of teaching writing that can help the teacher to design and manage English writing class to be productive, fun, and successful. The principles of teaching writing are understood our students' reason for writing, provides many

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opportunities for students to write, make feedback helpful and meaningful, and clarify the evaluation procedures in operation.

c. Types of Writing Performance

According to Brown (2004, 220), there are four categories of written performance that capture the range of written production. The first category is Imitative. In this category of writing, learners must attain skills in the fundamental, basic task of writing letter, words, punctuation, and very brief sentences to produce written language. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in English spelling system. At this stage, form is the primary if not exclusive focus, while context and content are secondary concern.

The second is Intensive (controlled). The fundamental skills at this stage are producing appropriate vocabulary within a context, collocations, and idioms, and correct grammatical features up to the length of sentence. Meaning and context are some importance in determining correctness and appropriateness.

The third is Responsive. At this stage, learners require to perform at a limited discourse level, connecting sentences into paragraphs and creating logically connected sequence of two or three paragraphs. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse

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convention that will achieve the objective of a written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

The last is Extensive. Extensive writing implies successful management of all the process and strategies of writing for all purpose, up to the length of essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas logically, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

d. Strategies in Teaching Writing

The teacher must have a strategy to make attractive and interesting learning. Harmer (2004: 11) states that the students should pay attention not only in what to write but also in how to write. Writing means the process of generating the idea to become a meaningful sentence or paragraph. There are several strategies to make good writing. Harmer (2004: 41) explains that there must be five steps at least in teaching writing.

The first step in teaching English writing is demonstrating. In this stage, the teacher show the students all about material that is going

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to be learned. Then the teacher demonstrates how to make it, what the purpose and the functions.

After demonstrating, the second stage is motivating and provoking the students. In this steps, the teacher must be giving motivation and provoking the students in generating or finding the ideas with simple and easy ways. It will be better for the teacher to prepare what they will do in class. For example, the teacher prepares some mind mapping picture to be shown in class. From the picture, the students can generate their own idea and then they can write in a correct sentence.

The third step in teaching English writing are supporting. The teacher should support anytime when the students need their helps in the classroom. The fourth step is responding. In this step, the teacher should give some suggestions to the student's work. The teachers must correct the student's writing in a proper way. It is better for the teacher to give comment and suggestion.

The fifth step in teaching English writing is supporting. The teacher should support anytime when the students need their helps in the classroom. The fourth step is responding. In this step, the teacher should give some suggestions to the student's work. The teachers must correct the student's writing in a proper way. It is better for the teacher to give comment and suggestion.

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Free writing it means of teaching students that's personal aspects of the "self" are welcome and are often seen in all types of writing. This free writing is a tool of teaching students aspect in all types of free writing as heuristic for generating ideas. It means that free writing is technique to teach writing for getting ideas in writing. Oshima said that free writing is a way to get and then to developes ideas.

2. Free Writing Strategy

a. Definition of Free Writing

According to Elbow,(1984: 13) stated that free-writing refers to the act of writing quickly for a set of time from ten to fifteen minutes, just putting down whatever is in mind, without pausing and worrying about what words to use, and without going back to modify what has been written because the goal of Free-Writing is the process, not the product. This technique has been viewed and used as a powerful technique for developing students' writing (Elbow, 1984: 13).

According to the proponents of this technique, Free-Writing is a prewriting technique in which a person writes continuously for a set period of time without regard to spelling, grammar, or topic. Free-writing is based on a presumption that while everybody has something to say and the ability to say it, however, the mental wellspring may be blocked by apathy, self-criticism, resentment,

anxiety about deadlines, fear of failure or censure, or other forms of resistance. Cole (2001) states that the accepted rules of free-writing enable a writer to build up enough momentum to blast past blocks into the uninhibited flow. In doing free-writing, a person produces raw, often unusable material, but helps him overcome blocks of apathy and self-criticism

The essential rules of Free-Writing that are often formulated for beginners or students, as proposed by Goldberg (1998) are summarized in four points: (1) give a time limit, for example, write for one or ten or twenty minutes, and then stop; (2) keep hand moving until the time is up; do not pause to stare into space or to read what you've written; write quickly but not in a hurry; (3) pay no attention to grammar, spelling, punctuation, neatness, or style: nobody else needs to read what someone produce here; the correctness and quality of what we write do not matter; the act of writing does; (4) if someone gets off the topic or runs out of ideas, keep writing anyway; if necessary, write nonsense or whatever comes into our head, or simply scribble: anything to keep the hand moving; (5) if we feel bored or uncomfortable as we're writing, ask yourself what's bothering you and write about that; (6) when the time is up, look over what you've written, and mark passages that contain ideas or phrases that

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might be worth keeping or elaborating on in a subsequent free-writing session.

Furthermore, Elbow (1998: 14-15) elaborates that several benefits of Free-Writing, especially for language class; i.e, (1) Free-Writing makes writing more comfortable by helping learner with the root psychological or existential difficulty in writing: finding words in his/her head and putting them down on a blank piece of paper; (2) Free-Writing is the best way to learn to separate the producing process from revising process; (3) free-writing is an excellent way to warm up to make time effective and help student find words easily; (4) Free-Writing is a useful outlet of feelings; and (5) Free-Writing is one of the alternatives to improve learners' writing performance.

There are two types of free-writing strategy; they are: (1) unfocused free writing: the writer chooses the topic and is free to shift from subject to subject Often this is used to generate ideas for a piece of writing on any topic of the writer's choice; (2) focused Free-Writing: the writer focuses attention on a specific subject, often in response to an assigned task. Focused free-writing is often used in classrooms. Free-writing activities enable students to try out their language in a freer way. However, since the more language the children have, the easier it is to work on free writing activities (Scott and Ytreberg (2002: 74).

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b. Procedure of Free Writing Strategies

1. Pre- teaching

- a) Review the previous lesson. The activity was conducted check students understanding and remind them to the previous lesson in order they are to learn the new topic.
- b) The teacher explained the purpose of the learning before the process teaching and learning begin, the teacher will explain purpose and what the students reach after learning the material.
- c) The teacher explains the assignment for the students.

2. While Teaching

a. Exploration

- a) The teacher shows the topic to the students.
- b) The teacher guides the students to explore idea if the student does not have any idea of what to write about.
- c) The teacher ask students what they thinking about the topic and write it.
- d) The teacher gives a time limit to students and writing about the topic.
- e) The teacher leads the student to mention the words that related to the topic that is given.

b. Elaboration

- a) The teacher explains the generic structure of an analytical exposition text.

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- b) The teacher explains what is the analytical exposition.
- c) The teacher gives the example how to make an analytical by using free writing technique.
- d) The teacher gives an assignment to the students.

c. Confirmation

In this stage the students revised and edit their writing. The students discuss about their work with another students or teacher.

C. Post Teaching

In this stage the teacher guide the students to make conclusion about material that they have learned. In addition of procedure free writing

- a. The teacher gives the topic
- b. The students write about the topic until run out of ideas
- c. After the students runs out of ideas, the teacher ask the students re-read paper and main idea.
- d. After the students finish free writing, the teacher underlines or circle the students mistakes. (example spelling mistakes, wrong constriction and etc).
- e. The teacher gives before the time end.
- f. The teacher discusses about students mistakes and then gives them correct ones.

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

- a) The writer will explain about definition of free writing, theoretical structure and language feature of analytical exposition, and give the example.
- b) The writer gives the students to exposition
- c) The writer guides the students to explore idea if the students does not have any idea of what to write about.
- d) The students start to write with using free writing
- e) The students submit their writing. The teacher check students writing in teacher house because of limited time.
- f) In the next meeting, the writer gives students mistakes in writing analytical exposition.

c. Advantages of free writing strategies

1. Free writing makes writing writing easier by helping you with the root psychological or existential difficulty in writing.
2. Finding words in your head and putting them down on blank piece of paper.
3. Free writing help you learn to write when you don't feel like writing.
4. Free writing teaches you to write without thinking about writing.

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5. Free writing helps you pour more attention, focus, and energy into what you write.

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

d. Disadvantages of free writing strategies

1. The writer stops repeatedly, writer briefly, and is always looking around. He/she never seems to concentrate for more than a few seconds at a time.

2. The use of an eraser, liquid paper or scoring out of whatever has been written indicate a writer with perfectionism as his/her ideal.

3. Frequent use of the pocket electronic dictionary or flipping of dictionary pages indicates someone pursuing the most accurate word possible.

4. Since a quite class is usually required for this task, the talker is immediately noticed above the silence of the classrooms, either as the buzz from the back of the class or audible words coming from the corner.

5. The writer has another piece of paper on which is written a topic title and even some notes or plan. He/she can be seen copying or referring to it frequently.

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C. Relevant research

Exploring the use focused free writing in developing academic writing by L. Y. Li (2007) There had been several researcher who also conducted their research of free writing strategies in teaching writing. In this part, the writer will present around three past researchers in the same field.

First, a research entitled Exploring the use of focused free writing in developing academic writing. This research indicated the study provides suggestions for utilisting focused free writing as an empowering learning tool beyond the writing class to enhance student learning in the disciplines.

The second research was conducting free writing as therapy by Fred McKinney (1976), responses to an attitude questionnaire indicated that at the end of the project 43% of the Ss were 64% of the Ss who had an initial disinclination toward free writing, reported that this changed during the project. The median number of words written and the median number of times the Ss wrote increased in the 2nd 3-wk period, although they tended to return to the initial levels during the final 3-wk period. Evidence suggest that those who used the technique tended to be more serious-minded, reflective, and deliberate. (PsycINFO Database Record)

The thirdly was conducting Exploring the use of focused free writing in developing academic writing by Linda Y Li (2007) said the study was conducted in intensive writing course provided for students

from diverse disciplines during which focused free writing was employed through the entire program to help students develop understanding of academic writing and effective writing strategies. The analysis of students free writing as a pedagogical tool in the writing course. The study provides suggestions for utilizing focused free writing as an empowering learning tool beyond the writing class to enhance student learning in the disciplines.

The fourth was conducted by Marilyn Schwartz (1995), *Guidelines for Bias-Free Writing* it offers a set of guidelines for gender-neutral and bias-free language that can be implemented by university presses. The book provides concise, practical chapters on usage in gender, race, ethnicity, citizenship and nationality, religion, disabilities, sexual orientation, and age.

Fast hands-free writing by gaze direction (2002) was conducted here we describe a method for text entry based on inverse arithmetic coding that relies on gaze direction alone and which is faster and more accurate than using an on-screen keyboard. These benefits are derived from two innovations: the writing task is matched to the capabilities of the eye, and a language model is used to make predictable words and phrases easier to write.

Writing with your eye a dwell time free writing system adapted to the nature of human eye gaze by Nikolaus Bee, Elisabeth Andre was conducted we propose Quikwriting, which was originally designed for

handhelds, as a method for text input that meets the requirements of eye gaze controlled input best. We adapt its design for the usage with eye gaze. Based on the results of a first study, we formulate some guidelines for the design of future Quick writing-based eye gaze controlled applications.

Based on the relevant research above, the researcher conclude that this research has a different research design but has similarities in research objectives. The six researches above wanted to know the effectiveness of the free writing strategy in improving students writing comprehension.

D. Operational concept

According to Oshima and Hogue (1998, p. 6) the procedure of free writing strategies (variables x) are as follows:

- 1) Students started to think about the topics of writing
- 2) Students choose the topic that they were interested
- 3) Students identified and generated some ideas about the topic
- 4) Students were asked to write as much they can until they run out of ideas
- 5) Students were asked to put some facts, details, example, etc, that related to the topic as much possible
- 6) After students have run out of ideas, students are asked to reread their paper and circle the main idea that they would like to develop
- 7) Students were asked to take the main idea and then free write again

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According to Jacob (1983) there are some indicators for students descriptive writing performance. The indicators as follows :

- 1) Students are able to write by using good idea and can think creatively and develop their thought to gather all information into communicative message.
- 2) Students are to able to organize sentence into a coherent and cohesive idea.
- 3) Students are able to use effective language and select appropriate word/vocabulary in the writing to influence the audiences understanding.
- 4) Students are able to make writing to be meaningful such as grammar, spelling, capitalization and punctuation.
- 5) Students are able to make writing to be easy to read and proper letter formation.

According to Jacob, et al. (1983, p.139), a highly useful heuristic for teaching and learning is ESL composition profile, which draws together in a convient and capsulized form the essential for effective writing.

E. Assumption and Hypothesis

1. Assumption

In this study, the researcher assumes that after being though by using free writing strategies, the better students descriptive writing performance will be.

2. Hypothesis

H_0 : There is no significant influence of free writing strategies on students' descriptive writing performance at tenth grade at SMAN 1 BATANG CENAKU.

H_a : There is significant influence of free writing at strategies on students' descriptive writing performance at tenth grade at SMAN 1 BATANG CENAKU.

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CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This study constitutes a quantitative study. Quantitative research involves the collection of data so that information can be quantified and statistically processed to support or refute alternative knowledge claims. Reedy & Omrod (2001) Williams (2011) states that quantitative research “employs researcher strategies such as experiments and surveys to collect data on prescribe instruments that provide statistical data”. Now that we have some understanding of what quantitative research is, it is important to analyze the differences between quantitative and qualitative research. This study uses a pre-experimental design in the form of a one-group pretest-posttest plan with a quantitative approach. Ary (2010) states that design is used because there little or no control over unrelated variables. Campbell (1963) also argued that experiments performed between pre-test and post-test he could yield different results between the two test. In addition, Ary (2010) explained that there are three steps in designing one group pretests and posttest. Design as follows:

**Table III.1
Research Design**

Pretest	Treatment	Posttest
Y ₁	X	Y ₂

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B. Time and Location of the Research

This research was conducted on Octobers-Novembers 2023. The research was conducted at SMAN 1 Batang Cenaku on Indragiri Hulu, Riau.

C. Subject and Object of the Research

The subject of the research was students' on SMAN 1 Batang Cenaku. And bject of the research was students' descriptive writing performance.

D. Population and Sample of the Research

1. Population

Population is generally defined as a group of individuals who share the same characteristics. According to Creswell (2012), a target population (or sample frame) is a group of individuals (or groups of organizations) with some common defining characteristics that researchers can identify and study. For the teaching and learning process, SMAN 1 Batang Cenaku has six class X. The specifications of the population on this study can be seen as follow:

Table III.2
Population of the research

NO	Classes	Total of Students
1.	X 1	35
2.	X 2	37
3.	X 3	30
4.	X 4	33
5.	X 5	30
6.	X 6	30
Total of Population		195

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2. Sample

This research is pre-experimental design, which only carries out one group. So for the sample, the researcher use one class to be the sample. The researcher use purposive sampling. In purposive sampling, researcher handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought (Louise Cohen, n.d.) So, the researcher take one of class X.

Table III.3
The sample at tenth grade of senior high school 1 Batang Cenaku

No	Classes	Total of Students
1.	X 3	30
Total Sample		30

E. Technique of Collecting Data

This research used test as the measurement of writing as the way to collect the data. Brown (2004) states that testing is a way of measuring an individuals ability, knowledge, or achievement in a particular field. In this study, there were two types of test that can be used by researcher. The test was carried out twice in the experimental group as a pre-treatment test and post-treatment test. This test is a writing comprehension test where students are asked to freely write and describe they think in a text, students at the end then follow up is carried out to examine students' work by students and teacher.

1. Pre-test

Pre-test is the test that given before some treatments. The pre-test is to examine student's descriptive writing performance before free writing strategies in the classroom. It was given both an experimental group.

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2. Treatment

Pre-test is a test given before several treatment. This pre-test is to test students' writing performance before applying the free writing strategies in the classroom. It was given both an experimental groups.

3. Post- test

The post-test was given to experimental group. The types of post-test questions are the same as the pre-test. This test aims to measure students' ability to write when learning ends. The results of this test were compared with the results of pre-test to determine the effect of teaching students' writing comprehension. From the post-test, the writer can be used to measure the progress of students who taught using the free writing strategies.

F. Technique of Data Analysis

The data were analyzed by using descriptive analytics. The researcher use experimental results and control design before and after testing. To specifically analyze the data, the researchers used Paired Simple test using SPSS version 22. to compare results before and after testing. The researcher then compare the average scores to determine the improvent in students' descriptive writing performance.

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CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analysis and data presentation in chapter IV, the researcher concludes as follows:

1. There is significant difference of free writing strategies on students' descriptive writing performance at tenth grade at SMAN 1 Batang Cenaku.

Based on the hypothesis guidelines above it can be concluded that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted because sig. (2-tailed) is smaller than 0,05. In conclusion, There is significant difference of the students' descriptive writing performance before and after being taught by free writing strategies at tenth grade of Senior High School 1 Batang Cenaku. In conclusion, the students' descriptive writing performance is 99% effected by the free writing strategy. Thus, there is significant difference of free writing strategies on students' descriptive writing performance at tenth grade at SMAN 1 Batang Cenaku.

B. Suggestion

After concluding the research, the researcher gives some suggestions for teacher, students, and other researcher. They are presented as follows:

1. For the teacher, the researcher hopes that the result of this research can make the teacher realise that free writing strategy has effect to the

students' writing performance. So, it can be one of the teacher choice of strategy use in the writing class

2. For the students, the researcher hopes that the students aware that writing is one of the important skill in English. So the students have to do exercise more to improve the writing performance.
3. For the next researcher, the reseracher hopes that the result of this research could be the references for the reserachers who want to study about the use of free writing in writing performance.

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Curriculum Vitae



Celine nenda febia is the first child and only one daughter of Mr. Mulyadi marsuda and Mrs. Neni And she was born on Kuala Kilan, February 02 February 2001. In 2013 she graduated from SDN 005 Kuala Kilan, she also finished her study at SMP N 1 Batang Cenaku in 2016 and SMA N 1 Batang Cenaku in 2019.

In 2019 she was accepted to be a student at Departement of English Education, Faculty of Teacher Training, UIN Suska Riau. On July until August 2022, she was doing *KKN (Kuliah Kerja Nyata)* program at Kuala Kilan village in Batang Cenaku District, Indragiri

Hulu. Then, on September until November, she was doing Pre-Service Theacher Practice (*PPL*) program at Mts Diniyah Puteri Pekanbaru. To fulfill requiments for undergraduate Degree in English Education, she conducted the research on December 2023 by the thesis entitled “ *The Influence of Free Writing Strategiest on Students’ Descriptive Writing Performance at Tenth Grade of Senior High School 1 Batang Cenaku*”.