

**THE EFFECT OF APPLYING FREEWRITING TECHNIQUE
ON STUDENTS' ACHIEVEMENT IN WRITING REPORT
TEXT**

SKRIPSI

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ABSTRACT**

IKA SASTARI : 120305004 “*The Effect of Freewriting Technique on Students’ Achievement in Writing Report Text*”. Skripsi : English Education Program. Faculty of Teacher’s Training and Education University of Muhammadiyah Sumatera Utara. Medan, 2017.

The objective of the research was to find out the effect of Freewriting technique on students’ achievement in writing report text by using freewriting technique. Freewriting technique helps student to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience. The population of this research was the eleventh grade students’ of MAS AL- WASHLIYAH 22 TEMBUNG Jl. Besar Tembung No. 78 A. In academic year 2016/2017, which the total of population was 119 students. The sample was 30 students. The sample was taken 25% from each class. In this research, an experimental method used to get the data. It was called one group pre test – post test design. The instrument of the research is written test, which used pre test and post test. The result of this research showed that t-observe value was higher than t-table in which $t_{obs} > t_{table}$ ($4.89 > 2.04$). The hypothesis was accepted. It means that there was a significant effect of applying freewriting technique on students’ achievement in writing report text.

Keyword : *Freewriting Technique, Writing, Report Text*

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The researcher realizes that this skripsi is still far from being perfect. So, the researcher hopes suggestion and comments from all the readers or other researchers who want to study this study

Finally, the researcher hopes that this study will be useful for the readers, especially the students of Englis Departement who want to do simillar research and also for researcher herself. May Allah bless all of us.

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The researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Nowdays, writing plays an important role in real life. There are several products of writing that human being as social creature need as a media to share idea. Personal letter is one of the example of writing product that can be used as media to interect, sharing experiences and to communicate each other in written form personally. According to Harmer (2001:79), states that writing is a form of communication to deliver thought or to express feeling through written form. There are some steps in writing process, there are process of discovering and organizing the idea students are expected to master four skill in English in order to master writing and putting them into a paper, reshaping and revise the writing.

For this era, the students was expected to master writing skill to be able used English communicatively even written and spoken language. According to Richards (2000:67) writing form for adults needs not only institutional writing but also personal one. The important of writing can be seen from the fact that scientific books, novels, letter, newspaper, brochures, commercial advertisements, report are products writing. Most of the products are very important for human being in their daily activities. Based on the fact, English learners especially at Senior high school level must be master it besides speaking. As a basic skill in English language, writing skill could not be spareted from educator sector. The main reason, English learners at school must be able to express their ideas of

feeling in spoken or written forms effectively. Students should be able to use English communicatively, even written and spoken. Writing skill is one of the four language skills that students must learn, this skill is not always easy to do.

In fact, the majority of students usually refused to write. It was caused they did not know what to write. The writing skill is considered to be the most difficult of the language skill for Indonesia students. Based on the researcher's observation when PPL in MA Al Washliyah 22 Tembung 2016/2017. Many students assumed that writing was the difficult subject among the other language skill, because according to them it was difficult to express their idea and they could not find out the main idea in writing. Some of them thought that writing not only write but also conveyed the message to the readers, so writing would be a difficult subject for them if they do not master vocabulary and grammar.

Many Indonesian teachers did not realize their responsibility that being a teacher is not only dealing with their attendance in the class but also dealing with their technique to facilitate the learners' need. Therefore, the teachers as the facilitators should be responsible to find the solution of the problem. By using the conventional technique, the teachers were unable to increase students' motivation in learning writing. They should change and develop their teaching strategy in writing, so the satisfaction of teaching and learning activities is able to be obtained and students' motivation can be increased.

Due to those facts, the researchers tried to prove using the freewriting technique was an important to helping students to express themselves by writing and it was expected to give students a great start or an introduction to write. The

most important thing to remember using freewriting is that the exercise need to be timed and focused.

Freewriting was writing technique that made students write whatever came into their head without stopping, worrying about grammar, spelling, organization or even making basic sense. Levi (2010) stated “ You could even use freewriting to help you find a purpose when you don’t have a purpose in mind Moreover, Levi(2010: 20) said that take a pen and paper, and start to write about that image, but write slowly,perhaps at half your normal speed. Spend a few seconds on each word, as your hand traces out the line and curve of each letter. Keep this slowness going for two minutes.

Based on the problem explanation above, the researcher assumed that the free writing was a technique to increased students’ writing achievement especially in writing report text. It can be used by students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience.

B. The Identification of the Problems

The problems of this research would be identified as follows

1. The students can not express their idea in writing.
2. The students can not to find out the main idea in writing
3. The students less vocabulary, structure and grammar.

C. The Scope and Limitation

This study would be focused on writing. There are 13 types of text in English. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof and news item, and this study would be limited on writing report text.

D. The Formulation of the Problems

The formulation of this research is there any significant effect of Applying freewriting technique on the Students' achievement in Writing Report Text?

E. The Objective of the Study

The objective of this study is to find out the significant effect of freewriting technique on the Students achievement in Writing Report Text.

F. The Significant of the Study

The findings of this research are expected to be used theoretically and practically

1. Theoretically,

The result of this research is expected to be able to gain control over words. Mark Levi stated on his book *Accidental Genius* that :

1. Freewriting helps generate students' best idea, insight and content.

2. Students can use this technique to help them explore the situations of all kinds in any field they can imagine.
2. Practically,
 1. For students, the applying of free writing technique can make students more enjoyable to increase writing skill.
 2. For teacher, this study can give information how to teach writing by used free writing technique.
 3. For other researchers, by reading this researches can add their knowledge and can use freewriting technique to increase their writing skill.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This study deals with theories that would support the concept. In this case, theoretical frameworkss to give some clear concept apply in this research. It intend to define the boundary of this study. There are many points in this study would be discussed as follows:

2.1 Defining of Effect

Effect of teaching language is related to change of getting something into our cognitive system. The final result of effect in teaching is the improvement of ability. Ability is the result of learning process which involves teachers which ability. Slameto (2010 : 15) stated that improvement in learning is certain proof of success or ability a student in doing their learning activities based in their level of class.

The improvement in which achieved by the students there are realized in the form of score so that it acknowledge the certain position of students in the class because the score they have reflect their improvement in the learning process.

Moreover, the effect of teaching treatment in language learning according Buehl (2002 : 78) that related to the changes of getting something into our cognitive system. The final result of the effect in teaching is the improvement of

ability. The ability is the result of learning process which involves teachers with students which are reflected from knowledge the students have.

2.2 Students' Achievement

Johson, K. (2001:282) stated that students achievement is concern with how students perform in relation in a particular course of program. The students usually come at the end of the program, and delibatory based on the content over it. Achievement tests are useful to the teacher as well as students. They indicate how well the teaching has succeed and where improvements need to be made.

Students' achievement in writing can be reach by making a good effort in the teaching and learning process. Both the students and the teacher should work together to perform a communicative and creative class. It can be concluded that in teaching writing, the teacher should make every effort in the classroom by providing a good lesson plan and media so that the students' writing achievement can be improved. Therefore, we can say the students' achievement concern with what someone has already got through hard work and skill.

2.3 Description of Approach, Strategy, Method and Technique

2.3.1 Approach

Brown (2001:16) said that approach theoretically well informed positions and beliefs about the nature of language, the nature of language learning and applicability of both to pedagogical settings. The approach refers to the level at assumptions belief about the language and language learning are specified.

Approach is a set of correlative assumptions dealing is axiomatic and describes the nature of the subject matter to be taught. by using an approach, it will make the teaching process becomes more effective because an approach is the very important element in managing students in the classroom. It is starting of view toward the learning process. Which refers to the view of bow a process happens generally. It describes the natures of the subjects matter to be taught.

2.3.2 Strategy

In teaching leraning process,the teacher has important role that can not be ignored. The teacher must have strategy in conveying the material to the student in order to the student can study effectively and reach the goal as the teacher hoped. According to. According to Brwon (2001 : 16) The strategy is the specific method of approaching a problem or task mode of operation achieving a particular and planned design for controlling and manipulating certain information.

The main purpose of strategy in teaching is to give easy learning so that give car and special strees to the student' side. On theways to get strategy is master the technique of teaching or usually it called by teaching method.Teachingprogram that is used by teacher in one meet can be done by various methods.Utilization of combine method is meant to make learning student.So the student aren't difficult to get the target learning. From the explanation above, strategy is a teaching learning plane done by the teacher to get a certain objects.

2.3.3. Method

Method is away that is used to get the learning goal. In teaching learning process, method of teaching is needed by the teacher by using variation method have on the learning goal. In teaching learning process, method of teaching is needed by the teacher by using variation method have the learning goal. As the teacher can not get the learning goal if the teacher do not have the variation method in teaching (Djamarah, 1991 : 72)

Method is an overall plan for the orderly presentation of a language material, no part which is based upon the select approach. A method is procedural. When a teacher uses method, it will make him/her easier to present the material. Method also one of educational component. In addition, to principle aims curriculum material, students and teacher, which perform basic educational function fundamentally. It's the teacher responsibility to achieve their profession in using the method as well as possible.

2.3.4 Technique

Brown (2001) state that “technique is any of wide variety of exercise, activities, or task used in language classroom for realizing lesson objectives”. So, that the lesson easy to be understand to made mastered by student well. The teacher extend the information or oral message to the students' defence or mastering knowledge and skill. Every teaching technique that gave by teacher must appropriate withthe material that would teach. So the purpose that we want is reached. Then, a different purpose, the teacher must use different technique to make the learning process useful.

Technique is implementation, meaning that a technique is something that actually take place in language teaching or learning in the classroom. Technique is knowledge about learning ways that used by teacher or instructor in teaching learning process.

The other definition, technique is a way or method that must be mastered by teacher to teach or serve the lesson to students in the class, so that lesson carry to be understood and mastered by the student well. However, the teaching technique that way has been taught for almost twenty years, every teaching technique that given by teacher must appropriate with the material that will teach, do the purpose that we can be reached.

2.4 Description of Freewriting

Freewriting is a tool or technique that can be used by anyone, lectures, tutors or students and for a range purposes. Essentially, the purpose of freewriting is to unlock creativity and ideas in a low stakes, not for mark writing tasks that is specifically timed and frame. Key to successful freewriting session are the following ingredients :

1. A set amount of time – 3 or 5 or 7 minutes, but longer tends to be too long.
2. A clean piece of paper and a pen or pencil.
3. A clearly defined topic or idea around which to write.
4. A bit of piece and quite and some focus.

Freewriting can be a valuable tool to use with students, as it can be used to encourage them to write frequently in lectures and tutorials, and outside of them

to promote the used of writing as a technique of discovering what they know and think and where their gaps are, to make writing in an academic setting less pressured, and more relaxed and even enjoyable, which will helpfully lead to less stress around their more high stakes writing assignment.

Mark Levi (2010 : 6) stated that freewriting is a fast method of thinking onto paper that enables you to reach a level of thinking that's often difficult to attain during the course of a normal bussiness day. This technique will help you to understand your world, spot opportunities and option, solve problem, creates ideas and make decission. It'll also help you become a better writer, both stylistically and ides – wise.

In reality, Levi (2010, p. 5) students can help this technique to help them explore situation of all kinds in any field they can imagine, such as world event, politics, science, health, mathematics, urban planning, architecture, psychology, engineering, philosophy, social media, food, entertainmentand sports. Students could even use freewriting to help they find a purpose when they don't have a purpose in mind.

Elbow (2000 : 86) presents four important benefits of freewriting :

1. Freewriting is crudely practically. Freewriting gets you going, gets you writing, makes it much easier to begin.
2. Freewriting does not just get words on paper, it improves thinking.
3. Freewriting puts life into our writing : voice, energy, presence. Freewritten language is usually livelier than our careful writing because freewriting leads us to speak on paper.

4. Freewriting is that can help us get a lot of useful words on paper. It helps us find some enjoyment in writing.

Here is an example of a fairly coherent exercise (sometimes they are very incoherent, which is fine)

“I think i’ll write what’s on my mind, but the only thing on my mind right now is what to write for ten minutes. I’ve never done this before and i’m not prepared in any way – the sky is cloudy today, how’s that ? now i’m afraid i won’t be able to think of what to write when i get to the end of the sentence –well, here i am at the end of the sentences – here i am again, again, again, again, at least i’m still writing – now i ask it there some reason to be happy that i’m still writing- ah yes ! here comes the questions again- What am i getting out of this ? what point is there in it ? It almost obscene to always ask it but i seem to question everything that was and i was gonna say something else pertaining to that but i got so busy writing down the first part that i forgot what i was leading into. This is kind of fun oh don’t stop writing- cars and trucks speeding by somewhere out of the window, pens clattering across peoples’ papers. The sky is still cloudy- is it symbolic that i should be mentioning it ? Huh ? i dunno. May be i should try colors, blue, red, dirty words- wait a minute- no can’t do that, orange, yellow, arm tired, green pink, violet magenta lavender red brownblack green – now that i can’t think of any more colors- just about done –relief ? maybe.”

2.5 The Procedure of Freewriting Technique

According to Mark Levi, the act of writing stimulates thoughts, so when you can not think of anything to write, start writing anyway. (2010, p. 15 – 45)

1. Begin your writing by reminding your self to take easy. When you begin to freewriting about a thorny subject remind your self to “try easy”
2. Write fast and continuously. By writing continuously, you force the edit crazy part of your mind into subordinate position, so the idea producing part can keep spitting out words.
3. Work again a limits. Writing for short, timed priods (normally in the ten- to twenty minutes range) concentrates the mind. Deadlines motivate.
4. Write the way you think. What’s the best idea or product you’ve heard about in the last seventy two hours ? write about it in five minutes, incorporating everything you’ve learned.
5. Go with the tought. When you go with a though, you assume that a particular thought is true, and you take a graduated series of logical steps based on the tought.
6. Redirect your attetion. Reread one of your writing pieces, and note where a focus – changing question would have led you in a diffrent direction. Do ten minutes of freewriting in this new direction. If you start to run dry of ideas before the ten minutes is up, use other focus changer to revitalize your thinking.

2.6 The Advantage of Freewriting Technique

According to Mark Levi (2010) freewriting has some advantages. They are:

1. Freewriting help you find a purpose when you don't have a purpose in mind.
2. This technique help you explore situations all kinds of any field you can imagine.
3. Freewriting help you understand your world, spot, oppurtunities, and option, solve problems, creat ideas and make decission.
4. By freewriting technique we can reach a level of thinking that's often difficult to attain during the course of a normal bussines day.

2.7 The Disadvantages of Freewriting Technique

Hanah Rule on her journal stated that freewriting has some disadvantages :

1. Freewriting is a messy by demostrating the conventional, linear organization structers ofstudents freewrite (Richard H. Haswell)
2. Freewriting remains one of the most obscured problems in the practice of classroom – based freewriting. (Hammond 88)

2.8 Writting Report Text

1.8.1 Description Writing

According to Brown (2003 : 218) said that writing is primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. Writing as a complex skill which the writer explored

thought and ideas within, in order to make them visible and real. Writing requires thinking and learning to build communication in order to make thoughts and ideas become visible to the reader. Includes that writing is person's ability to communicate information and ideas to someone, public, government. Also writing is not only an activity of arranging word into form of sentence, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form.

Writing was the mental work of the invention ideas, thinking about how to express them into statement and paragraph that will be clear to a reader. In addition, writing should be organized effectively and includes aspects such as word choice, grammar, mechanics, and content or evidence. It means that writing should communicate something clearly, precisely and unambiguously, so that the readers can comprehend the writer of what was being written about.

Writing has many side benefits, especially when included in a well-rounded curriculum. Here are just a few of them:

1. Individuality. Writing is, by nature, personal and individual. It forces children to use their own words to express their own thoughts and feelings.
2. Self-expression. Writing can be a way for students to express problems or feelings that they wouldn't otherwise express. It provides an alternate means for communication that can liberate them from embarrassment, shame or fear that may cause them to keep feelings to themselves.
3. Independent thinking. Roy Peter Clark, teacher and journalist, says that learning to write also means learning to think. "The writing process gives

students a path for clear thinking,” he says. “The act of writing involves understanding the world and yourself. Young writers must think independently and respond to criticism of their work.”

4. Confidence building. Closely related to its cultivation of individuality is writing’s confidence-building capabilities. Writing is a solitary activity, and it results in something that belongs solely to the writer, says Sherrie Gentry, teacher consultant for Western Michigan University’s Third Coast Writing Project and middle school teacher for Whitefish Township School in Paradise. She adds, “Parents and teachers can use this to help students feel confident and proud.”
5. Listening skills. Clark notes, “Good writers listen to the teacher and write down key words. They conduct an interview and listen for what is most important. They listen to a teacher’s question about their work or to the comments of other students. They translate these questions into improvements in their stories. They listen to the stories of other children.”
6. Reading and speaking skills. Clark says that good writers also become good readers and speakers. “A good writing teacher helps a student speak more effectively. The student finds her ‘voice’ on the page and shares it with others through oral interpretation. She learns to read her words aloud to others with feeling and emphasis,” he says.

According to Harmer (2007 – 4-5), the process of writing has for main elements. They are :

a. Planning

Writers plan what they are going to write. Before starting to write or type, they try and design what it is they are going to say. For some writers this may involve asking detail notes. For others a few jotted words maybe enough still others may not actually write down any preliminary notes at all since they may do all their planning in their head. But they will have planned, nevertheless, just as the shopping list writer has thought – at some level of consciousness – about what food is needed before writing it on the piece of paper.

When planning, writers have to think about three main issues in the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of the text they wish to produce, but also the language they used, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc) but also the choice of language – whether, for example, it is formal and informal in tone. Thirdly, writers have to consider the content of structured of the piece – that is, how best to sequence the facts, ideas or argument which they have decided to include.

b. Drafting

We can refer to the version of piece of writing as a draft. This first “go” at a text is often done on the assumption that it will be amended

later. As the writing process proceeds into editing, a number of draft maybe produced on the way to the final version.

c. Editing(reflecting and revising)

Once writers has produced a draft they then, usually, read through, what they have written to see what it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written ambiguous or confusing. They may then move paragraph around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issue of general meaning and overall structure before concentrating on detail featured such as individual words and grammatical accuracy. The latter two are, ofcourse, important and are after dealt with later in te process.

Reflection and revising are often helps by other readers (or editor), who comment and make suggestion. Another reader's reaction to a piece of writing who help the author to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the chances they consider to be necessary, they produce their final version. This may look considirably different from both the original paln and the first draft, because thing have change in the editing process. But the writer is now ready to send the writen text to its intended the audience.

1.8.2 Description of Report

A design report is the written record of the project and generally is the only record that lives once the design team disbands at the end of the project. The report has three sections. The first section describes the problem that was being solved and provides the background to the design. The second sections describe the design and the three sections evaluate how well the design work by comparing its performance to the design requirements. The report start with a short executive summary that contains a synopsis of the three sections.

The body of the report is relatively short. Appendices to the report contain supporting information with the detail needed by reader who wishes to fully understand the design. Some basic that we need to understand before starting to write a design report.

1. Definition : A design report documents to the salutation to a unique problem.
2. Purpose : To communicate the salutation to a problem.
3. Audience : Anyone who has to implement your design, understand your design, or reference your design to solve their own problem.

1.8.3 Description of Text

According Pardiyono (2007 : 8) “text is defined as a term of meaning realization shape an information, messages or ideas in a series of sentences arrange rhetorically in an exact genre grammatically”. In other hand, a writer text basically is a meaning delivery in a series of sentences, not only about a kinds of sentence : simple, compound, complex, compound complex, so the information,

the message or the idea can be pour exactly and efficiently. Sentence is a series of word arrange to express a complete through of one or more clause. Clause is a group of words that a least contains a subject and verb as predicate.

1.9 Genre of Text

According to Knap and Watkins (2005 :28) genre theory as it has been developed in literacy education as an organizing concept for cultural practices. In an genre is place occasion, function, behavior and interaction structures. Genres is classify according to their social purpose and identify according to the stages they move throught to attain their purpose. They are many kinds of genre namely :

1. Procedure text has a function to describe how something is accomlased done through a squence of series step.
2. Narrative text has a function to amuse the readers or listeners about the story.
3. Descriptivehas a function to describe and reveal a particular person , place or thing in the detail.
4. Report text has a function to describe the way thing are inthe general inferens/ to report something.
5. Explanation has a function to explain process involved in the formation/ working in natural and cultural phenomena.
6. Analytical exposition has a fuction to persuade the reader that the idea is important matter.
7. Anecdote has a function to retell an unusual or amusing incident, not only to make people laughter but also to reveal the truth its self.

8. Recount text has a function to retell something that happened in the past and to tell a series of past event.
9. Spoof has a function tell an event with a humorous twist and entertain the readers.
10. Discussion has a function to present (at least) two points of view about an issue.
11. Review has a function to criticize (comment) an art work, event for a public audience.
12. Hortatory exposition has a function to persuade the readers that something should or should not be the case or be done.
13. News item has a function to inform readers or listeners about events of the day which are considered newsworthy or important.

1.10 Description of Report Text

Report text is a piece of text that presents information about a subject. Report usually contains fact about a subject, a description and information on its part, behaviour, and qualities. It can be said that report tell about person, places, and thing in the general based on people's research.

Hyland (2004 :29) said that social purpose of report is to present social information, usually by classifying things and then describe their characteristics. Based on the stated above, it can be concluded that the purpose of report is to classify, describe or to present information about the subject.

1.11 Generic Structure of Report Text

Generic structure of Report includes :

- a. General classification : general statements that describe the subject of the report, description and classification.
- b. Description : tell what the phenomenon under discussion. In the terms of
 - Parts (and their function)
 - Qualities
 - Habit and behaviours.

The lexicogrammatical features of report are :

- a. Focus on generic participants.
- b. Use Relations Processes to state what is and that which it is.
- c. Use simple present tense.
- d. No temporal sequence

B. Previous Related Study

In this research, the study consider with some previous related study to support this research :

1. Khaerani (2015) on her journal entitle : The Use of Freewriting Technique in Improving Writing Ability of Class VIII B Students at SMP Muhammadiyah 2. The result of her journal : the researcher concludes that teaching writing by using freewriting technique was believed to be effective in improving students' writing ability. The result

of this research shows the students seemed to be more confidence and motivated begin to write in the terms for generating the ideas.

2. Astrid Retnaningtyas (2011) on her journal : The Effect of Using Freewriting Technique on the Tenth Years Students' Writing Fluency at SMA Neg 1 Paku Sari Jember. The result of her journal : the research concludes that teaching by using freewriting technique affected the students' writing fluency. The result of this research was consistence with the theories and/ or finding of expert and researchers who focus on teaching and learning writing. They all stated that freewriting helps the students to improve their writing fluency.
3. Yaholil Mustapa (2013). On his journal : Using Freewriting Technique on Teaching Writing Recount Text to Junior High School Students. The research conclude that : freewriting builds students' confidence in writing, and make them comfortable to write. The result of this researche was the students are able to write a recount text better by using freewriting technique. In this technique, the teacher has to have a good preparation in lesson plan, technique and material.

C. Conceptual Framework

By using freewriting technique, students are able to write well. Freewriting technique can help students learn simply to get on writing and not be held by worries about whether they good words or right words. The researcher will ask thestudents what they already know about freewriting technique. The reasercher

give the example the kind of report text. The researcher will explain about freewriting technique and its purpose.

Writing helps a person to express about something about their self, to explore and explain ideas, and finding the right words to present them. Report text is a piece of text that presents information about subject. To increase students' achievement in writing a text, it is not easy task. Many students find difficulties in writing text. Most of them think it is difficult, and they have no ideas to write well and also they are unable to organize they ideas into a text.

To solve those problems the teacher can use some techniques in teaching. One of them is freewriting technique. By using this technique, the students' ability in writing report text will increase because freewriting offers a new idea how to develop students' achievement in writing report text.

Based on the observation which was conducted by the researcher in MAS ALWASHLIYAH 22 Tembung in academic year of 2016/2017. They still had some problems in studying writing, they were : They still cannot express their idea in writing, the students can not to find out the main idea and lack of vocabulary, structure and grammar. Based on the students problems and theoretical reviews of writing above the researcher believed by using freewriting technique on the students' achievement in writing report text will increase, because freewriting technique was supposed very effective.

D. Hypothesis

This research will answer the question about whether yes or not the effect of using freewriting technique on students' achievement in writing report text. To get the answer of question, the researcher proposed alternative hypothesis (H_a) and null hypothesis (H_0) as below :

H_a : Alternative hypothesis was receivable. So, there was any significant defference of using freewriting technique on the students' achievement in writing report text.

H_0 : Null hypothesis was rejected, so, there was no significant difference of using freewriting technique on the students' achievement in writing report text

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

The research was conducted at MAS Al Washliyah 22 Tembung, Medan. During academic year 2016/2017. The reason for choosing this school as the location of the research because of SWOT analysis. The school has some internal factors that made a weakness in teaching writing. Some of them were the teachers still used conventional technique and it happen because the lack of creativity from the teacher to increased students' motivation, they did not try a new strategy in writing and beside that the school did not facilitate the students' need which made students did not intresting in writing and of course it makestudents difficult to understood about writing, especially writing report text. Based on the situation, the researcher want to know the effect of freewriting technique to solve the students difficulties in writing.

B. The Population and Sample

a. Population

The population of this research took from the eleven grade students of MAS Al Washliyah 22, Tembung. Which consist of three parallel classes. There were XI ips - A (44 students), XI ips - B (44 students), XI ipa (31 students). So the population consist of 119 students.

b. Sample

Sample is part of population being studied (Arikunto, 2006). If the total number of population is less than 100 objects, it is recommended to take the entire sample under the investigation, but if the population involves subjects more than 100 sample, it is enough to take sample 10- 15 % or 20- 55 % or more depending on the situation. In this case, the researcher would take 25 % of population in each class as a sample, so the sample of this research is 30 students.

Table 3.1
Population and Sample

No	Class	Population	Sample
1	XI – IPS A	44	11
2	XI – IPS B	44	11
3	XI – IPA	31	8
	Total	119	30

C. Research of Design

In this research, an experimental method used to get the data. It was called one group pre test – post test design. This study gave pre test before giving the treatment. The treatment was freewriting technique. So, the treatment result can be know accurately, because it can compare by situation before giving treatment and after giving treatment and after giving post test. The design is drawn as the following :

Table 3.2
Research Design

Group	Pre –Test	Treatment	Post -Test
Experimental group	ü	By Freewriting Technique	ü

Table 3.3

The Treatment in Experimental Group

Researcher's Activities	Students' Activities
<ol style="list-style-type: none"> 1. The researcher shown some pictures to students and asked to them what the information that they already know about the pictures. 2. Researcher divided the class into four groups to make a report text based on the pictures 3. Researcher asked the leader of each group to take one picture as their report text topic which they would make. 4. The researcher gave five minutes to write a report text for students based on the picture which they chosen, every member of the groups must have their own of freewriting task. 5. The researcher asked students to started writing and reminded them to begin their writing by reminding their selves to try easy with the topic 6. The researcher asked them to write fast and continuously, remind them again their best thought came embedded in chunks of their worst thought. 7. The researcher gave students to know that the real rule was that their pen should not stoped writing for the whole of the five minutes. Did not concern with writing in a perfect grammar or even in a full sentences. 8. The teacher asked students when time is up that they have to begin to worked out themselves which ideas are worth keeping and which are not. 9. The researcher asked to students to 	<ol style="list-style-type: none"> 1. The students saw the pictures and share some information about the picture 2. Students made some groups to make report text. 3. The leader in each group took one of the picture. 4. Students listened to the teacher's instruction carefully. 5. Students started to wrote what they known about the picture. 6. Students stayed focus in writing and tried to wrote continuously. 7. Students followed the teacher's rule. 8. Students considered which ideas are keeping and which are not. 9. Students discussed to

discussed to revising the result of students' writing together.	revising the result of students' writing together.
10. The researcher told to students after their revising their writing, all of the members in each group must combined their writing result into a good report text.	10. Students combined their result of writing in to a good report text.

D. Instrument of the Research

The instrument of this research was written Text. In this, the students would be asked to write a report text. The test would be given a score which is focus to testing the ability and achievement of students to write a report text. To know the students' achievement in writing there were some criteria consider Heaton (1998 : 146). There are five scoring component scales, namely content, organization, vocabulary, language use and mechanism.

The specific criteria was describe in the detail in following stages :

1. Content

The scoring of contents depend students ability to write ideas, information in the form of logical sentence. The criteria of scoring as follows :

26 - 30	Excellent to very good : knowledge able substantivethrough development of topic sentence relevant to assigned topic.
22 -25	Good to average : some knowledge able of subject adequate range limit development of topic sentence mostly relevant to topic, but lack detail.
17 - 21	Fair - poor : limited knowledge of subject little substance inadequate development topic.
12 - 16	Very poor : does not show of subject not substantive not part time or not enough to evaluate.

2. Organization

The organization refers to students ability write the ideas, information in logical order. The topic and supporting sentencees are clearly states.

18 – 20	Very good : provide fluent expression, ideas clearly stated. Sentences are organize, logical squencing, cohessive.
14 – 17	Good to average : some what copyloosely organized but the meanings idea stands out.
10 – 13	Fair to poor :non- fluent, ideas confuse and disconnected, lacks logical squencing and development.
7 – 9	Very poor : does not communicate, no organization, or not enough to eveluate.

3. Vocabulary

Vocabulary refers to students ability in using word or idiom to express idea logically, it also refers to the ability to use synonym, prefix, suffix exactly. The criteria of scoring vocabulary used are :

18 – 20	Very good : exact word, effective word choice and usege word from mastery appropriate register.
14 – 17	Good to average : adequate, accasional errors of words. Choice but meaning not obscured.
10 – 13	Fair to poor : limited range, frequent errors, choice usage meaning confused or obscured.
7 – 9	Very poor : essentially a translation, knowledge of english vocabulary, word from or not enough to evaluate.

4. Language use

Language use refers in the students achievement in using some article or conjunction. The score of language use will be taken from five criteria had the highest score or is 25 point. The use consist of tense, article, pronoun, preosition and structure.

The criteria the language use as follow :

- 25	Excellent to very good : effective complex construction few error argument test. Number or order/ fiction, articles, pronoun, prespositon.
18 – 21	Good to everage :effective but simple construction minor problem is complex construction- several errors of agreement, tense, number word order/ fiction, article, pronoun, proposition, but the meaning seldom absured.
11 – 17	Fair to poor : mayor problem in simple complex construction –frequent of errors of negation, agreement, devitions meaning.
7 – 9	Very poor : usually not mastery of sentences construction rules dominated by errors, due not communicate, not enough to evaluate.

5. Mechanism

05	Very good : demonstarted of function few errors in spelling.
04	Goo to evarege : occasional errors, punctuation, writing sentences but meaning not obscured.
03	Fair to poor : frequent errors to spelling, punctuation and capitalization, writing sentences, hand writing not enough to evaluate.
02	Very poor : to mastery of convention, dominated by errors spelling, punctuation, capitalization, paragraphing hand writing illegible, or not enough to evaluate.

Based on this indicators, then the students ability in writing report was classified qualitative and quantitative system, the scale are as follow :

Table 3.5
The Scale of Quantitative and Qualitative

Quantitave form	Qualitative form
90 – 100	Excellent to very good
70 – 85	Good to average
30 – 69	Fair to poor
0 – 29	Very poor

E. The Technique for Collecting Data

In this research, the technique of collecting data using in the following steps :

1. Giving pre –test.
2. Applied the treatment would be used used freewriting technique to the experimental group.
3. Giving post- test.

F. The Technique for Analyzing Data

After collecting the data from the test, the data would be calculated. Here were the following procedures :

1. Reading the students' answer sheets
2. Identifying the students' answer sheet.
3. Scoring pre test and post test.
4. Listing the score of pre test and post test into table for the experimental group.
5. Finding the mean score of experimental group

$$M_D = \frac{\sum D}{N} \quad (\text{Sudijono, P. 305. 2014})$$

6. Finding the standar deviation of experimental group

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \quad (\text{Sudijono, P. 3016. 2014})$$

7. Found out standard error of between mean variable X and Y

$$SD_{MD} = \frac{SD^2}{\sqrt{N-1}} \quad (\text{Sudijono, P. 307. 2014})$$

8. Testing hypothesis by applying test :

$$t_0 = \frac{MD}{SEMD} \quad (\text{Sudijono, P. 307. 2014})$$

G. Statistical Hypothesis

In this research, statistical hypothesis was used to describe whether the hypothesis was accepted or rejected. The statistical hypothesis formula :

$$H_a : T_{\text{observe}} > T_{\text{table}}$$

$$H_o : T_{\text{observe}} < T_{\text{table}}$$

H_a : There is the effect of applying freewriting technique on students' achievement in writing report text (the hypothesis is accepted)

H_o : There is no effect of applying freewriting technique on students' achievement in writing report text (the hypothesis is rejected)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. The Data Collection

The data were collected by using five indicators that refer to the rules of writing and the following tables are the calculation and the result of the data collected. Both of the experimental and control group were given a test in the form of writing report text. The results of the pre test and the post test were presented in the following tables.

Table 4.1
The Scores of Pre Test in Experimental Group

No	Students Initial	Indicators					Pre Test
		C	O	V	LU	M	
1.	AB	17	13	13	17	4	64
2.	A	21	17	17	17	4	76
3.	AP	19	14	13	17	4	67
4.	AH	23	14	15	20	4	76
5.	AK	21	15	15	19	4	74
6.	ABB	21	10	11	9	2	53
7.	EP	24	14	14	23	4	79
8.	KA	21	15	15	19	4	74
9.	KMS	19	14	14	22	4	73
10.	KHH	20	14	14	22	4	74
11.	LA	21	13	14	15	4	67
12.	MAM	20	17	17	20	4	78
13.	MRN	19	14	14	18	4	69
14.	NH	17	13	13	17	4	64
15.	ND	24	17	17	21	4	83
16.	NU	19	14	14	18	4	69
17.	NW	21	15	15	18	4	73
18.	NVF	23	16	16	21	4	80
19.	RSH	23	14	14	18	4	73
20.	RAR	16	13	13	18	4	63
21.	RH	17	14	14	15	4	64
22.	RP	21	14	14	18	4	71
23.	SN	16	10	11	11	3	51
24.	SAK	19	15	14	17	4	69

25.	YR	17	16	16	17	4	70
26.	YS	25	17	17	18	4	81
27.	YZ	22	17	17	19	4	79
28.	AI	19	13	13	17	4	66
29.	ANS	16	13	13	11	3	56
30.	NH	18	13	13	17	4	65
	Total						2101

Based on the table above we could see that :

1. Higher score of pre test in experimental group was 83
2. Lowest score of pre test in experimental group was 51

Table 4.2
The Scores of Post Test in Experimental Group

No	Students Initial	Indicators					Post Test
		C	O	V	LU	M	
1.	AB	28	18	18	23	4	91
2.	A	25	16	17	23	4	85
3.	AP	22	14	14	18	4	72
4.	AH	26	18	18	20	4	86
5.	AK	23	19	19	21	4	86
6.	ABB	27	18	18	22	4	89
7.	EP	27	18	18	23	4	90
8.	KA	29	20	18	21	4	92
9.	KMS	27	17	17	21	4	86
10.	KHH	27	19	19	23	4	92
11.	LA	28	18	17	22	4	89
12.	MAM	28	18	17	21	4	88
13.	MRN	25	18	18	23	4	88
14.	NH	28	19	18	23	4	92
15.	ND	28	18	18	23	4	91
16.	NU	26	17	17	21	5	86
17.	NW	26	17	18	23	4	88
18.	NVF	26	18	18	22	4	88
19.	RSH	26	18	17	23	4	88
20.	RAR	20	15	15	18	4	72
21.	RH	26	18	18	23	5	90
22.	RP	22	17	17	23	4	83
23.	SN	21	15	15	18	4	72
24.	SAK	28	18	17	21	4	88
25.	YR	27	19	18	24	4	92

26.	YS	29	18	18	20	4	89
27.	YZ	26	18	18	23	4	89
28.	AI	27	18	18	23	4	81
29.	ANS	21	14	14	18	4	71
30.	NH	21	14	14	20	4	73
	Total						2567

Based on the table above we could see that :

1. Highest score of post test in experimental group was 92
2. Lowest score of pre test in experimental group was 71

B. The Data Analysis

Based on the table 4.1 and 4.2 the following table were the result of pre test and post test in experimental group.

Table 4.3
The Result of Pre test and Post Test of Experimental Class

No	Students Initial	Pre Test (X)	Post test (Y)
1.	AB	64	91
2.	A	76	85
3.	AP	67	84
4.	AH	76	86
5.	AK	74	86
6.	ABB	53	89
7.	EP	79	90
8.	KA	74	92
9.	KMS	73	86
10.	KHH	74	92
11.	LA	67	89
12.	MAM	78	88
13.	MRN	69	88
14.	NH	64	92
15.	ND	83	91
16.	NU	69	86
17.	NW	73	88
18.	NVF	80	88
19.	RSH	73	88

20.	RAR	63	87
21.	RH	64	90
22.	RP	71	83
23.	SN	51	72
24.	SAK	69	88
25.	YR	70	92
26.	YS	81	89
27.	YZ	79	89
28.	AI	66	92
29.	ANS	56	89
30.	NH	65	91
	Total	2101	2567

Table 4.4
The Calculation to find “t”

NO.	Students' Initial	X	Y	D = (X-Y)	D ² = (X-Y) ²
1	AB	64	91	-27	729
2	A	76	85	-9	81
3	AP	67	84	-5	25
4	AH	76	86	-10	100
5	AK	74	86	-12	144
6	ABB	53	89	-36	1296
7	EP	79	90	-11	121
8	KA	74	92	-18	324
9	KMS	73	86	-13	169
10	KHH	74	92	-18	324
11	LA	67	89	-22	484
12	MAM	78	88	-10	100
13	MRN	69	88	-19	361
14	NH	64	92	-28	784
15	ND	83	91	-8	64
16	NU	69	86	-17	289
17	NW	73	88	-15	225
18	NVF	80	88	-8	64
19	RSH	73	88	-15	225
20	RAR	63	87	-9	81
21	RH	64	90	-26	676
22	RP	71	83	-12	144
23	SN	51	72	-21	441
24	SAK	69	88	-19	361

25	YR	70	92	-22	484
26	YS	81	89	-8	64
27	YZ	79	89	-10	100
28	AI	66	92	-15	225
29	ANS	56	89	-15	225
30	NH	65	91	-8	64
30 = N				$\Sigma D = -466$	$\Sigma D^2 = 8774$

Based on the table 4.4 the mean score of experimental group were calculated as the following :

$$M_D = \frac{\Sigma D}{N}$$

$$= \frac{-466}{30} = -15.53$$

Finding the standard deviation

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$= \sqrt{\frac{8774}{30} - \left(\frac{-15,53}{N30}\right)^2}$$

$$= \sqrt{292,46 - 0,26}$$

$$= \sqrt{292,2}$$

$$= 17,093$$

Next the following formula was implimented to find out the error of the standard deviation between X and Y

$$SE_{MD} = \frac{SDD}{\sqrt{N-1}}$$

$$= \frac{17,093}{\sqrt{29}}$$

$$= \frac{17,093}{5,385}$$

$$= 3,174$$

The result above was applied to test the hypothesis

$$t_0 = \frac{MD}{SEMD}$$

$$= \frac{-15,53}{3,174} = -4,89 = 4,89$$

After the data above were calculated by using t- test formula. It was found that the result that t_{observe} was 4,89. Then after seeking in the table of distribution of t_{observe} as the basic of counting critical in certain of the degree of freedom (df) the calculation showed that df were :

$$df = N - 1$$

$$= 30 - 1$$

$$= 29$$

In the line of 29, showed that t_{table} was 5% = 2,04

In the line of 29, showed that t_{table} was 1% = 2,76

From the result above, it showed that final of $t_0 = 4,89$, and the number of value of the t_{table} in the line of 5% was 2,04. So the researcher found that $t_{\text{observe}} > t_{\text{table}}$ or $4,89 > 2,04$. So, it means that H_0 was rejected and H_a was accepted.

C. Statistical Hypothesis

In this research statistical hypothesis would be used to decide, whether the hypothesis would be accepted or rejected. The statistical hypothesis formula :

$$H_0 : t_{\text{observe}} < t_{\text{table}}$$

$$H_a : t_{\text{observe}} > t_{\text{table}}$$

H_0 : there is no significance effect of applying freewriting technique on students' achievement in writing report text.

H_a : there is a significant effect of applying freewriting technique on students' achievement in writing report text.

D. Findings

Testing the hypothesis should be done in order to know whatever the hypothesis was accepted or rejected. In testing hypothesis, it was decided that hypothesis is accepted if $t_{\text{observe}} > t_{\text{table}}$ and hypothesis is rejected if $t_{\text{observe}} < t_{\text{table}}$. Based on the calculation, the result of t_{test} was t_{observe} (4,89) and t_{table} (2,04) in the hypothesis testing. It was shown that the alternative hypothesis was accepted because t_{obs} higher than t_{table} . It mean that freewriting technique gave significant effect in writing report text. It was prove from the data showing that the score experimental group was increased by using freewriting technique.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data analysis above, the researcher was found that there was a significant effect of applying freewriting technique on students' score in writing report text, found that the $t_{\text{observe}} > t_{\text{table}}$ or $4,89 > 2,04$. The result of students' score who were taught by applying freewriting technique was higher and taught writing by applying freewriting technique become more effective, interactive and easier to the students.

B. Suggestions

Related to the conclusions above, some suggestions were put forward as the following :

1. The english teacher can use this technique to applying in learning process for the students at the same level when learning english in the class.
2. The teachers have to know how to stimulate students' curiosity and must be able to present the lesson so that it was more interested and relevant for the students. One of the technique that can be use is freewriting technique.
3. It is suggested to other researcher use this finding as source of the research.

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**LESSON PLAN
(EXPERIMENTAL GROUP)**

School	: MAS AL WASHLIYAH 22 TEMBUNG
Subject	: English
Class	: Experimental Group
Year	: 2016/2017
Standar Competency	: To express meaning in written functional text and short simple essay in the form of report to interact with the surrounding environment.
Basic Competence	: Respond the meaning related to simple monolog procedure and report accurately, fluently and understandably based on the context in daily activity.
Indicators	: 1. Writing report text 2. Applying freewriting technique.
Topic	: Writing
Aspect	: Report text
Time	: 2 x 45 minutes
Learning objective	: 1. Students know how to compose report text. 2. Students know how to determine the generic structure of report text.

A. Learning Materials

Report text is a text which present information about something, as it is. It is a result of systematic observation and analyses. It social purpose is presenting information about something.

B. The characteristic of report text

c. Generic structure

- General classification : tell what the phenomenon under discussion is.
- Description : tell what the phenomenon under discussion is like in terms of :
 - Parts (and their function)
 - Qualities
 - Habit and behaviours, if living : uses, if non - natural

d. Social function : To presenting information about something

e. Grammatical pattern : Use simple present tense.

C. **Teaching Method** : Freewriting

D. **Source** : English text book grade 11

E. **Learning activity** :

Exploration

- § Teacher explain about freewriting technique, the benefit to use the technique.
- § Teacher asked students to make freewriting diary and give limited time to finish it.
- § Teacher collect the students' answer sheet.

Elaboration

- § Teacher divided class into 9 groups.
- § Teachers give the students the pictures that can be the topic of report text, each group must choose one picture
- § Teacher asked student to make freewriting excercise about the picture. Each members of the group have to finish their own freewriting excercise.
- § Teacher give 5 minutes for each group to finish their writing
- § Teacher give sometime to reflecting and revising their freewriting in the form of report text.

§ After they finish their text, teacher ask to combine the important sentence from each member to be a good report text.

§ The teacher collect the students' answer sheet.

Confirmation

§ Students and teacher discuss the result of the test and they together determine the generic structure of text that they make.

§ Finally, teacher ask students to write down on a piece of paper individually about report text.

§ Teacher give the reinforcement to the students and give the motivation to students who have difficulties in freewriting exercise and writing report text.

F. Assesment

- Form : Written test
- Instrument :

Excercise :

Work in pair. Make your report text , choose one of the topic below:

1. kangaroo
2. Platypus
3. What is Thunder and Light
4. Peacock

No	Aspect	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanism	5
	Total	100

Medan, 2017

Known by :

English Teacher

The Researcher

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Test Item

Choose one of the pictures below, and write the report text based on the information that you already know about it.

1. Kangaroo



2. Platypus



2. Thunder and light



4. Peacock

