CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is going to present findings and discussion after giving treatment in the research. The students’ result in this research becomes a description about successful and unsuccessful way in this research. The present chapter could be described as follows:

1. Research Findings

This part provides data description based on students’ result when they followed test both of pre-test and post-test. Also, there is data description of normality analysis of pre-test before treatment used. Afterward, the data normality analysis of post-test is presented. In addition, the hypothesis verification was described after that.

a) The Data Description of Pre-Test

After the researcher did pre-test for the students, the researcher got the students’ result toward writing descriptive text. It can be shown as follows: the lowest score is 35 and the highest score is 64 (see appendix 3). The statistical of pre-test were obtained as follows: the interval (R) is 29, set amount of class (K) is 5, and interval class is 6 (see appendix 4). From the calculation of the data, the mean score is 46.8 and standard deviation (S) score is 8.89 was founded.
Furthermore, it is provided the relative frequency of the pre-test data on the students’ ability in writing descriptive text that can be seen in the following table:

### Table 1

The pre-test relative frequency of the students’ ability in writing descriptive text

<table>
<thead>
<tr>
<th>No</th>
<th>Interval Class</th>
<th>Frequency Absolute</th>
<th>Frequency Relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35 - 40</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>41 - 46</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>47 - 52</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>53 - 58</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>59 - 64</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the interval frequency of pre-test data above, it could be concluded that the students’ ability toward writing descriptive text is still very low. Writing mechanisms frequent error made by most of the students. In the pre-test data, the result of the students in writing descriptive text was obtained. These score are obtained after students’ writings are analyzed based on the assessment of writing in descriptive text namely: content, organization, vocabulary, language use, and mechanic. The total score in writing descriptive text was founded for each assessment as follows:

a) Content : 300  
 b) Organization : 202  
 c) Vocabulary : 191  
 d) language use : 191
e) mechanic : 52

The following example of students’ results in pre-test can be concluded that they still have difficulties in writing.

he is cool man. he born in california august 11 1993. he is a film player. he player in arti sahabat film he has girlfriend the name is yuki kato. him full name is steven wiliam uboh. he is gentle man n he is my idola.(Irma's Result)

From this result, the researcher has given the score 35 that is obtained from five the aspect of writing. In content, the researcher gave score 13 because her content is very poor in her descriptive text. Meanwhile, for organization, the researcher gave score 7 because her organization was not communicate. For vocabulary, the research gave score 7 because she used sentences was not clear. For example, the sentence he born in california august 11 1993, her grammar was not correct. She should express that he (Steven William) was born in California on august 11th, 1993, but her sentence is not like that. In language use, the researcher gave score 6 because her paragraph was not connected. The next aspect is mechanics, the researcher gave score 2 because her sentences was dominated by errors of punctuation and capitalization. So, because of this reasons, the researcher finally gave the lowest score for her, and put this score into 35-40.

There is another example of students’ result in pre-test that obtained the better score 64 in descriptive text.

My father

My father is a bank manager. Every morning he gets up at six o’clock has Breakfast. He like a cup of coffe. he hobby is read a
newspaper And also He like reading novels, listening to the music seeing film. (Alfionita’s result)

From this example, it could be concluded that Alfionita has a few information about how to write descriptive text. The researcher gave score 20 in content because her substance of topic in descriptive text was limited. In organization aspect, the researcher gave score 14 because her supporting details in paragraph was limited. Meanwhile, in vocabulary aspect, the researcher gave score 13 because there are still some mistakes in her descriptive text. For example, she has difficulties in using appropriate words. He like a cup of coffe, is not appropriate grammatically in a good sentence. She should use the word “likes and coffee. So, her sentences becomes He likes a cup of coffee. For language use aspect, the researcher gave score 14 because her tenses in was error. The last aspect is mechanics, the researcher gave score 3 because her sentences was errors in spelling, punctuation, and capitalization.

Although Alfionita obtained some mistake in her descriptive text, she was identified as the only one that obtained the score 64 in pre-test and put this score into 59-64.

There is the following polygon graphic of writing descriptive text in pre-test. It can be described clear about students’ result.
From the figure above, it is clear that the lowest range score 35-40 is 6 of 20 students or 30%. In the range score 41-46 there were 5 of 20 students or 25%. On the other hand, there were 4 of 20 students or 20% in this range score. Next, in the range score 53-58, there were 2 of 20 students or 10%. In addition, in the highest score 59-64, there were students could reach the best score in this pre-test, which 3 of 20 students or 15%.

It can be concluded that the students’ result of writing descriptive text in pre-test was still low.

b) The Data Description of Post-Test

The data description of post-test has derived from the result of post test. The students were required to write descriptive text. In this case, the written text used concept freewriting as the strategy to write before producing the descriptive text. Meanwhile, the result of post-test can be obtained as follows; the lowest score is 65, the highest score is 85 (see appendix 6). The statistical of post-test are obtained as follows: the interval (R) is 20, set amount of class (K) is 6, and
interval class (P) is 4 from the calculation of the data in post-test, the mean score was founded is 73.9 and standard deviation (S) score is 5.64 (see appendix 7). Those data can be described clearly following the table:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval Class</th>
<th>Frequency Absolute</th>
<th>Frequency Relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65 – 68</td>
<td>3</td>
<td>15 %</td>
</tr>
<tr>
<td>2</td>
<td>69 – 72</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>73 – 76</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>77 – 80</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>5</td>
<td>81 – 84</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>6</td>
<td>85 – 88</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table above, it can be described that the students’ result in writing descriptive text showed the treatment given. It also can be described that the numbers of students got lower scores have been reduced. In this case, freewriting can help students to write descriptive text well.

In the post-test data, the research obtained the students’ result of writing descriptive text. The researcher analyzed the students’ writing based on the assessment aspects namely: content, organization, vocabulary, language use, and mechanic. The total score in writing descriptive text was founded for each assessment as follows:

a) Content : 383  
b) Organization : 323  
c) Vocabulary : 344  
d) Language use : 361
e) Mechanic : 69

There is the following example of students’ result in post-test after conducting the treatment, and this example is focused on Irma’s result about passport.

Passport is a legal document. It is very important for people to travel in and out of a country. A passport usually contains our own personal identity. Also some pages for the immigration officer to put the nation stamp. The stamps will show every country that you have visit.

So, if you visit other country don’t forget your passport, because if you forget, your travel delayed.

In this result, Irma obtained the score 72 that is divided in score 17 for content, score 15 for organization, score 18 for the vocabulary and language use and score 4 for mechanics. She has known how to write descriptive text. The researcher gave score 17 for the content because Irma used little substance in her descriptive text. Even Irma still had mistake in vocabulary and language use. In the language use, there is sentence “A passport usually contains our own personal identity”. Irma should correct her sentence become “a passport usually contains our own personal identity”. Finally, Irma had progress in post-test and her score is identified as better score in 69-72 scales.

Meanwhile, the same progress happened in Alvionita’s result in post-test. She obtained score 82 in post-test. She obtained score 22 for content assessments. In addition, for organization and vocabulary assessments, she obtained score 18. Next, for language use assessment she obtained score 20. And the last, she
obtained score 4 for mechanic assessment. So, it could be concluded to be score 82. The following example is Alvionita’s writing.

Comes to my school

My school located in telaga village. There is a new school in gorontalo. The school is very big. There has architecture is very beautiful. There have 25 rooms, a canteen and complete sport facilities. The pictures of the rooms are very nice. The rooms look very nice, and also very comfortable. In my school have teachers are very friendly and polite.

So, please come to my school in SMP Negeri 2 Telaga.

From this result, the content of descriptive text is clear, and the generic structure has shown introduction and description.

My school located in Telaga village. There is a new school in Gorontalo.

These sentences have shown introduction of her descriptive text. It means that Alvionita has recognized where has been the object of the story. Then, the story has been packed with the conclusion. Therefore, it could be concluded that the story is arranged structurally based on the generic structure of descriptive text. Alvionita obtained score 82 because her descriptive text had good contents.

To make clear about the description of the data it is also explained in polygon graphic of Post-Test data bellow:
The graphic above shows the result in post-test after the result was analyzed. In the lowest score 65-68; there were 3 students from the total of 20 students or 15%. In the range score 69-72 there were 6 of 20 students or 30% from the total. Students who got the score between 73-76 were 4 students or 20%. On the other hand, there were 5 of 20 students or 25% of students in this range score. Next, in the range score 81-84; there was 1 of 20 students or 5%. In addition, the highest score 85-88; there was 1 or 5% from the total of students

Based on comparing the result both pre-test and post-test, it can be seen that there are significant differences in the score result that students obtained. In addition, there are significant differences between the results in pre-test and post-test. It means that the score of students’ ability in writing descriptive text was improved by using freewriting as the strategy to write before producing the descriptive text.
2. Analyzing of Data

In analyzing the normality of the data, Liliefors method was used. In this part, it has been done in both pre- and post-test. The calculation of analyzing it can be seen bellow:

a) Normality Analysis of Pre-Test Data

The criterion analysis is accepted if $t_{count}$ is smaller than $t_{tab}$ ($t_{count} < \leq t_{tab}$). After analyzing the data, it was found that according to the calculation above $t_{count}$ is 0.1094. It is obtained by taking the highest score in F (Zi) – S (Zi) (see appendix 5). The critical value of Lilliefors testing in the level significant $\alpha = 0.05$ with the simple (n) is 20 students. Furthermore, the $t_{tab}$ is 0.190 (see appendix 11). So, $t_{count}$ is 0.1094. From this description can be concluded that the data of pre-test was normal.

b) Normality Analysis of Post-Test Data

The criterion analysis is accepted if $t_{count}$ is smaller than $t_{tab}$ ($t_{count} < \leq t_{tab}$). After analyzing the data, it was found that according to the calculation above $t_{count}$ is 0.1049. It is obtained by taking the highest score in F (Zi) – S (Zi) (see appendix 8). The critical value of liliefors testing in the level significant $\alpha = 0.05$ with the simple (n) is 20 students. Furthermore, the $t_{tab}$ is 0.190 (see appendix 11). So, $t_{count}$ is 0.1049. From this description, it can be concluded that the data of post-test was normal.
3. Hypothesis Verification

After the data were analyzed and described, the hypothesis of this research was verified. The hypothesis of this research is “using freewriting technique can improve significantly the students’ ability writing descriptive text”. In the criterion used to verify the hypothesis as: the hypothesis (H₀) is contrary to alternative of hypothesis (H₁) value of H₀: \( t_{count} \leq t_{list} \) and value of H₁: \( t_{count} \geq t_{list} \). The criteria can be seen clearly as follows:

a. The hypothesis (H₀) will be tenable if \( t_{count} \leq t_{list} \). It means the application of freewriting could improve toward the students’ ability in writing descriptive text.

b. The hypothesis (H₀) will be untenable if \( t_{count} \geq t_{list} \). It means the application of freewriting could not improve toward the students’ ability in writing descriptive text.

Based on the result of normality analysis of pre-test and post-test the researcher found the values as follows:

\[
\bar{X}_1 = \text{Average value of pre-test (46.8)} \\
\bar{X}_2 = \text{Average value of post-test (73.9)} \\
N_1 = \text{Number of sample of pre-test (20)} \\
N_2 = \text{Number of sample of post-test (20)} \\
S_1 = \text{Standard deviation of pre-test (8.89)} \\
S_2 = \text{Standard deviation of post-test (5.64)}
\]
It is derived from Standard deviation formula:

\[
S^2 = \frac{(n_1-1) s_1^2 + (n_2-1) s_2^2}{n_1 + n_2 - 2}
\]

\[
S^2 = \frac{(20 - 1)(8.89)^2 + (20 - 1)(5.64)^2}{20 + 20 - 2}
\]

\[
S^2 = \frac{1501.61 + 604.38}{38}
\]

\[
S^2 = 55.42
\]

\[
S = \sqrt{55.42}
\]

\[
S = 7.44
\]

The criterion above used level of significance was \(\alpha = 0.05\) and degree of freedom (df) = \(N_1 + N_2 - 2\). Next, those values above are applied in t-test formula. It is described by calculating and finding the standard deviation of pre-test and post-test, and then it is entered into the t-test formula as follow:

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

\[
t = \frac{46.8 - 73.9}{7.44 \sqrt{\frac{1}{20} + \frac{1}{20}}}
\]

\[
t = \frac{-27.1}{2.3808}
\]

\[
t = -11.38
\]

From the description about t-testing, it was found that \(t_{\text{count}} = -11.38\), while \(t_{\text{tab}}\) in the level of significance \(\alpha = 0.05\) and degree of freedom = \((20 + 20-\)
2) = 38 (see appendix 10). Meanwhile, the value of \( t_{list} \) for \( (0.975)(38) = 2.022 \). Therefore, \( t_{count} \) is smaller than \( t_{list} \) or \((-11.38 \leq 2.022)\). It can be concluded that the hypothesis of this research is acceptable. In the other words, the using of freewriting technique could improve students’ ability in writing descriptive text significantly.

4. Discussion

The ultimate goal of the present study was to find out the improve of freewriting technique toward writing descriptive text as well as to cope the problems that the students come across in writing class. This study was conducted at eighth grade of SMP Negeri 2 Telaga. For this situation, it was required to have a hypothesis. The hypothesis of this study was the students’ writing ability in descriptive text can be improved by using freewriting technique. Based on the relevant theories from some experts, freewriting technique is a good strategy by the writer to practice writing descriptive text.

In this case, data were collected by using written text two times. To obtain the data of students’ ability in writing descriptive text before and after freewriting technique was given, the instrument instruct students to describe some topics that are given by the researcher. By instructing students to use freewriting technique toward writing descriptive text the results showed a significant improvement. The results are consistent with the concepts of Glover & Law (2002:132) that arguing freewriting technique in learning process useful and an effective in improving students’ ability in language learning, as the technique consists of a plan, step, or conscious action in order to achieve. Brown & Hood (1993:7) state that preparing
to write is main stage of the writing process. Moreover, it confirms the findings of Blachard & Root (2004:11) that the process of writing, such as generating ideas, planning, and organizing ideas relating concepts within freewriting, is the cognitive learning technique to get ideas to produce a written form. On the other hand, the result shows that the students gradually could express themselves easily to get ideas and finally could produce the effective writing text. By practicing writing with using freewriting technique, students enriched their content and improved their vocabulary and as well as their generic structure of descriptive text.

Freewriting can be useful only if the students have background knowledge of English with limited understanding of vocabulary, content, grammar, and generic structure of descriptive text. It is because freewriting in this research is closely suited to collect our ideas based on our topic (see Branan, 2003:10), and it is applied to collect ideas before producing descriptive text. Freewriting technique can work best if the students have been trained to draw brainstorming as the first step in writing task, they also have understood how to put tenses in sentences and the use of punctuation all in English. At the same time, freewriting can help students to form cohesive sentences, and producing coherencies writing especially in writing descriptive text (Elbow, 2000). It means that students just focus on identifying ideas based on their topic.

By using freewriting technique, the students’ motivation can be raised because the implementation of this technique provides some space for the student to create their own ideas, and they could be free to express their own ideas. It is
providing students the freedom to express their knowledge on a given topic. Freewriting appears to facilitate learning in writing, because by using this technique the students were not scared to write (DePorter & Hernacki, 2000:186).

A part from freewriting technique, the result shows that content of descriptive text could be improved and understood. It was found at a few words in a few sentences in their writing. By using freewriting technique, the students can write all vocabularies that they have known. It means that one idea could be developed to be more complex sentences, so students get information about grammar, but not entirely improved. Students are helped by teacher to arrange the present tense as the basic rule of writing descriptive text.

Although this result was not very satisfying but the students had made a significance progress. Their writing quality, particularly in descriptive text was better than before and they had the potency to improve their ability, especially to develop ideas, and arrange them to be cohesive and coherencies writing forms.

In indicates that freewriting can be used as a technique to cope problems that the students have in expressing themselves with English that they already have. It can help students to collect ideas which are usually difficult to be proposed. The students will produce good writing, particularly descriptive text. However, freewriting technique cannot cope all the problems of the students in writing. There are some limitations and they can be solved with other techniques or strategies. It means that freewriting is not the only way to improve the writing ability of the students.