

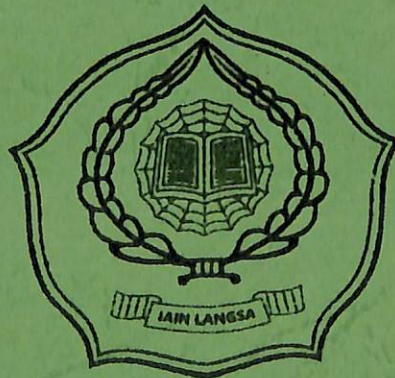
**AN ANALYSIS OF USING FREE WRITING TECHNIQUE IN  
TEACHING WRITING TO THE FIFTH SEMESTER  
STUDENTS AT ENGLISH DEPARTMENT  
INSTITUTE FOR ISLAMIC STUDIES  
(IAIN) LANGSA**

**SKRIPSI**

**By**

**ASIAH  
1042013006**

**Degree (S1)  
Study Program : English Departement  
Tarbiyah and Teacher  
Training Faculty**



**THE MINISTRY OF RELIGIOUS AFFAIRS  
STATE INSTITUTE FOR ISLAMIC STUDIES LANGSA  
2020 M / 1441 H**

STATEMENT OF APPROVAL

AN ANALYSIS OF USING FREEWRITING TECHNIQUE IN TEACHING  
WRITING TO THE FIFTH SEMESTER STUDENTS AT ENGLISH  
DEPARTMENT INSTITUTE FOR ISLAMIC STUDIES (IAIN) LANGSA

Submitted to the Tarbiyah and Teachers Training Faculty  
State Institute for Islamic Studies Langsa as Fulfillment of the  
Requirement  
for The Degree of *Sarjana Pendidikan (S.Pd)* In English Education

By

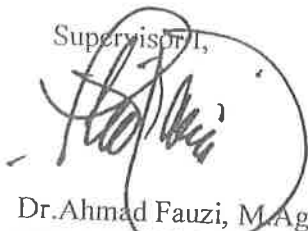
Asiah

1042013006

English Education Department

Approved by

Supervisor I,



Dr. Ahmad Fauzi, M.Ag  
NIP. 19570501 198512 1 001

Supervisor II



Zakia Izzati, M.Pd  
NIP. 197311282005042001

**STATEMENT OF CERTIFICATION**

**AN ANALYSIS OF USING FREE WRITING TECHNIQUE IN  
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ENGLISH DEPARTMENT INSTITUTE FOR ISLAMIC STUDIES ( IAIN )  
LANGSA**

By

Asiah

1042013006


Has Been Defended in *Sidang Munaqasyah* by the board of Examiners  
and has been accepted as a Partial Fulfillment of Requirements for  
*Sarjana Pendidikan* ( S.Pd) in English Education Tarbiyah and  
Teachers Training Faculty, on :

Friday 17<sup>th</sup> January 2020 M

22 Jumadil Awal 1441 H

**Board of Examiners**


Chairman

  
Nina Afrida, M.Pd  
NIP.19840501 201101 2 015


Secretary,

  
Zakia Izzati, M.Pd  
NIP.197311282005042001

Examiner I

  
Wahidah, M.Ed  
NIP. 19830126 201503 2 003

Examiner II

  
Dr. Razali Mahmud, MM  
NIP.19571231 198703 1 028

**Certified By :**

**The Dean of Tarbiyah and Teachers Training Faculty  
State Institute For Islamic Studies Langsa**

  
Dr. Iqbal, S.Ag, M.Pd  
NIP. 19730606 199905 1 003



## PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Asiah

NIM : 1042013006

Fakultas/ Prodi : FTIK/ Pendidikan Bahasa Inggris.

Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *“An Analysis of Using Freewriting Technique in Teaching Writing to The Fifth Semester Students at English Department Institute for Islamic Studies (IAIN) Langsa”* untuk memperoleh gelar sarjana pendidikan merupakan hasil karya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 25 Desember 2019  
Yang membuat pernyataan

  
Asiah  
Nim . 1042013006

METERAI  
TEMPEL  
NO. F138ADC36660021  
3000  
TIGA RIBU RUPIAH



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Langsa,25 Desember 2019

The writer

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## **ABSTRACT**

Asiah, 2019. An Analysis of Using Free Writing Technique in Teaching . *Skripsi*  
English Department, Tarbiyah and Teacher Training Faculty, State  
Institute for Islamic Studies (IAIN) Langsa

**Supervisor (1).** Zakia Izzati, M.Pd **(2).** Dr.Ahmad Fauzi, M.Ag

Free writing technique is one of technique that used in teaching writing class, to make students more creativity in write on essay paragraph. The aim of this research is to find out the effect of free writing used in teaching writing class at the fifth semester of English Department at IAIN Langsa. the research question of study is what is the effect of free writing technique for students at English department. The method of study is qualitative descriptive. The instrument of study used writing test and observation. In this research, the researcher observed one lecturer who used free writing in teaching writing class. Then, the researcher gave writing test to know the effect of free writing technique for their writing .In conducting the study, the researcher involved the writing lecturer and the fifth semester students as 20 as the subject of study. The result of this study showed that the effect of free writing technique effective to used in writing class for students in English department. From 20 students they have good categories in writing aspect and they can manage their time well in writing process.

**Key Word:** *Free Writing Technique, Writing*

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

A language is used for many kinds of purposes, especially English. The goal of learning English as foreign Language is to help learners to sharp the comprehension of using language effectively and accurately in communication. Communication is an activity of expressing ideas and feelings or of giving people information.<sup>1</sup> In education field, there are three kinds of communication, they are verbal communication, written communication and non-verbal communication.<sup>2</sup> Transferring the thoughts, information or feeling orally that people called speaking is the example of verbal communication. While, written communication can take place through letters, faxes, memos, etc. Furthermore, non-verbal communication could be shaped as appearance, posture, eye contact, etc.<sup>3</sup> Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence.

In the process of students communication, ideally students should know the rules on how to communicate with others, how to get information, and how to learn about the language itself. When the students understand the meaning of the content of their writing, it means that they have a language competence. According to

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<sup>1</sup>Oxford Dictionary, *Language teaching* (Oxford University Press,2008), 84.

<sup>2</sup>Camp, Satterwhite, "College English and Communication," *International Journal Conference on Language, Education, Humanities and Innovation* 46 (2016), 56-57.

<sup>3</sup> Camp, Satterwhite, "College English...", 58.

Chomsky, competence is the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language.<sup>4</sup>

Speaking and Writing skills which include language production are considered to be productive skills.<sup>5</sup> Among those four skills, writing plays a main role of output skill to produce the excellent ability through written on paper. Writing is a skill that requires a good mastery of the language. Writing also requires more training to express ideas into a text compared with other language skills. It includes the organization of words, phrase, clause and sentence into a coherent and cohesive paragraph and texts.<sup>6</sup>

The definitions of writing are variously stated by some experts. According to Hyland, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge.<sup>7</sup> 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. Related to these issues, Richard and Renandya state that there is no doubt that writing is the most difficult skill for language learners to master.<sup>8</sup> The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex.

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<sup>4</sup> Noam Chomsky, *Aspects of the Theory of Syntax*. (Cambridge, MA: MIT Press, 2003), 17.

<sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 1989), 16.

<sup>6</sup> L Mahnam & D Nejadansari, "The Effects of Different Pre-Writing Strategies on Iranian EFL Writing Achievement," *International Education Studies* Vol.5, No. 1; Feb. www.ccsenet.org/ies. (2012): 12-14. Accessed on August 2018.

<sup>7</sup> Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), 3.

<sup>8</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), 303.

The writers have to pay attention to higher level skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on.<sup>9</sup>

In university level, especially in English department, writing is to be one of crucial subject. It starts from the basic until the academic writing level. It might be a learning and practicing for students to prepare their final thesis. It could be an exercise to understand writing technique to create a scientific essay or paper to fulfil the regulation when it needed, such as students exchange program, looking for the job, or even scholarship. Meanwhile, related to the preliminary data from the fifth semester students of English department's interview, most of students are getting some difficulties in writing, such as to find a good topic, the lack of vocabulary and some grammatical problems. It proves that writing was difficult subject that admitted by students.

The researcher found that the students had some obstacles that troubled them in writing something, even to write about their own self description. In this case, students are comanded to write in English, but they are difficult to find the appropriate word to present what they want to deliver in English as the target language and about the worriness about using unappropriate grammar. They were confused to determine the arrangement or placing the words into sentence. Those were some problems faced by students in writing, so that teacher should find the solution to solve this and make writing becomes easier.

In this case, applying the technique in teaching writing will help students to solve their problems in writing. There are so many kinds of technique in teaching

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<sup>9</sup>Jack C. Richards and Willy A. Renandya, *Methodology.....*, 303.

writing. But, in this study, the researcher will focus only one kind of technique in teaching writing. It is The Free writing Technique.

Free writing, also known as timed writing or quick writing, is a type of stream-of-consciousness expressive writing practice.<sup>10</sup> Elbow and Belanof define Free writing as writing any ideas or thoughts that come to mind in a given time period without stopping. EFL students often fall into the habit of merely producing what is required with as few mistakes as possible.<sup>11</sup> Therefore free writing techniques have several objectives that can improve students' writing skills because this technique provides opportunities for students to write what is in their minds, without having to be confused start where to write and also be afraid of grammar errors in their writing. Besides that, free writing also contributes to the development of students' ideas when they are writing.

Guided writing is planning which involves focusing learners' attention as they prepare for a task, for example, attending to specific aspect of grammar or vocabulary.<sup>12</sup> In other words, guided writing is a process that involves students having to be more careful in writing ideas or paragraphs and paying attention to the elements that are appropriate in writing. Then, unguided writing is planning which allows learner time to plan independently without any teacher- led assistance

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<sup>10</sup>Paul Tanner, Freewriting; don't think twice, it's all write. *The Language Teacher*. June Article 40. (2016), 40-41

<sup>11</sup>P. Belanoff, P. Elbow, & S. Fontaine (Eds.), *Nothing begins with N: New investigations of freewriting* (pp. 71-92). Carbondale, IL: Southern Illinois University.

<sup>12</sup> Ellis, R. The differential effects of three types of task planning on the fluency, complexity, and accuracy in L2 oral production. *Applied Linguistics*, (2009). 474-509. <http://dx.doi.org/10.1093/applin/amp042>, Accessed on August 2018.

towards language or content.<sup>13</sup> So that, the researcher thinks that unguided free writing gave students the opportunity to “make meaning with language” by letting them to write about what they were interested.

Furthermore, the benefits of Free writing for students is to develop English and provide raw material for formal writing assignments. Students can concentrate on putting ideas on paper without concern about errors. Moreover, the main benefits of unguided free writing are considered to increase writing skill and finding self-concept.

In IAIN Langsa, writing is one of the compulsory subject that students of English department should pas. The main purpose of this lesson is hopefully will help the students to understand, comprehend and proficient to create the correct and good written in academic writing assessment and skillful in writing. Related to the preliminary data from fourth semester students of English department’s interview, free writing is one of writing technique that used in writing class. However, most of students are still getting difficult in writing such as the problems to find a good topic, develop paragraph, use the appropriate vocabulary, and create a correct sentence and others.

In previous research by Muhammad Al Muttaqim, 2015, which is entitled “The Influence of Using Free Writing Technique Towards Students’ Analytical Exposition Text Writing Ability At The First Semester of the Eleventh Grade of MA Al Hikmah, the methodology of this research was quasi experimental design

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<sup>13</sup> Ellis, R. The differential effects of three types of task planning on the fluency, complexity, and accuracy in L2 oral production, 511.

with the treatment held in 3 meetings, 2 x 45 minutes for each meeting. The population of this research was the regular class of the eleventh grade students of MA Al- Hikmah. The total sample in this research was 77 students that were taken from two classes, IPA and IPS. In collecting the data, the writer used instruments pre-test and post-test. The instrument was analytical exposition writing test. The result of this research was showed that there was influence of using free writing technique towards students' analytical exposition text writing ability at the first semester of the eleventh grade 2015/2016.

The research about using free writing has done by Muttaquin in 2015 in MA Al Hikmah, showed that there was influence on students writing skill on writing analytical exposition text. Another research done by Nurfiryalianti, 2017 which entitled "Improving Writing Skill by Using Free Writing Technique", This research was conducted at SMP Negeri 1 Pasangkayu. The population was the eighth grade students, and the sample was class VIII B as experimental class and VIII C as control class. The instrument of data collection was a test which was administered twice called pre-test and post-test. The result of data analysis showed that the t-counted (7.49) was greater than the t-table (2.021) by applying 0.05 level of significance and the degree of freedom (df) was 40. In conclusion, the use of free writing technique can improve the students' writing skill particularly in writing descriptive paragraph.

Based on the above studies, the writer is inspired to do the same research for University level about the using of free writing. In this case, the writer will do a study about free writing in IAIN Langsa, especially in writing class for English



Department students. This research will use descriptive qualitative design, for students in fourth semester. The study entitled “**An Analysis of Using Freewriting Technique in Teaching Writing to The Fourth Semester Students at English Department Institute for Islamic Studies (IAIN) Langsa**”.

### **B. Research Question**

In order to clarify the problems that will be investigated the writer has formulated the following research question as follow :

“What is the effect of free writing technique for students at English Department Institute for Islamic Studies (IAIN) Langsa?”

### **C. Purpose of Study**

Based on the research question, the purpose of this study is to find out the effect of Freewriting technique used in teaching writing class to the fourth semester students at English Department Institute for Islamic Studies (IAIN) Langsa.”

### **D. Significances of Study**

Here are some significances that is expected to be useful for following individuals or the institutions:

#### **1. For Teacher**

The teacher can apply this technique to achieve the target of teaching-learning process in class in order to help student’s writing skill by applying the freewriting technique in teaching writing.

## **2. For students**

The student will be easier to express their thought into written as the effect of the implemetation of the appropriate approach by the teacher. Furthermore, the result of this research will give the information about the Freewriting technique so that students can improve their knowledges in developing their skill in writing.

## **3. For other researchers**

The other researcher can be a reference source with the same research title about free writing technique.

## **E. Terminology**

### **1. Definition of Writing**

Writing is a type of thinking. It means that writing is an action of process to clarify ideas, issues, events, feeling or thinking to the others through written form. Yakhontova states that writing is a complex process that requires a number of various skill.<sup>14</sup>

### **2. Definition of Free-Writing**

Elbow said that free writing is activity can help students learn simply to get on writing and not be held by worries about whether they use good words or right words.<sup>15</sup>

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<sup>14</sup> Yakhontova, *English Academic Writing: for Students and researchers* (Mc: Whoother Longman, 2003), 18.

<sup>15</sup> Peter Elbow, *Everyone can Write : Essay a Hopeful.....*, 14.

## CHAPTER II

### LITERATURE REVIEW

#### A. Writing Skill

##### 1. Definition of Writing

There are many definitions of writing available in literatures. Writing is one of English skills. It is an act of communication in which people make marks on a paper surface or other in the form of graphic symbols: that is letters or combinations of letters which relate to the sound that the learners make when they speak, to make meaning.<sup>16</sup>

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<sup>16</sup> Hornby A. Sidney, *Oxford Advance Learner's Dictionary* ( England: Oxford University Press, 1974), 994.

Writing is a type of thinking. It means that writing is an action of process to clarify ideas, issues, events, feeling or thinking to the others through written form. Yakhontova states that writing is a complex process that requires a number of various skill.<sup>17</sup> Futhermore, Ken stated that writing and its product; text was a communication way through mechanical and systematical process in order to transfer idea from one to another.<sup>18</sup> Mechanical and systematical is the procedure in writing with prepare process and steps in writing to developed paragraph in writing. In addition, Jeremy mentioned that writing involve planning what we are going to write. First, drafting it. Then reviewing and editing what we have written and producing a final version.<sup>19</sup> Finally it can be summarized that writing is a complex process that need a number of various skill and it also consist of standardlized system of procesess planning, drafting, editing and making final version.<sup>20</sup>

Writing is described as the use of the visual medium to manifest the graphological and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usage. But of course, writing is not just a production of a sequence of English sentences. The sentences can be used to create a discourse and each sentence takes on a particular value as a part of this discourse. In this case, writing can be said as the act of making up correct

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<sup>17</sup> Yakhontova, *English Academic Writing: for Students and researchers* (Mc: Whoother Longman, 2003), 18.

<sup>18</sup> Ken Hayland, *Teaching and Researching Writing* (Harlow: Pearson Education, 2002),7.

<sup>19</sup> Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson Education, 2004), 5.

<sup>20</sup> Ken Hayland, *Teaching and Researching.....*, 11

sentences and transmitting them through the visual medium as marks on paper. This kind of activity is called composing (writing as usage).<sup>21</sup>

Writing also involves the encoding of a message of some kind: that is, we translate our thoughts into language. Hughes stated that the best way to test people's writing ability is to get them to write.<sup>22</sup> The writer's own interpretation of what has preceded and to the writer's assessment as to how what has been written and is being written will be received by the reader.<sup>23</sup> According to Longman Dictionary, writing means the activity of creating pieces of written work, such as stories, poems or articles.<sup>24</sup>

Byrne stated that we produce a sequence of sentences arranged in a particular order and linked together in certain ways.<sup>25</sup> The sequences maybe very short-perhaps only two or three sentences but, because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a 'text'.

From several definitions of writing in the previous section, writing have means the activity of creating pieces of written work, a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others into language that linked together in certain ways and form a coherent whole in its

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<sup>21</sup> Yakhontova. *English Academic Writing*.....,21.

<sup>22</sup> Arthur Hughes, *Testing for Language Teachers* (Cambridge: University Press,2003),75.

<sup>23</sup> M Weisman Herman. *Basic Technical Writing* (Ohio: A Bell & Howell Co, 1980), 63.

<sup>24</sup> Hornby, *Longman oxford Dictionary of Current English* ,( London: The University of London Press, 1974), 68.

<sup>25</sup> Byrne Donn, *Teaching Writing Skills* (New York: Longman, Inc, 1997), 1.

purposeful selection and organization of experience and also as the production of sentences as instances of usage.<sup>26</sup>

It can be concluded that writing is one of skill which make students will be creativity in activity writing like must have information, idea. Furthermore, writing also have ability in developed their language to be a good paragraph. In writing activity

## **2. Writing Skill**

Writing skill is one of the important skill, because writing skill is one of complete activity. Heaton stated that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing good process into five general components or main areas.<sup>27</sup>

- a. Language use: the ability to write correct and appropriate sentences;
- b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language - e.g. punctuation, spelling;
- c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- d. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;

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<sup>26</sup> Ken Hayland, *Teaching and Researching Writing*.....,54.

<sup>27</sup> J.B Heaton, *Writing English Language Tests* (New York: Longman, Inc, 1975), 175.

- e. Judgment skills; the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Based on the Heaton statement, writing skill is complete activity which must have many elements of understanding such as the ability to understand sentences, punctuation, ideas, and others. In addition, according to Heaton writing is also often difficult to teach because it must have a lot of mastery of understanding about good writing.

Furthermore, Brown states there are 12 micro skills for writing. They are as follows:<sup>28</sup>

1. Producing graphemes and orthographic patterns of English;
2. Producing writing at an efficient rate of speed to suit the purpose;
3. Producing an acceptable core of words and use appropriate word order patterns;
4. Using acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules;
5. Expressing a particular meaning in different grammatical forms;
6. Using cohesive devices in written discourse;
7. Using the rhetorical forms and conventions of written discourse;
8. Appropriately accomplishing the communicative functions of written texts according to form and purpose;

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<sup>28</sup> Brown H Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy* (New York: Addison Wesley, 2001), 343.

9. Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
10. Distinguishing between literal and implied meaning when writing;
11. Correctly conveying culturally specific references in the context of the written text;
12. Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In addition, writing skill has micro skill to understand what steps in writing. Then, Brown stated that there are 12 elements macro skill in writing which help students more understand and can develop their writing skill. Micro skill in writing is very important to consider before writing.

### **3. Process of Writing**

In writing, students cannot only focus on their final output (their writing). They should pay attention to the processes or steps in writing to produce a good writing. A good writing means good in terms of language, content, purpose, and referred reader. Hyland illustrates the stages of writing to give students clear understanding that writing process is significant to produce a good writing.

The first stage is selection of topic. It can be done by both students and teachers. Students can find their own topic or with teachers' help. Another way,



teachers can decide the topic students should use to write. The next stage is prewriting can help students learn simply to get on writing and not be held by worries about whether they use good words or right words.<sup>29</sup> In addition, the process of writing which help students to write. Besides, process of writing also give good contribution for students in writing, as in choosing topic, and used right word in sentence. So, the process of writing is one of important steps to make a good writing.

In another book that is related to steps of writing, Harmer offers simpler process of writing. It consists of four stages; There will be planning, drafting, editing, and final draft. The first one is thinking the purpose of writing. It will influence other features, like text type, language use, and information or content of the text. The second one is related to the students refer to. It will have impacts in other cases. One of them is dealing with the language choice, whether they will use formal or informal language. The last consideration is the content structure. It is about the sequence of the text.<sup>30</sup> After finishing their plan, students are led to step on the second stage which is drafting. In this stage, students are starting to write their ideas or topics they have selected before. They can also make outline about their writing content before they start to write in the best form.

Furthermore, writing process refers to everything a writer does from the moment he or she starts thinking about what to write until the final copy is

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<sup>29</sup> Ken Hayland, *Teaching and Researching Writing...*, 10.

<sup>30</sup> Jeremy Harmer, *How to Teach Writing...*, 4.

completed. This process emphasizes on ideas to write down as well as the form in which the ideas are written down.

According to Hedge, Writing Process Approach is an approach to teach writing that allows students to write their own ideas with their own process.<sup>31</sup> The writing process approach includes five steps: pre writing, drafting, revising, editing and publishing.<sup>32</sup> The steps are not separated and not happen in a sequence. But, they might occur at the same time. Some people may edit as they revise a draft, while others edit when the whole draft is completed. Still, others revise as they draft. As the term suggests, the teaching of writing focuses on what goes on when learners write and what the teacher can do to help the learners get into a good writing.

## **B. Teaching Writing**

Teaching writing for students have different level it depends with student level in process of teaching writing. The reasons for teaching writing to the students of English as foreign Language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right.<sup>33</sup>

1. Reinforcement : Some students acquire languages in a purely oral/aural way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both their

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<sup>31</sup> Hedge Tricia, *Writing: Resource Books for Teachers* (Oxford: University Press, 1988), 20.

<sup>32</sup> Hedge Tricia, *Writing: Resource Books for Teachers..*, 26.

<sup>33</sup> Jeremy Harmer, *The Practice of English Language Teaching* (UK: Pearson-Longman, 1998), 79.

understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

2. Language Development : Actually process of writing (rather like the process of speaking) helps them to learn as learners go along. The mental activity learners have to go through in order to construct proper written texts is all part of the ongoing learning experience.
3. Learning Style : Some students are fantastically quick at picking up language just by looking and listening. For the rest of them, it may take a little longer. For many learners the time to think through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.
4. Writing as a skill : By far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading. The students need to know how to write letters, how to put written reports together, how to reply to advertisement and increasingly, how to write using electronic media. They need to know some of writing's special convention (punctuation, paragraph construction, etc) just as they need to know how to pronounce spoken English appropriately.

Based on the reasons above, it can be concluded that writing is very important, especially on English as Foreign Language because it will be useful for their life. They can produce creations from their ideas or they can record something

etc. If writing is not taught for them appropriately, they will be confused how to record or write something, for example if they express their idea or write a report.

The importance of writing cannot be overestimated. It lies at the basis of other crucial skill, such as reading: Teacher trains to teach students to be able to write; It means that to solve problem in writing activity, the students must be interested in what they want to write because it influences in writing product. If the students are not interested in what they write, of course the writing product is not maximal.

One of the most important things a writing class should aim at is bringing the learners to the point where they are willing to revise and feel comfortable about revising what they have written.<sup>34</sup> It means that the teacher must be able to manage condition in writing class be fun and comfort when the student write, it will help them to be easier in writing, for example getting the ideas. The teachers should give opportunity as much as, so the learners can explore their ideas effectively.

Teacher can teach writing by giving the familiar themes which is existed in the learners' surroundings, especially for the children where English is still strange for them, so the teacher can teach writing start from their environment, for example about their family, their hobby, experiences, etc., The learners will enjoy this activity and often want to keep writing.

Based on the explanation above, it can be taken a conclusion that in teaching writing especially for students, the teachers should use the easy themes for them. It has purposes that by using easy themes, for example about their experiences, the

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<sup>34</sup> Murcia, *Discourse and Context in Language Teaching* (New York: Cambridge University Press, 2000), 160.

students can write and get ideas easier; also they will be fun to write especially in English.

### **C. Technique in Teaching Writing**

#### **1. Technique in Teaching EFL**

Technique in teaching English are one of the important factors to be recognized by students and it is also a part of writing skill. These technique should be developed in order to improve the students' ability in writing English. The students should be able to recognize their weaknesses and their strength in choosing the suitable technique for themselves. Each student is possible to have different technique one to another. The technique used by the students in learning English will determine their ability in using English to communicate. Students who use effective techniques will make them comfortable in using English to communicate especially in writing English.

Learning technique is specific actions, behaviors, steps, or techniques such as seeking out conversation pattern, or giving oneself encouragement to tackle a difficulty language task used by the students to enhance their own learning.<sup>35</sup> Learning technique are task specific tactics to observable or no observable that an individual uses to comprehend, store, retrieve and use information or to plan,

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<sup>35</sup> Marriane Celce Murcia, *Teaching English as A Second or Foreign Language*. ( United States: Heinle and Heinle Thomson. 2001), 87.

regulate, or assess learning.<sup>36</sup> The performance of this technique could possibly be observed.

In other word, another important factor which also influences the students' ability in learning English writing depends on the technique used by the teacher. A professional English teacher should consider appropriate technique in teaching English. Teacher must recognize technique to increase students' and help them to develop their strength in order to improve his students' write production. It requires not only the ability to create a warm and humanistic classroom atmosphere, but also provides opportunities for his students to take part in class interaction.

## **2. Technique in Teaching Writing**

There were some technique in teaching writing. There are actually several techniques to write well.<sup>37</sup> Students are led to know more about how to write. Therefore, he offers some writing technique in this case:

### a) The way teachers get students to plan

Teachers need to encourage students to plan or thing about what they are going to write. The simplest way is to plan the content of their writing and its outline. In this case, there are a lot of ways to get students' plan, actually. However, there are two common ways that are usually used in this stage. They are brainstorming and guided tasks. Brainstorming can be applied in pairs and group discussion. In the discussion, they can share anything that can be used as their writing topic or

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<sup>36</sup> Alice Ommagio Hadley. *Teaching Language in Context*. (United States: Heinle and Heinle Thomson, 2001), 90.

<sup>37</sup> Jeremy Harmer, *How to Teach Writing*.....,11.

content. Meanwhile, guided tasks are more related to some activities that will lead students to find their idea to write. Teacher can also encourage students to think about the purpose of their writing and for whom they are writing.

b) The way teachers respond to students' writing

There are several ways to respond students' writing. The first way teachers can do is responding to a work-in-progress. It is applied when a teacher is talking to a student in a group while the others are still working on their own. The second way is giving reformulation to students. In this way, teachers write their own version of a good writing. It will be significant for students as a comparison with their work. The last way is conducting peer response. It will be really welcome to students because teachers talk to each student. It means that each student will get suggestion as what they need.

The problem of writing not only comes from students difficulties in develop their idea but also inappropriate technique used by the teacher. Teaching writing ability is also complex and sometimes difficult, requiring mastery not only of grammatical rhetorical devices but also of conceptual and judgmental elements.<sup>38</sup> Conceptual and judgmental in technique writing like students must prepared the idea in the following word by word in the paragraph and how students able to understand it. The following analysis attempt to group the many and varied skills necessary for writing good prose into five general components or main areas:<sup>39</sup>

1. Language use : the ability to write correct and appropriate sentences.

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<sup>38</sup> J.B Heaton, *Writing English Language Test* (USA: Longman, 2000), 135.

<sup>39</sup> <sup>39</sup> Alice Ommagio Hadley. *Teaching Language in Context*. (United States: Heinle and Heinle Thomson, 2001), 110.

2. Mechanical skill : the ability to use correctly those conventions to the written language e.g. Punctuation, spelling.
3. Treatment for content : the ability to think creatively and develop thoughts, excluding all irrelevant information
4. Stylistics skill : the ability to manipulate sentences and paragraphs, and use language effectively.

In other words that many rules in writing. The learners do not only write but they must also know how to write appropriately, give attention toward their sentences, contents, structures, etc. Based on all of the statements above, in other words that technique in writing a very important component for students in writing activities. Therefore, if students can understanding about writing techniques which well they will be very easy in guiding themselves in writing activities, such as developing their ideas, correcting inaccurate sentences, and also drafting good and correct writing.

#### **D. Free writing Technique**

##### **1. Definition of free writing technique**

Horsburgh stated the well-known pioneers of free writing activity are Ken Macrorie, Donald Murray and Peter Elbow. During 1960s to 1970s, they have promoted this activity as a tool that can improve student's writing and fight against writer's block.<sup>40</sup> Elbow said that one way to improve writing skill is practice to do

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<sup>40</sup> Honsburgh. Communicative Competence for Individuals who Use Augmentative and Alternative Communication (AAC): *from Research to Effective Practice*, (online),2005. 90-98.



free writing periodically<sup>41</sup>. It also can be a useful media in order to help students start to write. Moreover, Elbow also found that this free writing activity can help students learn simply to get on writing and not be held by worries about whether they use good words or right words.<sup>42</sup> The main aim of free writing is to get something on the page. Free writing technique means you write whatever comes to your mind and your feelings. It can take you a lot of places.

Free writing is a pre writing technique in which a person writes continuously for a set period of time without referring to spelling, grammar, or topic.<sup>43</sup> It produces raw, often unusable material, but helps writers overcome blocks of apathy and self-criticism. This statement does not mean the students will not care to the elements of writing, such as good organization, spelling, grammar, and vocabulary. The students must pay attention to the elements because those are the most important things to understand in making a good writing. The objective of this technique is the students will be given freedom to write everything that comes in their mind and they will be easy to get their ideas which they will share in a paper, and then they will be given the direction how to make a good writing like as the elements of writing.<sup>44</sup>

According to Fontaine the general characteristics of free writing can vary depending on context such as changing the amount of time allowed or giving a

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<sup>41</sup> Peter Elbow, *Everyone can Write : Essay a Hopeful Theory of Writing and Teaching Writing*. (Newyork: Oxford University Press, 1980), 10.

<sup>42</sup> Peter Elbow, *Everyone can Write : Essay a Hopeful.....*, 14.

<sup>43</sup> Honsburgh. *Communicative Competence for Individuals..*, 99.

<sup>44</sup> Peter Elbow, *Everyone can Write : Essay a Hopefu..*, 19.

specific topic.<sup>45</sup> If there is no specified topic for the writing, it is called unguided (self-sponsored) free writing whereas guided (teacher sponsored or focused) free writing happens when a topic is given. Both unguided and guided free writing have more benefits than just increasing writing fluency and making a habit of non editing while writing.

Meanwhile, in free writing learners write for a period of time on a topic of their interest. This writing can take many forms, such as quick writing, which is time-limited, done individually, and not always shared; and dialogue journals which are written to a teacher, a classmate or other partner who like to respond. Wojansinski and Smith said that free writing is a strategy used to aid students with disabilities” writing.<sup>46</sup> It is a timed activity that encourages the student to write in a stream of unconsciousness mind. The main aim is to capture as many ideas and thoughts as possible and allow the writing to flow wherever their minds lead them. Few days can be used to allow students to write on any given topic while other days the teacher can direct the topic. Free writing is a chance for students to write freely for a brief period in a class, usually 10 minutes or thereabouts. He explained that this activity offers students a rewarding experience of writing because it can avoid the inhibitions that normally influence writing, inhibitions that have developed since the first grade of elementary schools, i.e. writing had to be clear, correct and neat.<sup>47</sup>

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<sup>45</sup> Fontaine, I. Recording and transforming: The mystery of the ten-minute freewrite. In P. Belanoff, P. Elbow, & S. Fontaine (Eds.), *Nothing begins with N: New investigations of freewriting* Carbondale, IL: Southern Illinois University. (1991). (pp. 3-15).

<sup>46</sup> Wojansinski and Smith Freewriting’s origin. *The English Journal*, (1984). 73(3), 81-82.

<sup>47</sup> Dickson . *Writing as a way of healing: How telling our stories transforms our lives.* (Boston: Beacon, 1990), 57.

Moreover, Dickson said when students are asked to write, they expect to receive feedback from the teacher.<sup>48</sup> It can be in the form of comment or error correction. It has to work together with other exercises in improving student writing, in this case is feedback given from teacher. This feedback can make students know whether they made mistake or not. If they did mistakes in writing, they can make revision from the teacher's feedback and hopefully they will not make the same mistakes. In free writing, the use of imagination is also necessary. We gain control and can return to these visual and emotional ideas again and again to discover ourselves. Imagination is crucial to good writing, and at the same time undeniably connected to the acquired skills and knowledge. The main difficulty with free writing is to be going from nothing to something.

In this research, the researcher observed process in writing class to know how the teacher implemented free writing technique and students attention to the elements or the mechanic of writing when they are doing free writing exercise. Also, it offers a student center activity that can be very beneficial for writing class. Brown explains; You may follow these steps of how to make a free writing<sup>49</sup>

1. From your list of changes, choose one idea that interested you.
2. Write the idea at the top of a clean sheet of paper.
3. For ten minutes, write about this topic without stopping.

This means that you should write something constantly.

- a. Write down everything that comes to your mind.

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<sup>48</sup> Dickson . *Writing as a way of healing*., 58.

<sup>49</sup> Brown H Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy* (New York: Addison Wesley,2001), 254..

- b. Do not judge your ideas.
- c. Do not worry about your spelling and grammar.
- d. If you run out of things to say, continue writing whatever comes to your mind.

This process is designed of free writing to help in writing free ideas that you might not realize. An important aspect of free writing is that you write without being concerned about spelling, punctuation, or grammar. By doing this, teachers help EFL learners find their own voices in their new language and develop the ability to communicate effectively in different contexts and audiences. The free writing technique can be suitably done when students do not worry anymore about the mistakes or grammatical features. In doing this, the students need a good confidence while at the same time, they need to consider two aspects: content and audience. Once ideas are down on the page, grammatical accuracy, organization, and the rest will gradually follow. Therefore, free writing is important because in the act of writing down what our imagination tells us, we are better able to understand our meaning.<sup>50</sup>The students also tend to choose free writing than other kinds of formal writing, because in free writing, they take time to re-write any events in their lives, and shape the things that have actually happened.

## **2. Advantages of Free Writing Technique**

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<sup>50</sup> Wojansinski and Smith Freewriting's origin. *The English Journal*, (1984). 73(3), 86..

Free writing give some advantages for students to make their enjoy in writing;<sup>51</sup>

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

### **3. The Difficulties of Producing Free Writing**

As one of the type of writings, free writing seems easier to be practiced. Indeed, it consists of a number of steps to be concerned to produce ideas that is very beneficial for writing. One of the hardest tasks in writing is getting started What makes the writing skill, in general, becomes more difficult to be applied is that its components that should be seriously alert by the writer.<sup>52</sup> Brown believes that writing is a unique skill with its own features and conventions, and it is difficult to write 'well' in any languages, even in the writers' first language.<sup>53</sup>

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<sup>51</sup> Peter Elbow, *Writing Without Teachers.....*, 14.

<sup>52</sup> T Hedge,. *Teaching and learning in the language classroom*. Oxford: Oxford University press. (2000), 308.

<sup>53</sup> H. D Brown,. *Language assessment: Principles and classroom practices*. ( New York: Longman, 2004), 218.

This is also pertinent to what Nunan asserts that the writer should be able to decide how to package information within a sentence and what grammatical forms to use, regarding tenses and clauses. In order to produce a qualified free writing, the students should set the writing activity accurately.<sup>54</sup> Planning and organizing ideas are the essential stages to be concerned on the topics preparatory. The students, then, are expected to engage the whole steps of writing by classifying the ideas based on the need of the writing itself.

Furthermore, the researcher also analyzes the results of student in writing to find out the extent to which the free writing technique helps students in writing activities. not only yet, that researchers also want to analyze how students' procedures and procedures when writing activities with the time applied. in addition, the researchers also want to see whether the topics they write are consistent with the overall content.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

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<sup>54</sup> D Nunan,. *Second Language Teaching and Learning*. Florence, KY: Heinle & Heinle Publishers, 1999), 272.

This research aimed to describe and understand the nature of an event taking place in real life, it employed a qualitative paradigm emphasizes on observing, describing, interpreting and understanding how events take place in the real world. The method of this research is descriptive qualitative research. According to Sugiyono, qualitative research explores attitudes, behaviour and experience through such methods as interviews or focus groups.<sup>55</sup> The descriptive accounts targeted to understand a phenomenon, a process, or a particular point of view from the perspective of those involved. The central purpose of these studies is to understand the world or the experience of another.<sup>56</sup>

## **B. Place and Time of Research**

In gathering the data the researcher had conducted this research at IAIN Langsa in Jl. Meurandeh- Langsa for 2 weeks in October 2019. The reseracher chose IAIN Langsa because she had experience and knowledge about the university. IAIN Langsa is one of the major universities in Langsa that exited for a long time, besides that the university is also very rapidly developing both in its development and academic fields. IAIN Langsa also has many departments or faculties, in Tarbiyah faculty there are 6 departments one of them is English Department ( PBI).

## **C. Research Subject**

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<sup>55</sup> Sugiyono. *Metode Penelitian Bisnis*. ( Alfabeta : Bandung,2008),16.

<sup>56</sup> Ary Donald, et all. *Introduction to Research in Education* (8thed.).(Belmont: Thomson Wadsworth, 2010),453.

The research subject is one of lecturer who teach writing class. And in this research the researcher only focused for one unit as 20 students as subject in this research at the fifth semester in unit . The researcher only focused for one unit to more easier in get the data of the research.

#### **D. Source and Type of Data**

In this research, the researcher collected the data in the forms of primary source data and secondary one. Primary data is the data taken directly in the field of the problem he concerns, while the secondary data is the source of the data acquired to support idea which is regarding to the research problem. It means that, the collected data must be relevant with the formulated problem. Additionally, Sugiyono stated that based on the sources, data classified into two those are primary data and secondary data, as follows: Primary data source is source of data which is related to the subject of this study that is taken through the researcher directly.<sup>57</sup> In this research the primary data source came from the conducting of observation and test with the subject of this research such as students, lecturer, of IAIN Langsa which is done by the researcher.

Besides that, secondary data source is a source of data that is taken by the researcher indirectly from the subject. This data also were accepted to complete the primary data. It was from any relevant book, form of journals, journal of education, the history of faculty, and the other source that relevant to support this research.

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<sup>57</sup> Sugiyono. *Metode Penelitian Bisnis*. ( Alfabeta : Bandung,2008),153.



## E. Instrument of Research

In this research, the researcher plays as main instrument. These instruments are used to get the data of writing test and observation. In qualitative studies, the researcher as human investigator is the primary instrument for the gathering and analyzing of data.

### 1. Writing Test

In this research, the researcher used English writing test for students to know free writing technique in teaching writing class. This research only focused for students writing achievement in writing class that used free writing technique. The researcher make general component of writing to give value for students writing test

**Table 3.1**  
**General Component of Writing Assessment**

No.	Initial Name	Content	Organization	Vocabulary	Language use	Mechanic
1.	SN					
2.	NS					
3.	DS					
4.	SW					
5.	\ YM					
6.	RR					
7.	EM					
8.	SY					
9.	MR					

10.	SY					
11.	IS					
12.	MR					
13.	SD					
14.	SR					
15.	SM					
16.	MH					
17.	MR					
18.	RA					
19.	RB					
20.	HR					

## 2. Observation

Marshall and Rossman define observation as “ the systematic description of events, behaviors, and artifacts in the social setting chosen for study”.<sup>58</sup> Based on the theory above, it means that observation is all of the events and condition in the field and which must be described in is used getting the data.. in this research, the research uses observation to collect the data based on field of reserach without manipulate the data. Then, in this study the researcher observe process of teaching in writing class to know how the lecturer implemented free writing technique in writing class.

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<sup>58</sup> Catherine Marshall & Gretchen B Rossman, *Designing qualitative research*. (Newbury Park, CA: Sage: 1989),79.

## **F. Technique of Collecting Data**

The data collection was conducted based on the academic year 2019/2020. The researcher observation is monitoring with systematic phenomenon which is investigated. According to Creswell states that observation is the process of collecting data in a specific school setting.<sup>59</sup> Unquestionably, observations represent a frequently used form of data collection, with the researcher able to assume different roles in the process. It means the researcher comes to the location of the research, the researcher observed using free writing in English writing class for the students of English Department at IAIN Langsa. From this observation the research used descriptive field notes and students writing test.

## **G. Technique of Analyzing Data**

The technique of data analysis used in this study wa qualitatively content analysis since the raw material for the research in form of communication, usually written material such as students assignment. As specified by Wilkinson and Birmingham, the process of qualitative content analysis starts from identifying the topic of research, establishing content categorist, testing the categories established, collecting data, and finallz analyzing konzent of data and providing results.<sup>60</sup> Next, the data were collected, analyzed and the result were provided and reported by researcher. The researcher followed steps in data analysis by Milles and Huberman

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<sup>59</sup> John W Creswell. *Research Design: Qualitative, Quantitative, and MixedMethods Approaches Fourth Edition*. ( California: SAGE Publications,2009),212.

<sup>60</sup> D Wilkinson & P Birmingham,. *Using research instruments: A guide for researchers*. (London: Routledge,2003),54.

which is called as *Interactive Analysis Model* that consist of data collection, data reduction, data display and drawing conclusion.<sup>61</sup>

### 1. Data Reduction

The first phase is data reduction. Data reduction is a form of analysis that sharpened sorts, focuses, discards, and organizes the data in such a way that final conclusions can be drawn and verified. Data reduction is applied based on the research question. So the data that is taken which is around the activity done by both of lecturer and students in the teaching and learning process. Therefore, unimportant data were reduced by the researcher.

### 2. Data Display

The data display present the process of showing data simply in the form of table, and graphic in order that the data collected is mastered by the researcher as the basic to take appropriate conclusion.

In this step, the researcher collected the required data. The data is taken directly from the field by observation. Observation is done during the teaching and learning process. During conducted observation, the researchers bring observation guide that contains the activity done by both teacher and students during teaching process in the class.

### 3. Drawing conclusion

In this step, the researcher collected the required data. The data is taken directly from the field by observation. Observation is done during the learning process. During conducted observation, the researcher bring

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<sup>61</sup> Milles Mb & Huberman. *Qualitative Data Analysis* (London: Sage Publisher, 1994), 10.

observation guide that contains the activity done by both lecturer and students during teaching process in the class.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

The fifth semester students of English department of IAIN Langsa are expected to have great competence in writing class. The subject of this major is

Writing class that was English Department. The English students are facilitated to be aware with environment and capable of facing the challenging language in the real word. The goal of this grade is to make students write directly and freely in all of situations. The lecturer helps them to make students more freely in writing process to developed their idea.

### **1. The Effect of Free- Writing Technique for students Writing Class**

The Material is facilities of teaching-learning process that such kind of media to achieve purposes. The lecturer should refer to the framework that is syllabus. In teaching writing, the goal is to make students aware and practice English writing directly every time and every where. The material should facilitate students to understand the goal of teaching writing and to express ideas, feeling, and opinion using English. In IAIN Langsa University, especially at the fifth semester of English Department, the material is taken from book and internet about some material. Writing its goal is to make students has good product in writing with global situation in the world. The lecturer gave the material to the students every meeting. So, it makes the students think directly and stimulates them to think fast in explaining their ideas. In this research, the researcher observe the lecturer class writing and in the last meeting the researcher gave writing test with three theme and asked for they to chose one of them. The material such as;

No	Topic
1.	Langsa Reserved Forest ( Hutan Lindung)

2.	Langsa Mangrove Forest ( Hutan Mangrove)
3.	Bamboo Runcing City Park ( Bambu Runcing)

Based on the observation , lectures' of English Department in IAIN Langsa adopted the lecturer adopted free- writing technique. The technique chosen is discussion. In this sub chapter, the researcher explains the implementation of free-writing in writing class. The technique used mostly is free step in writing. Free-writing is one of technique to help students in writing process to developed their idea in writing activity with free theme, and free time in activities.

The procedures in classroom using discussion are opening, brief explanation, discussion, presentation, reflection and the last is closing. In the opening the lecturer opens the class by greeting the students, after that the lecturer launches the theme and explains briefly to the student what they should do. The students freely meet and make their writing to get good product in process writing. The lecturer gives certain time to to express their opinion about the theme given. This phase called discussion. The students allowed using dictionary to make sentences. The next step is presentation. Firstly the lecturer offers who presents first. And after that the lecturer points a student to come to the chair in front of the class to present his/her arguments and some students ask question or give feedback. After all the students have explained their arguments, the lecturer makes reflection about the misunderstanding and also summarizes all of the opinion about the theme given. The last step is closing. The lecturer closes the meeting directly. In teaching

learning process in order to deliver material easily and interestingly. Based on the observation the media that are often used are laptop; it is used to make a clear explanation in launching the theme. To catch the theme. Other medium is white board. This medium is used to note the new vocabulary that asked by students. The arrangement of class is one of medium to facilitate the students to have comfort discussion. Some articles also use in the class. Those articles usually use when the lecturer gave a material or problem related to the case. The researcher can draw conclusion that the media are laptop, white board, article and the arrangement of class. All of media are useful in helping the students to understand the material given.

Then, Teacher in classroom has some roles in guide the classroom. The teacher observes the students' needs to determine and plan the technique used. Based on the observation, there are several roles in teaching writing such as a motivator, facilitator, counselor, model, organizer and observer. In addition, the lecturer became motivator to make students more create in writing activity and also gave students explained that writing did not difficulties but fun activity. Then, the lecturer also functions as a facilitator who will help students in the learning process apart from the student lecturer also becomes one of the facilitators who become a source of information for students, while counselors, models, organizers and observers are a unit that includes as an aspect that serves as an example by students. in addition, the success or failure of students in writing depends on how the process and aspects take place.



Based on the interview the main role of the lecturer especially in writing is as facilitator. Writing cannot be separated from producing language and expressing feeling. As the students, they often felt unconfident in writing and driving their idea. In this situation, the teacher's role is as a motivator. The lecturer always gave support and also scaffolding towards success of students in order to make them writing. The lecturer usually motivates the students when in the beginning of the class, in the middle of presentation and concluding material in the end of the session. The lecturer always gives motivation remarks. He always said that the students allowed using dictionary. And he also says: "be confident", let's write freely, try to be active, "you can bring your note you can not used it every time. It is some example often used by the lecturer to motivate the students to write. The lecturer becomes facilitator in speaking class. Speaking asked the students to be active. The lecturer as facilitator gave some directions and also guided the students about what they were going to do in the class. The lecturer launched the material, gave material and provided feedback. The class was students' center and the students kept the important role in the class.

The counselor has a duty to give an advice for other person. lecturer as a counselor means that he/she must give an advice for the students who faced problem in learning. In this class the lecturer gives feedback to the students' opinion. And the students can make betterment towards their opinion. The students also can ask the difficult words that they find in the theme. The lecturer writes down the difficult words on the white board in order to all of the students can access it.

Based on the meeting in observation class the researcher found that lecturer as a model. The teacher as a model means that teacher is a doer that will be imitated by the students. The teacher explains some materials that also give some examples to make the students understand with the material given. The lecturer in this class gives a brief explanation about the theme and some examples of opinion related to the theme.

## **2. The Implementation of Teaching Writing Using free- writing Technique**

Observation is one of the data source in compiling this research finding. The writer describes the whole activity in the class. The observation is done six times.

### **1. First Observation**

Based on the observation done by the researcher, the lecturer gives the learning contract to give the real description of the writing subject. There are some steps in the first meeting that are teacher gather talk, brief reflection, learning contract, reflection, reinforcement, and the last closing. At the very first beginning, the lecturer keeps silent and the students were aware about this condition and they keep silent. And then the lecturer asks about their impressions in writing, what common difficulties faced. The students express their feeling enthusiastically. Although firstly they keep silent and the class is so quiet. The lecturer launches the techniques that will be applied in the next meeting.

### **2. Second Observation**

In this meeting, the lecturer gave theme is a topic that common happened in surround us. This meeting used free- writing as the lecturer said before in the first meeting. The class formed a half hemisphere and the students freely discuss in the class. The classroom procedure is divided into some sessions; Opening, Brief explanation, Discussion, Presentation, and Closing (Evaluation). At the very first beginning, the lecturer greets the students and asks about their condition. The lecturer asks to the students to make the seat in half hemisphere. The lecturer gives a copy of material to the students about the theme . The lecturer takes a seat in the middle of the class and then delivers some explanation about what are going to do in this class. The students expected to stand in one side, agree or disagree, about the theme and make arguments to support their opinion. This session spends approximately seven minutes. The lecturer makes sure that all the students know the rule of this class. The next session is free- writing. The students express their feeling freely; idea and argument to write with good paragraph. This session spends 15 minutes. They took a note and opened dictionary to make sure the vocabulary. Although they seemed so confused, they were so enthusiastic. After the time for discussion finished, this is the turn for presentation. All of the students must expose their argument. The lecturer asks the students to come forward individually or in pairs to present their arguments. When the lecturer offers who will be the presenter, they seemed busy to prepare their notes. It happened because most of the students were unready to present.

### **3. Third Meeting**

The lecturer gave different material in this third meeting with used free-writing technique. The goal of this meeting is the students can explore their opinion about the using of IT nowadays. And the method is the same as before, it is used discussion and made the students freely discuss the topic with their table mates. There are the whole session of this meeting as follows: The lecturer opens the class about 5 minutes. The lecturer opens the class by saying “Good Morning Every body” and the students respond. The lecturer prepares The material in this third meeting . The goal of this meeting is the students can explore their opinion about the using of IT nowadays. It is beneficial or harmful. And the method is the same as before, it is used discussion and made the students freely discuss the topic with their table mates. There are the whole session of this meeting as follows: The lecturer opens the class about 5 minutes. Then, the lecturer asked for students to write some paragraph with freely.

### **4. Fourth Observation**

In this meeting the technique of teaching writing still used free-writing. The topic is personal/future planning. The technique in this meeting still used free- writing but the lecturer just gave 5 minutes to write, do not take a note and then presents. In this discussion, the lecturer gave the guided questions. The lecturer opens the class by greeting for the students and asks the condition of the students. The lecturer gave brief explanation about what

they were going to do. The theme launched directly in order to the students can explore their competence directly. In this meeting, the rule is different with in the previous sessions, the students just give 5 minutes to understand the topic and they must present their opinion without taking a note. They are asked to directly write well. Based on the meeting of observation writing class, the researcher make concluded that

**Table**  
**List observation of Lecturer**

No	Aspect	Yes	No	Description
1.	Lecturer begins the class with say greeting	✓		
2.	Lecturer explain how they do the activity today	✓		
3.	The explanation is easy to students understand	✓		
4.	Lecturer give 5 alternative theme to write	✓		
5.	Lecturer asked students to choose one	✓		
6.	Lecturer gives students the opportunity to ask questions	✓		

7.	Lecturer asked students to write in 10 minute without stopping		✓	The lecturer give different time in writing activity
8.	Lecturer guide and observe student writing activities	✓		
9.	Lecturer asked for students to write without stopping		✓	The lecturer more make students are develop their idea in a paragraph
10.	Lecturer close the class and give suggestion for students	✓		

**Table  
List observation of Students**

No	Aspect	Yes	No	Description
1.	Students listen to the lecturer explanation	✓		
2.	Students choose one theme to write	✓		
3.	Students ask question about the theme	✓		
4.	Students start to write the text	✓		
5.	Students write the text in 10 minute without stopping		✓	They write with lecturer description

6.	More than 50 % students write smoothly	✓		
7.	Less than 50 % students do not write smoothly		✓	
8.	A few student do not write smoothly	✓		
9.	Some Students write quicker than the specified time.	✓		
10.	students write enthusiastically without obstacles	✓		

### 3. The Students General Component in Writing Students

The researcher get students assessment in their writing based on the theme.

**Table 4.2**  
**General Component of Writing Assessment**

No.	Initial Name	Content	Organization	Vocabulary	Language use	Mechanic
1.	SN	2	2	2	3	3
2.	NS	3	3	3	2	3
3.	DS	3	3	2	3	3
4.	SW	3	2	2	2	3
5.	\ YM	3	3	3	3	2

6.	RR	2	2	3	3	3
7.	EM	3	2	3	3	2
8.	SY	3	3	2	3	3
9.	MR	2	3	3	3	3
10.	SY	3	3	3	3	2
11.	IS	2	2	3	3	2
12.	MR	3	3	2	2	3
13.	SD	3	3	3	2	2
14.	SR	2	2	3	2	3
15.	SM	3	3	3	2	3
16.	MH	2	2	3	3	3
17.	MR	3	3	3	2	2
18.	RA	2	3	3	3	3
19.	RB	3	3	3	2	3
20.	HR	3	3	2	2	3

Explanation;

- 1 = less
- 2 = good
- 3 = very good

## B. Discussion

Based on the fourth observations, the technique used in teaching writing is free- writing technique. This class adopted this method to make the writing class



effective. The lecturer used up date news or case because one of the characteristics of technique. The themes are such with different. The lecturer gives real world simulation by showing asks students to be present their arguments, and also gives task to building case about the theme and draw conclusion with their opinion. The classroom procedures are divided into opening, brief explanation, discussion, presentation, and closing (evaluation). Based on the analysis, the technique used in the writing class is free- writing. The classroom procedures are divided into opening, brief explanation, discussion, presentation, and closing (evaluation). Based on the observation, the goal is to make students write well. Based on the observation; the objective is related to the oral competency that students must master. It includes oral competency, oral proficiency, grammatical rules, choice of word pronunciation that is relevant with the level of speaking. Free- writing is one of techniques used in teaching writing in IAIN Langsa. Based on the observation and writing test free- writing is mostly used in writing class. Discussion makes the student think creative about the material given. They were so enthusiastic to do discussion with their partner. They can add new vocabulary in every meeting because the direct theme makes the students always find new vocabulary to buiding sentences.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the findings of the study, the use of free writing technique was believed to be effective in improving students' writing ability. The free writing technique encouraged students to generate ideas. During the implementation of the free writing technique, the lecturer used some media assisted this technique such as

Those technique led the students to have positive responses toward the teaching and learning process. They did not show any reluctance anymore to be involved in the writing assignments. It also increased their motivation to write during the writing process.

## **B. Suggestions**

After conducting the research, the researcher proposes suggestions for the English teacher, and other researchers as presented below.

1. For English teachers

It is better for the teacher to provide the students with activities that are motivating for them, especially by using an appropriate technique such as the use of free writing technique. The teacher also could use some media and other exposures, because sometimes writing can be exhausting for them

2. For Other researchers

This research discusses the implementation of free writing technique give effect students' writing class of English Department at IAIN Langsa. It is expected that the result of the study can be used as an additional reference for other researchers, especially researchers dealing with the teaching of writing.

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