

**THE EFFECT OF USING FREEWRIING TECHNIQUE ON  
STUDENTS' ANALYTICAL EXPOSITION TEXT WRITING  
ABILITY OF THE 2020/2021 ELEVENTH GRADE  
STUDENTS OF SMA SWASTA HARAPAN  
BANGSA KUALA**

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**ABSTRAK**

Penelitian ini menggunakan desain penelitian eksperimental yang mencari pengaruh penggunaan teknik *freewriting* terhadap kemampuan siswa dalam menulis teks eksposisi analitik. Permasalahan yang berhasil diidentifikasi penulis di antaranya adalah siswa masih kekurangan kosakata dan belum dapat mengungkapkan gagasannya dalam bentuk tulisan dengan baik terutama pada teks eksposisi analitik. Apalagi, nilai menulis mereka masih rendah. Selain itu, mereka tidak fokus dan jenuh saat menulis eksposisi analitik. Terakhir, teknik mengajar yang digunakan guru masih kurang menyenangkan bagi siswa. Subjek penelitian diambil 76 siswa di kelas XI SMA Swasta Harapan Bangsa Kuala tahun ajaran 2020/2021. Tes menulis berupa lima macam judul yang terdiri dari beberapa topik fenomenal digunakan untuk memperoleh data tentang variabel tersebut. Penulis meminta siswa memilih hanya satu judul yang diberikan. Mereka menulis eksposisi analitis yang terdiri dari sekitar 100 kata selama sekitar 45 menit. Data akhir kemudian dianalisis dengan menggunakan teknik analisis uji-*t* bahwa koefisiennya tinggi dan signifikan dengan melihat koefisien  $t_{hitung}$  (2,956) lebih besar dari koefisien  $t_{tabel}$  (1,68830). Artinya ada pengaruh yang signifikan dari penggunaan teknik *freewriting* terhadap kemampuan menulis teks eksposisi analitik siswa kelas XI SMA Swasta Harapan Bangsa Kuala tahun ajaran 2020/2021. Dengan demikian hipotesis penelitian diterima.

*Kata kunci: Teknik Freewriting, Teks Eksposisi Analitik, Kemampuan Menulis*

**ABSTRACT**

The study deals with an experimental research design which seeks for the effect of using freewriting technique on the students' ability in writing the analytical exposition text. The problems that had been identified by the writer were including that students still got lack of vocabulary and could not express their ideas in written form well especially in analytical exposition text. Moreover, their writing scores were still low. Besides, they did not focus and feel bored when they wrote analytical exposition. Finally, the teaching technique that was used by teacher was still less enjoyable for the students. 76 students at the eleventh grade of SMA Swasta Harapan Bangsa Kuala in the academic year 2020/2021 were taken as the subject of the study. Writing test in the form of five kinds of titles comprising several phenomenal topics was used to obtain the data on the variable. The writer asked the students to choose only one title that was given. They wrote an analytical exposition that consisted of approximately 100 words for about 45 minutes. The final data then was analyzed by using technique of *t*-test analysis that the coefficient was high and significant by looking at that coefficient of  $t_{counted}$  (2.956) was greater than the  $t_{table}$  coefficient (1.68830). This means that there is a significant effect of using freewriting technique on students' analytical exposition text writing ability of the 2020/2021 eleventh grade students of SMA Swasta Harapan Bangsa Kuala. Therefore, the hypothesis of the study was accepted.

*Keywords: Freewriting Technique, Analytical Exposition Text, Writing Ability*

## **I. INTRODUCTION**

Language is intimately tied to man's feelings and activity. It is bound up with nationality, religion, and the feeling of self. It is used for work, worship, and play by everyone, be he beggar or banker, savage or civilized. To the language teachers and the linguists, it is the central subject of study, with the linguist concentrating on its description and the teacher on learning and teaching it.

English is one of the international languages that is used over the world. Moreover, the general aim of teaching English based on *Kurikulum 2013 (K13)* is to develop student's communicative competence of the four language skills or aspects of teaching and learning; listening, speaking, reading, and writing.

Based on that, the writer concludes that English as the international language is needed and very important for human to use as a tool of communication in the world. Writing is as a process of expressing idea our thoughts in words that should be done at our leisure. It can be very enjoyable as long as we have the ideas and the means to achieve it. So, writing is an enjoyable activity as long as writer can create idea in her writing.

Writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge. As a result, writing is a result that is got by a process to construct some aspects of writing like grammatical and writer knowledge or experience. Process writing gives students the opportunity to use both expressive writing and to use writing as a tool for learning and thinking, let the students think with a pen in their hand. It means, when someone writes, obviously someone has studied and thought.

By writing, someone will use his/her hand to write and brain to compose excellent writing.

In short, writing is both of process and product. To produce good product of writing the writer must do it in some stages that is called as a writing process that must keep attention by writer. They are planning, drafting, editing/revising and final version. Besides that, the written form should be unity and coherence. If both of aspects and elements of writing are done well, the writer will produce good writing that can read by readers.

By writing the people will get some information. That is why human being needs to learn how to write correctly. In fact, many students find difficulties in writing, because they did not know how they can express their idea well. Writing is one of difficult skills for many people.

Based on the preliminary research at SMA Swasta Harapan Bangsa Kuala at the eleventh grade, by interviewing the English teacher, Mrs. Yuni said that the students' problem in learning writing are: (1) the students still cannot develop and express their idea to write so the students are lazy to write, (2) the students do mistake due to lack of vocabularies, (3) the students feel bored when they write, (4) the students do not focus when the teacher explains about writing.

Analytical exposition is a text elaborates the writer's idea about the surrounding phenomenon. It can be said that while having the text, the writer's opinion is involved. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arrangement of the text stresses on the thesis, argument and reiteration. The other important one is make it sure that we have used grammar correctly.

The structural of an analytical exposition text consists of thesis, arguments, and reiteration.

a. Thesis

In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.

b. Argument

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text are more than two arguments. The more arguments presented, the more the reader that the discussion of the topic is a very important one and needs to attention.

c. Reiteration

This is the last part of analytical exposition text. *Reiteration* contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

Grammatical features are the characteristics of the text. Each genre has different grammatical features. It determines what sort of the text recognized. The features are served in different ways. In short description, significant grammatical features of analytical exposition text are as follows:

- a. Focus on generic human and non-human participants,
- b. Use of simple present tense,
- c. Use of relational process,
- d. Use of internal conjunction to stage argument,
- e. Reasoning through causal conjunction or normalization.

The writer also asked the teacher about the students' English ability especially in analytical exposition text. From that interview

the writer got that more than 60% of the students of eleventh grade did not pass the minimum score (KKM) that it can be seen that from 104 students of eleventh grade of SMA Swasta Harapan Bangsa Kuala there are 74 students (71.15%) got score under 70. Because the criteria of minimum mastery (KKM) score of English subject at that school is 70. It indicated that most students still faces difficulties in writing analytical exposition text.

Based on the questionnaire that the writer gave to the students, the writer also found some factors of students' problems in learning English especially writing analytical exposition text, those are (1) the students got problem in developing idea so they are lazy to write analytical exposition text, (2) the students have difficulties to find meaning of the vocabulary, (3) the students have lack of attention when teacher teaches writing, (4) the students feel bored when they write. Besides, the class condition is boring and teacher's teaching way is boring and less interesting.

To help students' problems, the writer would like to propose a technique which is free writing technique. Free writing is a way to get and then develop ideas. Free writing helps you pour more attention, check and energy into what you write. Free writing has become a staple in teaching of writing as a heuristic for generating ideas. It means that free writing is technique to teach writing for getting ideas in writing. Based on theories above by using free writing, the students will not feel bored, give more attention and develop ideas to write. When they feel interested in learning English and then the teacher will be easier to deliver the material and reach the goal of teaching and learning.

The problem in this study is formulated as "Is there any significant effect of using freewriting technique on students' analytical exposition text writing ability of the 2020/2021 eleventh grade students of SMA Swasta

Harapan Bangsa Kuala?” that the objective of the study is to search for the answer of the problem that has been formulated; therefore the writer of this research does so. The objective of this study is to find out whether there is any significant effect of using freewriting technique on students’ analytical exposition text writing ability.

The study hopes to have some significances that through this study the researcher expected this technique can 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. And the researcher hopes that this technique is able to give information for the teachers in order to consider the free writing as additional technique in teaching writing for EFL/ESL students and as a contribution of the study about English language teaching and learning, particularly in the way on how to improve students’ writing skill.

Based on the frame of thinking above, the writer proposes the hypothesis as ( $H_a$ ) that there is a significant effect of using freewriting technique on students’ analytical exposition text writing ability of the 2020/2021 eleventh grade students of SMA Swasta Harapan Bangsa Kuala.

## II. RESEARCH METHODOLOGY

This research was conducted at SMA Swasta Harapan Bangsa Kuala, Jalan Binjai-Kuala Km. 18,5 Kelurahan Pekan Kuala Kecamatan Kuala Kabupaten Langkat. And the time of the research was in September 2020.

In this research, the writer used the experimental design, especially for giving the pre-test and post-test throughout the experimental and control group to find out the students’ writing analytical exposition text ability by using free writing technique.

It means that the writer will apply the pre-test and post-test design approach to an

experimental design, the writer will assign intact groups the experimental and control treatments, administers a pre-test to both groups, conducts experimental treatment activities with the experimental group only, and then administers a post-test to assess the differences between the two groups after that the writer gave pre-test and post-test for both of class groups to know the differences between the two groups and only conducted the experimental treatment in experimental class.

In this research, the writer used two classes; they were the experimental class and control class. The experimental class received the treatment by using freewriting technique and the control class was taught by using the conventionally common method.

**Table 1.** Research Design

Group		Treatment	
Experimental	Pre-test	Freewriting Technique	Post-test
Control	Pre-test	Conventional Method	Post-test

Source: adapted from the primary data

On the population, this can be defined as larger group to which one hopes to apply the results. The population of this research was the students at the first semester of the eleventh grade of SMA Swasta Harapan Bangsa Kuala in the academic year 2020/2021. The population of this research consisted of 115 students including three classes.

**Table 2.** The Situation of the Eleventh Grade Students at SMA Swasta Harapan Bangsa Kuala in the academic year 2020/2021

No.	Class	Male	Female	Total
1.	XI MIPA-A	21	17	38
2.	XI MIPA-B	23	15	38

3. XI MIPA-C	14	25	39
TOTAL	58	57	115

Source: adapted from the primary data

The sample is the small group that is observed. Sample is a part of the population. The samples of the research were two classes, one class as the experimental class i.e. XI MIPA-A and another one as the control class i.e. XI MIPA-B.

In getting the sample from population, the writer used cluster random sampling. It means that the experimental and control class was chosen randomly by using a small piece of paper and the name of each class was written in a small piece of paper and then the papers were rolled and shaken. The first paper would be an experimental class and the second paper would be control class.

A great deal of research was carried out in order to explore the strength of relationships between variables. In this study, there were two variables namely the freewriting technique as the independent variable (X) and the students' writing analytical exposition text ability as the dependent variable (Y).

The operational definition of variables was used to explain the variables which were used in this research that to avoid misconception of variables presented in this research. The operational definitions of variables are as follows:

- a. Freewriting technique is one technique to teach writing by making the students want to write and help them to generate the idea and engage them more deeply in the process of writing dealing with their own experiences.
- b. Students' writing ability in analytical exposition text is the ability in expressing ideas, feeling, and thought in a kind of text highlights ideas about a certain case and is aimed to the readers to persuade agree with the proposed ideas by paying

attention to the five important points of writing such as: content, grammar, organization, vocabulary, and mechanics.

In conducting this research, the writer applied some procedures as follows:

- a. The writer chose the students of eleventh grade at SMA Swasta Harapan Bangsa Kuala as the subject of the research. One class was as experimental class and another class was as control class.
- b. The instrument of this research was writing test. The students got the same instrument for both classes in several topics.
- c. The pre-test was used to find out the students' initial ability. Here, students had been assigned to write analytical exposition that consists of 100 words based on the topic chosen. The topics were:
  - The importance of library
  - Cars and accident
  - The importance of laptop for smart students
- d. The treatments would have been done in three times after pre- test. In the first treatment, the writer as the teacher explained about analytical exposition text and generic structure, in the case the writer explained about definition analytical exposition text and free writing. At the second treatment, the writer asked the students to write the analytical exposition the title is "*the problems of being fat*" with using freewriting after that the students and the teacher discussed about the student's mistake in writing that. The third the writer gave the task the title was "*cars and accident*" and gave allocate time about one hour for the students to write a text consisting of 100 words with using freewriting after that the writer could

collect the paper of the students and then the score would have been corrected by writer based on the criteria of good writing.

- e. Post-test would have been administered to measure whether there was an improvement of students' analytical exposition writing ability. The students would have been assigned to make an analytical exposition consisting of 100 words or more based on the topic chosen. The topics are:
- The problems of being fat
  - Corruption and Indonesian culture
  - The importance of hand phone
- f. After finishing scoring students' work, the writer compared the result of pre-test and post-test to see whether the score of the post-test was higher than the score in the pre-test.

In collecting data, the writer used some tests:

### **1. Pre-test**

Pre-test would have been given before the treatment. It would have been done by writing the analytical exposition text based on the topics that were provided. In pre-test, the students asked to write an analytical exposition text that consisted of 100 words or more and 45 minutes for time allocation by choosing the topics that were provided.

### **2. Post-test**

The post-test would have been done after the students in experimental class get the treatment by using free writing technique. In the post-test, the students also asked to write analytical exposition text that consisted of 100 or more words and 45 minutes for time allocation by choosing the topics that were provided.

The writer made instruments; they were pre-test and post-test. The writer provided three kinds of titles. The writer asked to the students to choose only one title that was given. They wrote an analytical exposition that consisted of approximately 100 words in about 45 minutes.

Hamp-Lyons (2016) suggests a minimum number of 100 words, but this minimum presupposes a fairly high level of language proficiency learners. Breland (2018) adds that an essay of a sample of writing approximately 150 words respectively with high school English grades and high school instructors' ratings of writing ability. While Munoz, et.al. (2017), may also make reference to the pattern of exposition, which refers to the specific instructions to the students, for example the length 100 word, one page, etc., and time allotment 30 minutes, 60 minutes. Then, Lloyd- Jones (2017) argues that a 55 minute test period is still only 55 minutes, so (hour-long) tests are limited to extemporaneous production, the common 20 or 30 minutes' allotment of time for a high school or college student who is expected to write anything thoughtful and polished.

Wilson (2015) stated that roughly one hour to one and a quarter hour should be sufficient time to write, proof read, edit and improve a finished piece. Cooper (2017) adds that the time limit of a writing exercise from 70 to 90 minutes for high school students and 2 hours for college students.

From several definitions above, there were so many references for the length of words and time allocation. Then, it was concluded that the average of words and time allocation to write text about 100 words and 60 minutes for time allocation. The writer assumed that the eleventh grade including high level category. Based on the syllabus, the learning teaching process was within 1 hour lesson for high school.

The score of test was calculated based on the following scoring system.

**Table 3.** Scoring System

Area	Score	Descriptor
Task Fulfillment / Content	20-17	<b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	<b>Very poor:</b> inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.

	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness.
Organization	20-17	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	<b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence): some connectives used (cohesion).
	11-8	<b>Fair to poor:</b> Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).

	7-5	<b>Very poor:</b> Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
Vocabulary	20-17	<b>Excellent to very good:</b> Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.	Language 30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	16-12	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.	23-18	<b>Good to average:</b> Acceptable grammar-but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	11-8	<b>Fair to poor:</b> Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.		<b>Fair to poor:</b> Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	7-5	<b>Very poor:</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.	17-10	

	9-6	<b>Very poor:</b> Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
Mechanics	10-8	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
	7-5	<b>Good to average:</b> Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	<b>Very poor:</b> Fails to address his aspect of the task with any effectiveness.

Source: Tribble (2016)

The data then was analyzed by using *t*-test. But before calculating the mean score of experimental and control group. After that, the writer calculated the coefficient of standard deviation score of experimental and control

group before later then seeking for the score of  $t_{counted}$  by using this following formula.

$$t_{counted} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[ \frac{(X_1^2 + X_2^2)}{n_1 + n_2 - 2} \right] - \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Where:

$\bar{X}_1$  = the mean of experimental group

$\bar{X}_2$  = the mean of control group

$X_1^2$  = the deviation of experimental group

$X_2^2$  = the deviation of control group

$n_1$  = the total sample of experimental group

$n_2$  = the total sample of control group

### III. RESULTS AND DISCUSSIONS

After collecting and checking the students' answer sheet, the writer gave scores on each test. From the data, it was obtained that the scores of students' pretest and posttest in the testing of writing ability in analytical exposition text for experimental group that was taught by applying the freewriting technique were different. The mean score of students in the pretest ( $X_1$ ) was 61.26 with the lowest score = 30 and the highest score = 88. Meanwhile, the mean score of students in the posttest ( $X_2$ ) was 67.32 with the lowest score = 36 and the highest score = 94. Then it could be seen that the scores of students' pretest and posttest in the testing of writing ability in analytical exposition for control group that was taught conventionally through a small group discussion were different. The mean score of students in the pretest ( $Y_1$ ) was 40.92 with the lowest score = 13 and the highest score = 76. Meanwhile, the mean score of students in the posttest ( $Y_2$ ) was 44.89 with the lowest score = 15 and the highest score = 80.

Essentially, the writer applied the technique of *t*-test analysis to find out the effect of freewriting technique on the students' ability in writing the analytical exposition text. The formula was displayed below.

$$t_{counted} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[ \frac{(X_1^2 + X_2^2)}{n_1 + n_2 - 2} \right] - \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

$$t_{counted} = \frac{67.32 - 44.89}{\sqrt{\left[ \frac{(2558 + 1706)}{38 + 38 - 2} \right] - \left[ \frac{1}{38} + \frac{1}{38} \right]}}$$

$$t_{counted} = \frac{22.43}{\sqrt{\left[ \frac{4264}{74} \right] - \left[ \frac{2}{38} \right]}}$$

$$t_{counted} = \frac{22.43}{\sqrt{57.62 - 0.05}}$$

$$t_{counted} = \frac{22.43}{\sqrt{57.57}}$$

$$t_{counted} = \frac{22.43}{7.587}$$

$$t_{counted} = 2.956$$

From the calculation of *t*-test above, it was got that coefficient of *t<sub>counted</sub>* was 2.956. Then to find out the effect of the variable X on Y, the coefficient of *t<sub>counted</sub>* was consulted to the *t<sub>table</sub>* coefficient with significance level ( $\alpha$ ) = 0.05 and degree of freedom (*df*) = 36. So it could be seen that coefficient of *t<sub>counted</sub>* (2.956) was greater than the *t<sub>table</sub>* coefficient (1.68830). This information indicated the hypothesis of the study was accepted that there is a significant effect of using freewriting technique on students' analytical exposition text writing ability of the 2020/2021 eleventh grade students of SMA Swasta Harapan Bangsa Kuala.

#### IV. CONCLUSION

From the result of this study, the writer concluded that there is a significant effect of using freewriting technique on students' analytical exposition text writing ability of the 2020/2021 eleventh grade students of SMA Swasta Harapan Bangsa Kuala. This significant

effect was showed from the *t*-test coefficient which was high and significant by looking at that coefficient of *t<sub>counted</sub>* (2.956) was greater than the *t<sub>table</sub>* coefficient (1.68830).

#### V. SUGGESTIONS

From the conclusion stated above, the writer would like to offer suggestions dealing with the result of this study. The suggestions are:

- a. Comprehending the analytical exposition texts through freewriting technique carries out an essential point in accomplishing the language skills; therefore the students should enhance their writing interest by doing more reading textbooks, newspapers, magazines, etc.
- b. The students are also obligated to do more writing tasks especially the analytical exposition texts in order to enhance their ability in comprehending the text while mastering the writing technique and to give motivation for the students to enrich their learning insights.
- c. The teacher will be to give the students the possible ways to overcome the problems in their writing ability.

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