IMPROVING STUDENTS' WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT THROUGH FRESH TECHNIQUE AT THE FIRST GRADE OF SMPN 32 BEKASI

(Undergraduate Thesis)

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ABSTRACT

IMPROVING STUDENTS' WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT THROUGH FRESH TECHNIQUE AT THE FIRST GRADE OF SMPN 32 BEKASI

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The objectives of this research were to find out whether there is a significant improvement in students' writing achievement of descriptive text because of using FRESH (Fact, Reason, Elaboration, and Shift) and to determine which aspect of writing improves the most. The population of this research was the first grade students of SMPN 32 Bekasi in the academic year 2021/2022. The sample of this research was class VII I which consisted of 29 students. This research was quantitative research by using One Group Pre-test and Post-test Design. The writing test was used as the instrument for pre-test and post-test. The data were taken from the test and they were analyzed by using *Paired Sample T-test.* The result of this research showed there is a significant improvement of students' writing achievement of descriptive text after the implementation of FRESH since the value of the significant level was 0.00 that lower than 0.05. On the other hand, all aspects of writing improved regarding the results, but the organization was improved the most. Briefly, it could be concluded that FRESH enabled to improve the students' writing achievement.

Keywords: writing, descriptive text, FRESH technique

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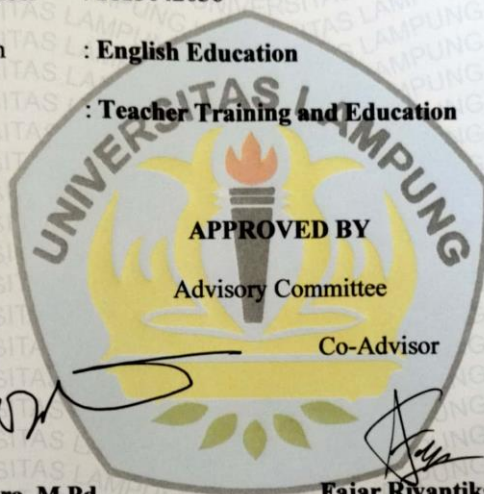
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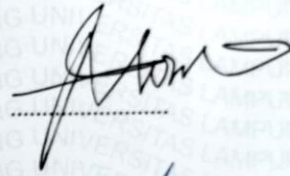The Chairperson of

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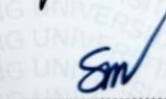
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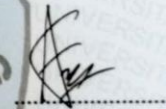
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan, saya karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang membuat pernyataan,

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CURRICULUM VITAE

Grace Yosephine Silaban was born in Bekasi, on October 25th, 2000. She is the only child from a genuine-warm-hearted couple- Pirton Jonson Silaban the late and Herdina Marisina Hutapea.

In 2005, she began her very first education at TK Setia and graduated in 2006. After that, she continued her study at SD Setia, Bekasi and graduated in 2012. Then, in the same year, she was accepted at SMP Ananda Bekasi and she spent three years studying there. In 2015, she registered and continued her study at SMAN 18 Bekasi and graduated in 2018.

In the same year, she successfully passed SBMPTN program and was accepted as a student of English Education Study Program of Lampung University. During her college, she joined the organization (UKM-U Kristen Universitas Lampung) as an active member and some activities in there. From February to March 2021, she did KKN in Aren Jaya, Bekasi and she conducted PPL at SD Setia Bekasi. To accomplish her study at the college, she did her research at SMPN 32 Bekasi.

MOTTO

"Be strong and courageous. Do not be afraid or terrified because of them, for the LORD your God goes with you. He will never leave you nor forsake you."

-Deuteronomy 31: 6-

DEDICATION

The writer dedicates this work to:

Her beloved parents – Pirton Jonson Silaban the late and Herdina Marisina Hutapea

Her almamater - University of Lampung

Her beloved friends in English Education Study Program.

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Praise is only for Jesus Christ, The almighty God, for blessing the writer with health and faith to finish the script. This script, entitled "Improving students' writing achievement in descriptive text through FRESH technique at the First Grade Students of SMPN 32 Bekasi" is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfilment of the requirements for S-1 degree in English Department.

Having done this work, the writer realized that there are many individuals who always supported and gave generous suggestions for finishing this script, therefore, the writer would like to express her respect and her sincere gratitude to:

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Finally, the writer believes that her writing is still far from perfection. Therefore, comments, critiques, and suggestions are always needed for better research. The writer hopes this research would give a positive contribution to the educational development, readers, and the further researchers.

Bandar Lampung, 12 October 2022

Grace Yosephine Silaban

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I.   INTRODUCTION

This chapter presents some points such as background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of term.

1.1 Background

Richards and Renandya (2002) state that writing is the most difficult skill to be mastered for EFL learners since the difficulties starting from organize the ideas and deliver them into readable text. When the teacher asked students to write texts, they still seem to be confused about what should be written and how to organize the writing (Suyanto, 2015). They may have to write a lot of things, but they cannot express their ideas well in writing. The main problem student face is that they are confused about what is first, next, and on to write a text, in other words, they did not have any concepts to write something. Moreover, some learners were very insecure and reluctant to write for several factors, namely grammar, vocabulary, and punctuation. Poor grammar mastery will make the writing process more difficult and lack of vocabulary will limit the ideas to be developed (Sartika, 2017).

Among several types of texts commonly used in learning English in high school such as narrative, recount, report, descriptive, procedure, and argumentative text, there is one type of text that is often known and related to everyday life, namely descriptive text. Descriptive text is used in daily life to describe everything they see, feel, and hear in detail to inform other people about things to make it easier to understand.

This is why the researcher chooses descriptive text. The term "descriptive text" refers to a type of text that is used to describe a real object (person, place, and things). According to Wardiman, Jahur, and Djusma (2008), Descriptive text is a text with purpose to give information about description the features of someone, something, or a certain place. It will help the reader to understand clearly about the real object. It is important that the writer must be able to provide details of the object being described in composing descriptive text so that a mental picture of people, places, or objects can be created by the reader (Wyrick, 2000). The descriptive text consists of identification and description. Identification is a process of how to an object that wants to describe. The description is a process of how to describe the object. The use of adjectives is needed to help the reader to create a mental picture of the object described.

In writing descriptive text, the students should get the object to be described and generate the idea. Also, they have to develop the idea into one or more paragraphs. However, while the teacher inquired them to write a descriptive text, some students often found some difficulties. The students feel difficult to build their imagination and organize their ideas. Besides that, they find difficulties in grammar and lack of vocabulary so that some students are confused which appropriate words to use in their writing (Husna, Zainil, and Rozimela, 2013). Those difficulties are related to the aspects of writing which consist of content, organization, grammar, vocabulary, and mechanics.

Based on students' difficulties in writing a descriptive text, the researcher wants to try to solve the problem by using the technique in the learning process. The researcher tries to do a research on improving students' writing skills in descriptive Text through FRESH Technique. FRESH stands for fact, reason, elaboration, and shift. According to Faisal and Suwandita (2013) FRESH is a technique that can help students in writing descriptive texts, especially in generating and organizing their ideas through each letter of the acronym and the meaning of FRESH. F stands for "Fact" in this research means the general description of the subject or it can be called the identification of the object. It usually includes information like as name of the object, kind or type, etc. R stands for "Reason". It means a supporting idea

that can strengthen the fact. E stands for "Elaboration". Elaboration means the explanation of the reason. The writer should elaborate it in detail, so the reader can get a clear description of the object. SH stands for "Shift". It means the conclusion of the information that the writer has written.

By using every letter of FRESH, it can help the students in making a good descriptive text and in improving students' writing skills because it can guide the students to get ideas from the topic they choose so that they can arrange and make a coherent text. FRESH as a technique is also easy to be understood, so the students can follow the lesson properly.

There are also some previous research results dealing with FRESH conducted by other researchers. The first was conducted by Achmad, Fitriani, Rusli, and Yulia (2019) showed that the findings of this study indicated that the highest improvement came from organization and content aspect. Vocabulary, grammar and mechanics were improve, but not as much as two aspects above. The second was conducted by Ria and Novtapianti (2019) showed that the researcher did experimental method by using quasi-experimental design to the two groups of students, they are experimental group and control group. The use of FRESH proved to be an effective technique to help the students in improving writing achievement. The third was conducted by Faisal and Suwandita (2013) showed that the method of this study was quasi experimental method. After data analyses, the students in the experimental class had better achievement than those in the control class. it can be concluded that FRESH technique is effective for teaching descriptive paragraph at the tenth grade students of one of the state Madrasah Aliyah in Purwokerto.

Referring to those explanations above, FRESH can be an alternative to improve students' writing skills in Descriptive Text. The researcher is interested to analyze and focus on the effectiveness of FRESH used in descriptive text to see how this technique is improved including in the aspects of writing, such as content, organization, grammar, vocabulary, and mechanics. Therefore, researchers are interested in conducting research with the title "Improving Students' Writing Achievement in Descriptive Text through FRESH Technique".

1.2 Research Question

1. Is there any significant improvement in students' writing achievement of descriptive text because of using FRESH?

2. What aspect of writing improves the most because of using FRESH?

1.3 Objectives of the Research

1. To find out whether there is a significant improvement in students' writing achievement of descriptive text because of using FRESH.

2. To determine which aspect of writing improves the most because of using FRESH.

1.4 Uses of the Research

The result of this research can be used as follows:

1. Theoretically, the result of this research may support the theories that FRESH can be applied in teaching writing in order to increase the students' writing achievement especially in descriptive text.

2. Practically, this research is expected to be useful as an alternative technique for teachers in teaching writing through descriptive text to improve students' writing achievement and to make the learning process becomes easier.

1.5 Scope

This study was quantitative research. This research focused on the implementation of FRESH to improve students' writing achievement of descriptive text and the aspect of writing that improves the most after they have been taught by using FRESH. All students' compositions were assessed in terms of grammar, vocabulary, content, organization, and mechanics. This research used writing test

as instrument. This research was conducted in the seven grade. In this research, the researcher used One-Group Pretest-Posttest design. This research used personal descriptive.

1.6 Definition of Terms

There are the definitions of terms are provided in order to avoid misunderstanding, they are:

- **Writing**

Writing is a form of communication to express or deliver the ideas, feelings, and thoughts arranged in written form that can be read and understood by the readers. (Jaramillo and Medina, 2011)

- **Descriptive Text**

Descriptive text is a type of written text which purpose is to describe particular thing: person, place, or object. (Wardiman, Jahur, and Djusma, 2008)

- **FRESH**

FRESH is a technique of teaching that can be used to generate ideas in writing. This technique uses the step of the acronym which consist of F, R, E, SH to make it easier to write paragraph of descriptive text. (Faisal and Suwandita, 2013)

- **Achievement**

Achievement is an outcome of activity that has done optimally using skill and effort, either in individually or in groups. (Syahrozi, Rochsantiningsih, and Handayani, 2018)

- **Aspect of Writing**

Aspect of writing is a crucial part or feature of a piece of writing that serves as a guide for producing good and quality writing. (Mulyaningsih, Rais, and Sulistyawati, 2013)

The definition of the terms closed the first chapter in which it elaborates on the research background, research questions, objectives of the research, uses of the research, scope, and definition of terms.

II.   LITERATURE REVIEW

This chapter presents several topic related to the theories in this study. Those are concept of writing, aspect of writing, process of writing, teaching writing, descriptive text, FRESH technique, the procedure using FRESH technique in teaching writing, previous study, theoretical assumption and hypothesis.

2.1 Writing

In learning English, there are four skills that should be mastered, those are speaking, listening, reading, and writing. Writing is the productive skill that is important to be learnt so that people can communicate not only by orally but also can by written. In communicating, expressing the thoughts or something not only done by speaking, yet people can share thoughts, ideas and feelings through writing. Based on these, Jaramillo and Medina (2011) state that writing is an important form of expression that must be mastered to express feelings and ideas and to persuade and convince others through written form. Nunan (2003) states writing is the process of thinking about how to invent the enticing idea, express the ideas with the words and sentences and organize ideas to the paragraph so that becomes good arrangement so that readers can understand clearly. Writing is the act of transferring thoughts into words by producing ideas and arranging them logically. Myles (2002) explains writing as an English skill requires a lot of effort and practice to draft, develop and analyze idea.

According to Wingersky, Boerner, and Balogh (2009), writing is a way to convey ideas and thoughts into written form which is carried out in stages, starting from

writing the main idea and then adding supporting ideas without reducing what is meant by the author. Besides that, in writing, the writer has to pay attention in some aspects that help them to produce good written. Heaton (1988) states grammar, content, organization, vocabulary, and mechanics are the aspects will guide the writer in write a good text.

As a skill, writing is an activity that helps the students to practice with the language they have been studying. They can apply their language as the form of written language through writing. However, according to Richards and Renandya (2002), writing is the most difficult skill to be mastered for EFL learners since the difficulties starting from organize the ideas and deliver them into readable text. The learners have to have good knowledge when they produce sentences, paragraph into good grammatical, select appropriate words and punctuations. Those can help so that the goals in the writer's mind can be conveyed properly to the intended readers.

Based on the explanation above, it can be stated that writing is one of the communication tools that writer used for delivering feelings, ideas, experiences and thoughts through words, sentences and paragraphs in written language using the good content, organization, vocabulary, grammar and mechanics to communicate to readers so they can comprehend the messages.

2.2 Aspects of Writing

In order to produce good writing, there are aspects or components should to be considered by the writer. Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey (1981) mention that there are five aspects of writing that should be guidelines when the students want to write something, they are:

1. Content
   Content refers to the substance of the writing, the experience of the main idea such as groups of related statements that a writer presents as a unit in developing a subject. Good content should be delivered in clear, specific, and informative.

2. Organization

Organization refers to the logical organization of the content. It refers to the sentences that are logically arranged so that the paragraph can flow smoothly. So, this focuses on how the students organize their ideas.

3. Grammar

Grammar refers to the use of grammatical and syntactic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in text writing.

4. Vocabulary

Vocabulary refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas clearly and directly. Choosing the right words can lead and convey the ideas to the readers to a better understanding of the text.

5. Mechanic

Mechanic refers to spelling, capitalization, punctuation, and space within the paragraph. The use of those should be concerned and appropriate to avoid ambiguity.

In this research, the researcher applied those aspects of writing namely content, organization, grammar, vocabulary, and mechanics in composing a good writing and evaluating the students writing scores.

2.3 Process of Writing

Writing is not an easy thing. To produce a perfect writing that can be understood by the reader, it takes several steps in writing. There are four main elements of writing process from (Harmer, 2004). The process of writing consists of:

1. Planning

In this first step, the writer has to plan what he or she is going to convey. The writer should plan about the idea, decide about the purpose of his writing and the language style he is going to use.

2. Drafting

In the second step, drafting is the first version of a piece of writing. The writer write the ideas which they are going to write without paying attention to making mistakes. The writer needs to focus on the organization and development of those ideas which were on the writer's mind before.

3. Editing

In the third step, after the writer produces a draft, he is going to do reflecting on his writing. The writer usually read again his work for checking if there are mistakes and then he revises it to get a better and appropriate version. So by doing editing, the mistake can be minimized. In the school, the process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revisions to their writing.

4. Publishing

In the final step, after the writer has edited the written draft and polished it to a better version, the writer is ready to send the final result of the writing to the reader.

In the conclusion, it's known that the process of writing consists of four steps, they are planning, drafting, editing, and publishing.

2.4 Teaching Writing

Teaching writing in an English foreign language classroom is important since students are taught to make writing in other languages, not their language. Teaching writing is an activity to teach the students how to express and share their ideas, feelings, and opinions in written forms. Brown (2007) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. In teaching writing, the first thing that teacher has to do is the teacher should know the student's writing ability then guide the students on how to write sentences also to express and organize the ideas into a piece of paper. Besides that, the teacher ask students to follow each writing step to be able to produce good and systematic written work. The teacher as a guide

also helps students to think critically in developing ideas, choosing the correct vocabulary and grammar. As writers, students should have a good plan and a clear purpose to make the readers understand the message which is being delivered.

In teaching writing, Harmer (2004) states that there are some tasks that should be applied by the teachers. They are:

1. Demonstrating

   The teacher should remind students of the language used to perform the written function in their writing.

2. Motivating and Provoking

   In the process of writing, sometimes students lose their ideas, enthusiasm, and confidence. The role of the teacher here is to motivate and provoke the students to start writing and help them to find their motivation back.

3. Supporting

   The teacher has to support the students when they write in the class, always available when they need the teacher's help to solve the problem.

4. Responding

   The teacher has to give reaction, comment, and suggestion to the students' writing draft.

5. Evaluating

   The teacher has to evaluate students' writing to provide understanding for students to learn in the future from existing mistakes.

In short, as a teacher, the English teacher has to guide the students when composing their writing. The English teacher should be able to apply some tasks in teaching, namely demonstrating, motivating, supporting, responding, and evaluating.

2.5 Descriptive Text

Descriptive text is a kind of text that describes something, a person, and an object into words so others can imagine it easily. Gerot and Wignell (1994) state descriptive text is a kind of written text which has a specific function to give description about the real object (particular person, place, or things). It will help the

reader to give information about someone or something look like and more understand clearly about the real object. Wyrick (2000) states that in writing a descriptive text, it is important that the writer is able to give specific details of the object being described so that the readers can create a mental picture of the person, place, or object. The characteristic features of an animal, a person, or a particular thing become the focus of the descriptive text. The descriptive text consists of identification and description.

2.5.1 Generic Structure of Descriptive Text

According to Wardiman, Jahur, and Djusma (2008), there are the generic structure of descriptive text are:

a. Identification

Identification is a process of how to an object that wants to describe. It introduces the character described. Identification tells about name, age and also the features of the object. In general, this part is described in the first paragraph or a few earlier sentences.

b. Description

Description is a process on how to describe the object or character. It consists the descriptive details by providing the description of characteristics, appearances, personality, qualities, or habits of the person, animal, thing, and place. The use of adjectives are needed to help the reader to create a mental picture of the object described.

2.5.2 Language Features of Descriptive Text

Wardiman, Jahur, and Djusma (2008) states language feature consists of grammatical feature. The language features of descriptive text can be seen in the below:

1. Use of specific participant: a specific participant has a certain object.
2. Use of simple present tense: tense that used in this kind of the text is simple present tense for it tells the fact of the object.
3. Use of adjective: the use of adjective to emphasize the noun or object.

4. Use of linking verb: to link the subject with the information or description (complement).

5. Use of action verbs: the use of action verbs to show the activity.

6. Use of mental verbs: To describe the feeling.

From the explanation above, it can be inferred that descriptive text is one of the text which talks about describing something such as a person, place, and object that should be specific and clear. In writing descriptive text, the writer must concern on the generic structure and language features in order to make a good text.

2.6 FRESH Technique

According to Faisal and Suwandita (2013), FRESH Technique is an acronym in which each letter has own meaning. The aim of the FRESH can help students in organizing their ideas in writing especially in descriptive text. On the other hand, FRESH is a way to develop the generic structure of a descriptive text. In the descriptive text, there are two main parts, they are identification and description. Students are sometimes confused about what is written in the identification section and what is written in the descriptive section. But at FRESH, this technique makes it easier for students to make descriptive texts because the identification, and description are developed specifically also the generic structure and language features are include in FRESH. "F" stands for Fact, "R" stands for Reason, "E" stands for Elaboration and "SH" stands for Shift.

"F" is Fact. It means fact related to the topic that will be described and developed in descriptive text. This includes identification of the object or it can be called general description of the object. In this part, it contains the object's name and kind of the object. To describe something, writers have to find a general fact of the topic. Wishon and Burks (1980) mentions paragraph development's method is to start with a general statement and support the statement with several sentences giving additional details.

"R" is Reason. It means some reasons supporting ideas to strengthen the fact they written before. Moreover, the reason can be sense of impression. It consists of feel, sound, taste and look of things.

"E" is Elaboration. It means the further explanation of the reason. Wishon and Burks (1980) explains the writer may start with a dominant impression and proceed to specific details. The writer has to elaborate the object in detail, so the writers get the coherent and complete paragraph also the readers can get clear explanation of the description of the object.

"S" is Shift. It means the conclusion of the information that the writer has written. The writer has to conclude all of the details at the end of the paragraph.

The idea of each letter in the technique of FRESH will help the writer to be able to make a good text. Also, it will help the writer to make the content of his writing can relate to the topic. The numeral steps that are provided in this technique take the writer to his imagination so, through his imagination, the writer is more creative in obtaining ideas. Through FRESH, it helps the writer to organize ideas step by step to get a complete clear text, especially descriptive text. By using FRESH, the writer is able to determine what should be written first and next to get a text easier. FRESH as a technique is also easy to be understood, so the students can follow the lesson properly. Moreover, it helps the students in the classroom become more fun and attractive because with their imagination, their creative sense appears so that they are more enthusiastic in writing.

In the conclusion, FRESH is a technique that can help students in writing, especially in generating and organizing ideas through each letter of the acronym and the meaning of FRESH. FRESH stands for fact, reason, elaboration, and shift. Each letter in FRESH will help the writer to be able to make a good text.

2.7 The Advantages and Disadvantages of Using FRESH

Faisal and Suwandita (2013) state that there are several advantages and disadvantages of FRESH technique on students' writing skill. It can be seen as follows:

- Advantages of Using FRESH

   FRESH as a learning technique has some advantages, they are:

   1. FRESH helps the students to organize the descriptive text clearly.
   2. FRESH helps the students to understand the lesson logically.
   3. FRESH can help students in learning because FRESH can create a learning atmosphere that is full of encouragement and fun in the classroom.
   4. FRESH helps the students to understand the lesson logically.

- Disadvantage of Using FRESH

   In spite of the advantages, FRESH also has disadvantage, namely the teacher who did not prepare lesson plans properly would be time consuming. In other words, this technique spends so much time when the process does not run well.

   Based on the explanation above, the researcher assumed that teachers must have the ability to manage time, one of which is by preparing lesson plans in learning so that learning is more organized.

2.8   The Procedure of Teaching Writing Descriptive Text Using FRESH Technique

The procedure of applying FRESH is used to ensure that this research is organized systematically and to avoid confusion. The step of using FRESH in learning strategy are as follow:

1. The teacher gives topic "Describe your pet". The students are given times by the teacher to think and develop the story that they want to write. (Planning)
2. The teacher asks the students to write simple descriptive text related to the topic as their first draft in the following order: (Drafting)

- The teacher asks the students to find the general fact of the subject which they want to describe (Fact). For the example: Belo, My Lovely Dog. "I have a dog at home. Its name is Belo. It is a Pomerania dog"

- The teacher guides the students to write reason for the topic (Reason). For the example: I love my dog because it is smart, friendly, and cute.

- The teacher invites the students to elaborate the drafts they have made before in detail so readers can get a clear description of it (Elaboration). The students will explain why Belo is smart, friendly, and cute. For the example: "It has brown and soft fur. Besides, it resembled a wolf because of its thick fur. Its body is small and light so I can carry easily. The eyes are so bright. It has sharp teeth but it never bite me. It loves to meet new people and nods its head that it wants to play with. It likes to enter my room and lay its body in my bed. It will come to me and cheer me up if I look sad. It loves follow me wherever I go, like when I want to go to bathroom, it always follows and waits for me in front of bathroom."

- The teacher asks to make the conclusion of all ideas which have been described (Shift). For the examples: "Those are the reasons why Belo is smart, friendly, and cute. My family and I love it so much. We will take care of it well."

  From those sentences, it can be seen as a descriptive paragraph: I have a dog at home. Its name is Belo. It is a Pomerania dog. I love my dog because it is smart, friendly, and cute. It has brown and soft fur. Besides, it resembled a wolf because of its thick fur. Its body is small and light so I can carry easily. The eyes are so bright. It has sharp teeth but it never bite me. It loves to meet new people and nods its head that it wants to play with. It likes to enter my room and lay its body in my bed. It will come to me and cheer me up if I look sad. It loves follow me wherever I go, like when I want to go to bathroom, it always follows and waits for me in front of bathroom. Those are the reasons why Belo is smart, friendly, and cute. My family and I love it so much. We will take care of it well.

3. The teacher tells the students to exchange their works to the pair that have been chosen by the teacher. The students are asked to correct the mistakes and add some ideas to their pairs' work. The teacher walks around in the class to help students while they are checking their friends' work. The teacher asks the students to give back the work to their friend. (Editing)

4. The teacher asks the students to revise and re-write their descriptive text that have corrected by their pair to a better version. (Publishing)

In short, those are the procedure of teaching writing descriptive text using FRESH that will be applied in research.

2.9   Previous Studies

There are some previous researches related to the topic. The first was conducted by Kurniawati, Syafar, and Hastini (2016), the objective of the research was to prove that the use of FRESH can effective in improve the writing ability of the seventh grade students in writing descriptive paragraph. They used quasi experimental design to the experimental and control group. In this research, it showed that the score of experimental class after the treatment applying FRESH is better than the score of control class. Based on the result on the research, it can be concluded that the applying FRESH is effective to improve writing skill of the seventh grade EFL-Learners. Especially in the some aspects of writing, there are organization, grammar and mechanics.

The second was conducted by Faisal and Wulandari (2013) showed that it was conducted in one of the junior high schools in Banyumas in academic year 2012/2013. The method of this research was using Classroom Action Research (CAR). The data evaluated by using the scale of writing evaluation criteria. Based on the data analysis, it could be described that the students' competence in writing descriptive texts improved. It could be seen from the improvement of students' score in pre-test and post-test. It could be seen from the improvement of students' score in pre-test and post-test. The improvement of students' score was 23.607%. This meant that "FRESH" technique improved the students' competence in writing descriptive text in the eighth grade students of in academic year 2012/2013.

The third was conducted by Somsai and Buttapeng (2022), the objectives of the research were to determine whether there are any significant differences in descriptive paragraph writing competence before and after practicing "FRESH" of students majoring in English at Rajamangala University of Technology Isan Sakon Nakhon Campus (RMUTI SKC), to examine students' attitudes towards learning English after practicing "FRESH", and to propose guidelines for developing students' paragraph writing competence through "FRESH" for Thai Tertiary students. The sample was selected by a purposive sampling method. The data were obtained through the written pretest and posttest and the attitude scale. In this research, it showed that the students' descriptive paragraph writing mean scores in the pretest and posttest were 15.53 and 30.84, respectively. That means the students' descriptive paragraph writing competence improved after practicing "FRESH". Also, the mean score of the students' attitudes towards learning English was at a high level (mean = 3.22).

Based on the previous study above, the researcher aimed to discuss students' writing performance after being taught through a technique called FRESH by looking at the improvement in students' writing aspects. The difference between previous studies and this research is that the researchers tried to conduct research using the one group pretest posttest design and looked at the aspects of writing that were increasing. Therefore, this study focused on students' descriptive writing at the junior high school level.

2.10   Theoretical Assumption

Nowadays writing skill is extremely needed in every aspect of learning. However, many learners are afraid to write because they have not known how to make good writing and feel that they do not have ideas to be expressed. Moreover, they were very insecure to write for several factors, such as lack of mastery of grammar, vocabulary, and punctuation.

Considering this problem, there are many ways and strategies that can be applied by the teacher to improve writing skills. The teacher have to choose the appropriate

way to be applied in teaching so that the objectives of the learning process itself can be achieved. One of the learning strategies in teaching writing that can be applied to make students get ideas easier in their writing is FRESH Technique.

Based on some previous research, FRESH is an effective technique that can be used to teach Descriptive text writing. The use of FRESH was considered appropriate to provide solution as a good technique in teaching learning process. By using FRESH, it can helps students to stimulate their ideas and develop them into a paragraph. In addition, it will help the students to make the content of their writing can relate to the topic. Moreover, the organization and content of their writing was elaborated better because the students were able to arrange the text in organized and logical way according to the generic structure of the descriptive text.

FRESH could work effectively and give good impact in the classroom as what the researcher expects. The researcher believes that FRESH can be expected to help students to produce a piece of writing considering the aspects of writing especially in organization and expected to improve their writing ability, especially in Descriptive text.

2.11 Hypothesis

The hypothesis of the study is formulated as:

H0 There is no significant improvement of students' writing achievement of descriptive text after the implementation of FRESH.

H1 There is significant improvement of students' writing achievement of descriptive text after the implementation of FRESH.

H0 There is no aspect of writing improves the most because of using FRESH.

H1 Organization is aspect of writing improves the most because of using FRESH.

In short, those are the explanation about this chapter that are about concept of writing, aspect of writing, process of writing, teaching writing, descriptive text,

FRESH technique, the advantages and disadvantage of using FRESH, the procedure using FRESH technique in teaching writing, previous study, theoretical assumption and hypothesis.
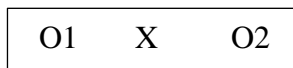
III.   METHODS

This chapter discusses some following topics. There are research design, variables, population and sample, research instrument, data collecting technique, research procedure, scoring system, validity and reliability, data analysis, and hypothesis testing.

3.1 Design

The researcher used quantitative research by using One-Group Pretest-Posttest design. One Group Pre-test and Post-test design is a design that uses only one group without need a comparison group. In this design, there were pre-test before being given a treatment and post-test after being given a treatment. The purpose of giving pre-test and post-test was to know the treatment results accurately and as a comparison before and after being given the treatment (Sugiyono, 2013). The research was intended to find out whether there is any significant improvement in students' writing achievement of descriptive text because of using FRESH and to know which aspect of writing improves the most because of using FRESH. In this research, the researcher conducted a pre-test to know students' ability in writing descriptive text before treatment and a post-test to obtain whether there is an improvement in students' writing achievement by using FRESH after they get the treatments. Therefore, the researcher conducted the research by using one class as an experimental class which receive treatment of teaching writing using FRESH.

According to Sugiyono (2013), the design could be presented as follows:

O1	X	O2

Notes:

O1   : Pre-test

X   : Treatment (by using FRESH)

O2   : Post-test

3.2 Variables

In this study, there were two variables. They were independent variable (X) and dependent variable (Y). The independent variable in this study was FRESH because this variable is investigated and the dependent variable was writing achievement which measured to see the effect of the independent variable.

X   : FRESH as independent variable

Y   : Writing Achievement as dependent variable

3.3 Population and Sample

The population of the research was the first grade students of SMP Negeri 32 Kota Bekasi. The researcher chose the first grade students because the researcher assumed that the class was suitable with the basic competence that the researcher took. Since the research design was one group pre-test and post-test design, the sample only used one class. In determining the sample, the researcher used simple random sampling. Simple random sampling is a technique used for random sampling. It is applied based on the consideration that every student in the population has the same chance to be chosen in order to avoid the subjectivity in the research. The way to take the sample was by using the lottery number. The sample of this research was VII I which consists of 29 students.

3.4 Research Instrument

To figure out whether the objectives of the research has been achieved or not, the researcher used writing test as the research instrument. There were provided pre-test and post-test. The pre-test conducted in the first meeting and the post-test conducted in the last meeting after given the treatments. The criteria in evaluating writing test were content, grammar, organization, vocabulary, and mechanics. The students were asked to write a descriptive text based on the topic given by the researcher. The topics were different for the pre-test and post-test.

3.5 Data Collecting Technique

In collecting the data, the researcher used the following steps:

1. **Pre-test**

   The pre-test was administrated in the first meeting. The test was in written form. The pre-test is given to find out the students' score before giving the treatment using FRESH. The topic were provided and students were asked to write descriptive texts about the topic. There were five aspects to be tested for evaluating the students' writing descriptive text such as content, grammar, organization, vocabulary and mechanics. The pre-test was conducted within 40 minutes.

2. **Post-test**

   The post-test was conducted in the last meeting. Similar with the pre-test, the test in the post-test was in written form. The post-test was given to find out the students' score after doing treatments using FRESH. The topic was provided and students were asked to write descriptive texts about the topic. There were five aspects to be tested for evaluating the students' writing descriptive text such as content, grammar, organization, vocabulary and mechanics. The post-test was conducted within 40 minutes. Typically, the purpose of this test was to investigate the students' writing achievement by comparing the results of the pre-test and post-test.

3.6 Research Procedure

The procedures of the research were as follows:

1. Determining Population and Sample

    The researcher chose the first grade students of SMP Negeri 32 Kota Bekasi as the population. Then, one class of the first grade students, VII A, was chosen randomly as the sample of the research.

2. Selecting Material

    In selecting the material, the researcher referred to the syllabus which was based on the 2013 curriculum, exactly in KD 3.7 and 4.7 in which it was stated that descriptive text was the text should be learned in the second semester of the first grade.

3. Conducting the pre-test

    The pre-test was given before treatment. In this step, the students were asked to compose the descriptive text with the topic given. The time was about 40 minutes for this test.

4. Giving the treatment using FRESH

    In this step, the researcher explained the procedure in writing descriptive text by using FRESH. The treatment was done in 3 meeting which took 40 minutes for every meeting.

5. Conducting the post-test

    In order to find out the progress of students' writing achievement in descriptive text because of using FRESH, the post-test was conducted after giving the treatments. The test was in written form. The students were asked to make descriptive text based on the topic which has been given. The time was about 40 minutes for this test.

6. Scoring the students' writing

Scoring the students' writing was done after conducting the post-test. In this step, the researcher gave the score based on the five aspects of writing. The five aspects were content, organization, vocabulary, grammar, and mechanic.

7. Analyzing the data

After scoring the pre-test and the post-test, the data was analyzed by using SPSS program. It was used to find out the means of pretest and posttest and how significant the improvement was. To determine which aspect of writing the most, the data was analyzed by using SPSS program by comparing the means of the pretest and posttest in each aspect of writing.

3.7 Scoring System

In evaluating the students' writing scores, the researcher analyzed the result of the students' writing in the pretest and post-test to make sure that the treatment give an impact or improvement to the students' writing ability. There were five aspects to be tested for evaluating in students' descriptive text. They were content, organization, grammar, vocabulary, and mechanics.

The criteria of the scoring system were based on the rating sheet from (Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey, 1981).

(For the table of scoring criteria can be seen in the appendix 5)

3.8 Validity and Reliability

In this section, there are two parts are discussed further. They are validity and reliability.

3.8.1 Validity

Validity is a matter of relevance. It means measuring an assessment instrument of the research whether the assessment instrument is valid and consistent with the result of the research. For the validity of the instrument in the form of a test, it might comply construct validity and content validity (Sugiyono, 2013).

a. Construct Validity

Construct validity is required for test instruments that have several indicators to measure one aspect or construct. The instrument is constructed with aspects to be measured based on certain theory. Since this research applied a writing test, the instrument must really test the students' ability in writing paragraphs and the test was measured by certain aspects based on indicators. In this study, the research instrument or written test referred to the writing aspect theory proposed by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey (1981) to assess the writing test. These aspects were content, organization, grammar, vocabulary, and mechanics. Thus, the test instrument had met the criteria for construct validity.

b. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. The instrument that must have content validity is an instrument in the form of a test that is often used to measure learning achievement and measure the effectiveness of program implementation and objectives. In the content validity, the material was given suitable with the curriculum. Furthermore, this study used the descriptive text writing test that was supposed to be comprehended by the first grade students of junior high school. The tests were considered valid since the tests and also material used were chosen based on 2013 English curriculum for first-grades students of junior high school.

3.8.2 Reliability

Reliability of the test can be defined as the extent to which a test produces consistent result when it administers under similar conditions (Hatch and Farhady (1982). In this research, in order to find the reliability of the data, inter-ratter reliability was used. Inter-rater reliability was used when the scores of the test was independently estimated by two or more judges or raters. Furthermore, it was used to ensure the consistency of measurement and to avoid the subjectivity of the research. In this research, the first rater was the researcher and the second rater was the English teacher of SMP Negeri 32 Kota Bekasi. So, it is important to make sure that both of the raters to use the same criteria for scoring the students' writing skill test.

To measure how reliable the scoring is, this study will use *Spearman rank-order correlation* with the formula:

$$P = 1 - \frac{6 \cdot \Sigma d^2}{N(N^2 - 1)}$$

P : Coefficient of rank order
d   : Difference of rank correlation
N   : Number of students
1-6   : Constant number

(Hatch & Farhady, 1982)

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability proposed by (Arikunto, 1998), as follows:

1. A very low reliability   ranges from 0.00 to 0.19

2. A low reliability   ranges from 0.20 to 0.39

3. An average reliability   ranges from 0.40 to 0.59

4. A high reliability   ranges from 0.60 to 0.79

5. A very high reliability   ranges from 0.80 to 1.00

After calculating the data, the results of reliability of the tests could be seen in the following table:

Table 3.1 Reliability of raters (pre-test)

Correlation	Number of Items
.892**	2

Table 3.2 Reliability of raters (post-test)

Correlation	Number of Items
.892**	2

The result of reliability of the pretest was 0.892. Meanwhile the inter-rater reliability of the post-test was 0.892. This indicates that the students' score in both pre-test and post-test had very high reliability.

3.9 Data Analysis

In order to get the result of the first research question, the data was analyzed by using some steps as follows:

1. Scoring the pre-test and post-test

2. Finding the means of the pre-test and post-test using this formula:

$$Md \quad = \quad \frac{\Sigma d}{N}$$

Md   : Mean score (Average)

Σd : The total of the students' scores

N   : The total number of the students

3. Drawing the conclusion by comparing the means of the pre-test and post-test.

In order to get the result of the second research question, the data was analyzed by using some steps as follows:

1. Finding the means of pretest and posttest in each aspect of writing.

2. Analyzing the statistically improvement in each aspect of writing by comparing the means of the pretest and posttest in each aspect of writing.

> N Gain = Mean Score Posttest – Mean Score of Pretest
>
> Score Ideal – Mean Score Pretest

3. Drawing conclusion by comparing N-gain score in each aspect of writing.

In this research, means showed whether the treatments were successfully done or not. If the mean score was high, it means that the treatment was done successful.

3.10 Data Treatment

This research was intended to find out whether the data were normally distributed or not by using normality test SPSS 25.0. Shapiro-Wilk Formula was used by the researcher to analyze the normality of the data.

The hypotheses of the normality test are:

H0: The distribution of the data is normal

H1: The distribution of the data is not normal.

The level on the significance used is 0.05. H0 is accepted if the result of the normality test is higher than 0.05 (sign > 0.05). To find out whether the data is normally distributed or not, normality test was used as follows:

Table 3.3. Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.087	29	.200[*]	.967	29	.488
Posttest	.103	29	.200[*]	.957	29	.270
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

From Table 3.4., it can be seen that the value of normality test in pretest (0.488) and the value of normality test in posttest (0.270) were higher than 0.05. It could be concluded that H0 was accepted and H1 was rejected. In other words, the data of pretest and posttest were distributed normally.

3.11 Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. To measure the improvement, the researcher compared the result of the pre-test and post-test. There were two hypothesis in this research, the first hypothesis was statically tested and the second hypothesis was statically tested.

The hypothesis were as follows:

H0 There is no significant improvement of students' writing achievement of descriptive text after the implementation of FRESH.

H1 There is significant improvement of students' writing achievement of descriptive text after the implementation of FRESH.

H0 There is no aspect of writing improves the most because of using FRESH.

H1 Organization is aspect of writing improves the most because of using FRESH.

The criteria are H0 (null hypothesis) is accepted if the alpha level is higher than 0.05 ($\alpha > 0.05$).

The criteria H1 is accepted if the alpha level is lower than 0.05 ($\alpha < 0.05$).

Those are the methods of research which use in this study, such as research design, variables, population and sample, research instrument, data collecting technique, research procedure, scoring system, validity and reliability, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter consists of conclusion of the research findings and suggestions for English teachers who want to use FRESH as a technique in teaching writing to improve students' writing achievement and for those who want to conduct similar research.

5.1 Conclusion

Based on the result of the research, there is a significant improvement on students' writing achievement of descriptive text after the implementation of FRESH. It is because of the teaching learning activity. During the learning activity, the students were interested, active and also enthusiastic. The researcher found that FRESH helped students in generating and organizing ideas through each letter of the acronym of the FRESH. The technique could make the students become creative in obtaining ideas. Thus, it can be claimed that the treatments using FRESH as teaching writing technique successfully can improve the students' writing achievement, especially in descriptive text.

The organization has the highest score than other aspect. It is because it is easy for students to do writing since they can organize and arrange ideas step by step from the topic they choose by using every letter of FRESH as a guidance to get a complete clear text according to its generic structure. The lowest score is Mechanic. This happens because the students sometimes did not pay attention in the using of mechanic.

5.2   Suggestions

In reference to the conclusion above, the researcher would like to recommend some suggestions as follows:

1. **Suggestions for English Teachers**
    a. English teachers are suggested to use FRESH as a technique in teaching writing, since by using FRESH, the researcher found that the students are able to generate and organize ideas related to the topic to the coherent paragraph. Also, the activities in the classroom will be more fun and the students become more enthusiastic in learning writing.
    b. English teachers are suggested to use media, such as: videos, posters, pictures, and songs, while in treatment using FRESH. It is because the students are more encouraged when the teacher uses media in teaching learning activity. Also, the situation in the classroom becomes not boring.
    c. According to the result of the study, the aspect with the lowest improvement is mechanic. The English teachers are suggested to teach the students more about mechanic, so the students can know how to use the mechanic also the students' writing will be better if the use of mechanic is in accordance with the sentence structure and not ambiguous.
    d. English teachers are suggested to make the students in the small groups to help the students to share ideas and help other friend in understanding learning using the acronym FRESH.

2. **Suggestions for Further Researchers**
    a. This study was conducted in the Junior high school level. Therefore, the further researchers can try to find out the effect of using FRESH in different level such as senior high school level. This is because when doing research in junior high school, several obstacles were found and if it is implemented in senior high school, there may be some obstacles that can also occur in writing and could be overcome by FRESH.

b. Further researcher can try to apply FRESH with another kind text besides descriptive text, for the example: report text, recount text, hortatory text, etc.

This final chapter has presented the conclusion of the research findings and suggestions for English teachers and other researchers who are interested in conducting future research or in teaching writing in the same field.

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