

**THE IMPLEMENTATION OF FRESH TECHNIQUE TO IMPROVE
STUDENTS' WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT AT THE
FIRST GRADE OF MTSS DARUL HUFFAZ**

(Undergraduate Thesis)

By

Ratu Mutiara Amanah

2013042059



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2024**

ABSTRACT

THE IMPLEMENTATION OF FRESH TECHNIQUE TO IMPROVE STUDENTS' WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT AT THE FIRST GRADE OF MTSS DARUL HUFFAZH

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Ratu Mutiara Amanah

This research aimed to determine the increase students' writing achievement of descriptive text after the students were taught by FRESH technique. The research was conducted at the first-grade students of MTsS Darul Huffaz in the academic year 2023/2024. The sample of this research was VII A, which consist of 18 students. This research used one group pretest and posttest design. The data were collected through a writing test in the form of pretest and posttest, then analyzed by using paired sample t-test at the significant level of 0.05. The result showed a significant difference in students' writing achievement after the implementation FRESH technique; indicated by the mean scores of the pretest and the posttest. The score improved from 65.28 to 75.56. It means that the students' mean score improved by 10.28. The result of the t-value was higher than the t-table ($9.108 > 2.110$), and the value of two-tailed significance was $0.000 < 0.05$. Therefore, it can be concluded that teaching descriptive text through the FRESH technique could improve students' writing achievement.

Keywords: *FRESH technique, Teaching, Writing, Descriptive text*

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**Submitted in a Partial Fulfillment of
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In

**The Language and Arts Education Department
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

2024

Research Title : **THE IMPLEMENTATION OF FRESH
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DARUL HUFFAZ**

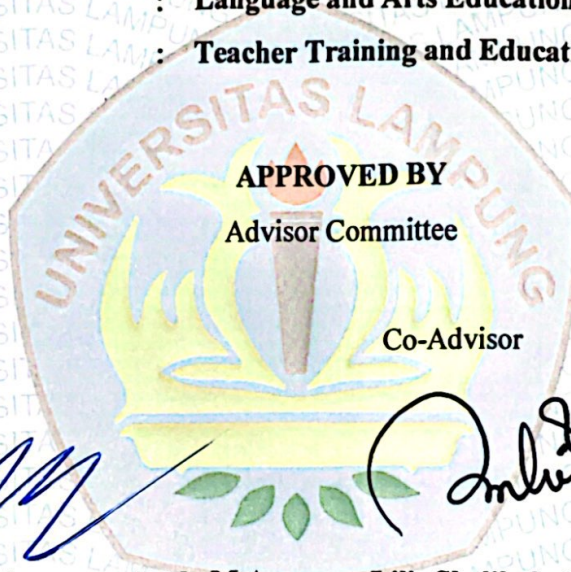
Students' Name : **Ratu Mutiara Amanah**

Students' Number : **2013042059**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



APPROVED BY
Advisor Committee

Advisor

Co-Advisor

Dr. Budi Kadaryanto, S.Pd., M.A.
NIP 19810326 200501 1 002

Lilis Sholihah, S.Pd., M.Pd.
NIP 19860505 201903 2 022

The Chairperson of

The Department of Language and Arts Education

Dr. Sumarti, M.Hum.
NIP 19700318 199403 2 002

ADMITTED BY

1. Examination Committee

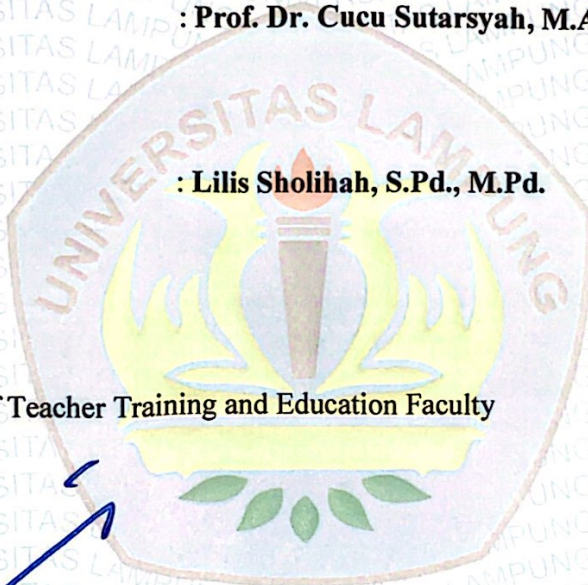
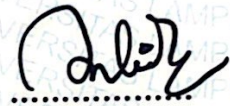
Chief Examiner : Dr. Budi Kadaryanto, S.Pd., M.A.



Examiner : Prof. Dr. Cucu Sutarsyah, M.A



Secretary : Lilis Sholihah, S.Pd., M.Pd.



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Sunyono, M.Si.

NIP 19651230 199111 1 001

Graduated on: July 4th 2024

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Ratu Mutiara Amanah
NPM : 201302059
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Implementation of FRESH Technique to Improve Students'
Writing Achievement in Descriptive Text at the First Grade of
MTsS Darul Huffaz

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

Bandar Lampung, 10 Juli 2024

Yang membuat pernyataan,



Ratu Mutiara Amanah

2013042059

CURRICULUM VITAE

Ratu Mutiara Amanah was born in Pringsewu on October 3rd 2001. She is the second daughter of (Alm) Tb. Sofiyani Asyarie and Lana Restuni. Her beloved siblings, Ratu Farisa Fatonah and Muhammad Ikhsan Arrafi.

She started her study at kindergarten of Aisiyah Bustanul Atfal. Then, she continued her study at SD Negeri 1 Banding Agung, Tanggamus. After she graduated in 2013, she went to Darul huffaz Islamic Boarding School and graduated in 2016. Then, she continued her study there at MAS Darul Huffaz and graduated in 2019.

The next year, she successfully passed SBMPTN and was accepted at English Education Study Program of Lampung University. Besides doing her regular activity as an undergraduate, she actively participated in three organizations; Society of English Education Department Students (SEEDS), Himpunan Mahasiswa Jurusan Pendidikan Bahasa dan Seni (HMJPBS), and English Society Unila (ESo) by taking important role as Treasurer, Head of Finance, and Member of Public Relations. In her third year, she joined Kampus Mengajar held by the Ministry of Education, Culture, Research, and Technology.

DEDICATION

My deepest dedication goes to:

My beloved parents – (Alm) Tb. Sofiyani Asyarie and Lana Restuni

My siblings – Ratu Farisa Fatonah and Ikhsan Arrafi

My Bukhori Arief Family and Tb. Asyarie Family

My friends in English Department 2020

MOTTO

“So remember Me and I will remember you”

(Surah Baqarah: 152)

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Praise is only to Allah SWT, Almighty God, for blessing the writer with healthy and ability to complete this script. The script entitled “The Implementation of FRESH technique to Improve Students’ Writing Achievement in Descriptive Text at The First Grade of MTsS Darul Huffaz” has been submitted to the Department of Language and Arts Education, Faculty of Teacher Training and Education, Lampung University as a partial fulfillment of the requirements for S-1 degree. Among many individuals who have generously offered suggestions to improve this script, the writer would first like to express my heartfelt thanks and respect to the following:

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Finally, the writer believes that her writing still needs improvement. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. The writer hopes this research will positively contribute to educational development, readers, and those who want to conduct further research.

Bandar Lampung, 24 June 2024

The Writer

Ratu Mutiara Amanah

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I. INTRODUCTION

This chapter provide a brief description of whole contents of the research including background, research question, objectives of the research, the uses of the research, scope of the research and definition of key terms.

1.1 Background of the Research

English is known all over the world as an international language. People cannot deny it because many countries use and learn the language. In Indonesia, English is one of the lesson that are taught starting from elementary school, junior high school, senior high school, even up to university level (Situmorang & Manurung, 2020). In learning English, students need to master all skills, such as speaking, listening, reading, and writing.

Writing is one of the skills that students must possess when learning English. Not only to facilitate written communication, but also used unconsciously in daily activities such as doing assignments, exercises, and written exams (Kristiana et al, 2021). Brown (2001) states that written products are the result of thinking, drafting, and revising, which require specialized skills to generate ideas, organize them coherently, discourse markers and rhetorical conventions coherently into a written text, revise a text for more precise meaning, edit a text for appropriate grammar and produce a final product.

According to the Educational Unit Curriculum (K13), English is one of the language skills that junior high school students should master. In writing skills, the competence that students should master is to develop and produce written short functional text in descriptive, recount, procedure, and narrative. They should be

able to produce short spoken and written text. Writing is essential in English teaching and learning in this curriculum.

Writing is one of the skills that should be mastered, but many students believe writing is challenging to learn (Hadfield & Hadfield, 2008). Students consider writing in English difficult because they worry about using punctuation, spelling, pronunciation, grammar, vocabulary, structure, and other factors that influence it (Irine & Misrita, 2020). This means that writing is an essential but challenging skill, especially for students.

In reality, there are many students have low motivation in writing. According to Huy (2015) students think that writing is an inevitable failure for some reasons. First, good writing is sometimes they believe they will never be able to achieve, because it involves the ability to think and to develop idea. Second, the lack of awareness of the importance of writing skill makes students think that writing is less important. Last, the students lack of time to study. The time for learning writing skill is not enough for them to improve their ability. In similar study, Alisha et al (2019) indicates that students have problems in when they try to construct a paragraph or text. They have difficulties in organizing the ideas and making sentences related to the topic. The students needed a long time to think of writing something into a paragraph.

The researcher interviewed the teacher about the writing learning process in the class at MTsS Darul Huffaz. The teacher said the students felt lazy and less motivated to learn writing. Another problem was related to the method. The researcher found that the teacher did not provide an exciting method for teaching writing. In addition, it did not help the students learn English, especially in writing.

Accordingly, to solve those problem, the process of learning writing should be meaningful. If students learn a language through meaningful interactions, they will acquire the target language naturally and they will have longer term memory of the things they have learnt (Hutabarat, 2016). In order to make the students motivated and enjoyable in learning, the teacher should use appropriate teaching method or

technique. One of the technique that can be applied in teaching writing is FRESH technique.

Faisal and Suwandita (2013), the FRESH technique is a technique that can help students write descriptive text, especially in organizing their ideas. The FRESH technique is the new one for generating ideas to write descriptive text in which each letter of the acronym has meaning. F stands for "Fact" in this study, which means identifying the object, or it can be called a general description of the object. R stands for "Reason." It means a supporting idea that strengthens the fact. E stands for "Elaboration". Elaboration means the explanation of the reason. SH stands for "Shift," which means decision or conclusion. It is the conclusion of the information before.

Starting from the problem, the researcher tries to see an improvement in students' writing achievement of descriptive text using the FRESH technique. The previous study by Faisal and Suwandita (2013) analyzed the use of FRESH technique in teaching writing. They stated that after FRESH technique was implemented, there were better progress experienced by the students in the class. This technique made the students easier to express their feelings, ideas, or opinions about the object that they described. Another research was done by Achmad et al. (2019), they found a significant effect of using FRESH technique on students' writing achievement in senior high school in Banda Aceh. Ria and Novtapianti (2019) the result indicated that there is an improvement in the students' ability to write descriptive text by using FRESH technique.

Within this context, this research focuses to investigate the students' writing achievement in descriptive text through FRESH technique. Therefore, the research question was chosen because the researcher wants to see the difference before and after the treatment.

1.2 Research Question

Dealing with the issues presented in the background, this study is intended to answer the following research question:

1. Is there any significant difference in students' writing achievement after the implementation of FRESH technique?

1.3 Objective of the Research

Regarding the problems above, this research intended to find out the following purposes:

1. To find out whether there is a significant difference in students' writing achievement after the implementation of FRESH technique.

1.4 The Uses of the Research

The uses of this research are:

1. Theoretically

This study theoretically aims to introduce techniques for improving students' writing skills. The research findings will also enrich the previous theories and research findings about teaching techniques, especially for teaching writing. Furthermore, this research can be a reference for someone looking for material related to improving students' writing achievement through the FRESH technique.

2. Practically

The result of the research can be used as a reference for English teachers or students in teaching or learning writing. This research is expected to provide specific procedures for improving students' writing achievement using the FRESH technique. Moreover, this study is expected to stimulate and help students to improve their writing skill in descriptive text.

1.5 Scope of the Research

This research is conducted using the quantitative method. It focuses on implementing the FRESH technique to improve students' writing achievement in descriptive text. The subject of the study is one class consisting of 18 students from first grade of MTsS Darul Huffaz Lampung.

1.6 Definition of Terms

In this research, some terms mostly appeared in the explanation of each chapter. Those terms are dealing with the core of this research, such as:

- Writing

Writing is a process of expressing ideas or thought in the form of written words which will provide information for those who read them (Damayanti, 2022).

- Teaching Writing

Teaching students how to develop ideas and how to make improvements in the drafts in order to produce readable and understandable text for the readers (Azizah, 2013).

- Descriptive Text

Descriptive text is a text which is intended to describe a particular person, place, or thing. The schematic structure of descriptive text is divided into two: Identification and Description (Siahaan, 2013).

- FRESH technique

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

II. LITERATURE REVIEW

This chapter discusses some related topics that will stress the implementation of this research. It deals with the definition of writing, aspects of writing, writing process, writing achievement, teaching writing, descriptive text, FRESH technique, advantages and disadvantages of using the FRESH technique, the procedure of teaching writing using FRESH technique, previous studies, and hypotheses.

2.1 Previous Studies

There are several previous studies related to using FRESH technique in teaching writing. The following paragraphs will discuss some studies that focus on using FRESH technique in teaching writing.

Faisal and Suwandita (2013) stated that after FRESH technique was implemented, the students in the class made better progress. This technique made the students easier to express their feelings, ideas, or opinions about the object that they described. It can be concluded that the FRESH technique effectively teaches descriptive paragraphs to the tenth-grade students at Madrasah Aliyah in Purwokerto.

In addition, Achmad et al. (2019), found a significant effect of using FRESH technique on students' writing achievement in senior high school in Banda Aceh. The most significant improvement came from the organization and content aspects. Vocabulary, grammar, and mechanics were improved, but less than the abovementioned aspects. Ria and Novtapianti (2019), showed that the researchers used an experimental method using a quasi-experimental design for the two groups

of students, the experimental group and the control group. FRESH proved to be an effective technique to help the students improve their writing achievement.

Somsai and Buttapeng (2022) the result showed that the descriptive writing competence of students majoring in English at the Rajamangala University of Technology Isan Sakon Nakhon Campus (RMUTI SKC) improved after they were taught using the FRESH technique. Moreover, FRESH can be an alternative technique to help students organize ideas and write meaningful sensory descriptive paragraphs.

Based on the previous studies above, the researcher aims to evaluate students' writing performance after implementing the FRESH technique by examining at the improvement in students' writing. The difference between previous studies and this research is that the researcher tries to conduct research using the one-group pretest-posttest design and focuses on junior high school students.

2.2 Definition of Writing

In learning English, four skills should be mastered: speaking, listening, reading, and writing. Writing is one of the essential skills that students have to develop because it is important for the academic context, business, and relationships with others. In the academic context, students need to develop this skill. 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 that writing is the process of inventing an enticing idea, expressing the ideas with words and sentences, and organizing ideas in the paragraph to make it a good arrangement for readers to understand. Writing is transferring thoughts into words by producing ideas and arranging them logically. Ghaith (2002) states that writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete. In other words, the writers must deliver their ideas clearly to ensure readers understand the meaning.

Writing needs some processes of thinking. Students need to gather ideas to write a good story or paragraph. Spratt et al. (2005) describe that the nature of writing has several stages, such as brainstorming, making notes, planning, writing a draft, editing, producing another draft, and proofreading or editing again. Those stages can help the students in the writing process. In addition, Brown (2001) states, "The one major theme in pedagogical research on writing is the nature of the composing process of writing." Writing is a complex process. That is all because before the writer transforms the information to the readers, they should arrange their idea into words and arrange it into good sequences so the reader will understand easily.

According to several experts' definitions above, writing is a complex process of not only writing about what the writer wants to tell but also writing about how the writer can deliver information through the right words in order to express their idea about something without missing or reducing the sense.

2.3 Aspects of Writing

The students should give much attention to some aspects of writing. According to Jacobs et al. (1981), writing has five aspects. They are:

1) Content

Content refers to the substance of writing, the experience of the main idea from a group of related statements that a writer presents as a unit in developing the subject. The content paragraph conveys ideas rather than fulfilling the special function of transition, restatement, and emphasis.

2) Organization

This aspect refers to the logical organization of the content (coherence). It is related to the sentences that are logically arranged so that the paragraph flows smoothly.

3) 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 as clearly and directly as possible. As a general rule, his primary goal should be

clarity. Rather than skewing or blurring his meaning, he chooses words that communicate it exactly.

4) Grammar

Grammar refers to the correct form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out the logical relationship in paragraph writing.

5) Mechanic

Mechanic refers to the use of the graphic convention of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of the structure and some others related to one another.

Thus, content, organization, vocabulary, language use, and mechanics exist. All the aspects above should be covered so the intended readers can follow during the writing process. In this research, the writer applies the aspects of writing by Jacobs et al. (1981) in evaluating the students' writing scores because it provides a well-defined standard.

2.4 Writing Process

Writing ability needs to be processed. The writing process must be done step by step. It needs more exercise. Writing is a long and often painful process that emerges through successive drafts. It takes several steps to produce perfect writing that the reader can understand. According to Harmer (2004), the writing process has four main elements. The process of writing consists of:

1) Planning

In this first step, the students list ideas related to the topic. They plan what they are going to write in the first draft. In this step, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for, and the content structure to sequence the facts, ideas, or arguments.

2) Drafting

After the students have a list of ideas related to the topic, it is the stage for them to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3) Editing

In this stage, students should rewrite their first draft after finishing it. The purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback from peers and teachers. The feedback will help students to revise their writing. The revision shows what has been written. It means that this step is important to check the text's coherence and to stimulate further ideas. Not only that, but it also encourages students to find and correct their mistakes in writing.

4) Final Version

In this last stage, the students rewrite their draft after revising with peers and teachers. Since they have done the editing process before, the students have good written text in the final product.

In conclusion, it is known that the writing process consists of four steps: planning, drafting, editing, and final version.

2.5 Writing Achievement

According to Esra and Ernidawati (2013), writing achievement is about accomplishing the goals of teaching and learning writing, primarily through effort, skill, courage, etc. It can be observed by seeing the students' writing ability. Thus, writing achievement is the result of students' writing to know how successful the students have been in achieving writing and beneficial in students' improvement and cognitive change.

Writing achievement is the result that students get after learning English as a subject matter for a period of time. In this study, writing achievement is the result of the students after doing the writing test. Therefore, achievement is important in the

learning process because the teacher knows about students' abilities in the learning process.

2.6 Teaching Writing

Teaching writing is an activity to engage students how to express and share their ideas, feelings, and opinions in written forms. Teaching writing is not only giving a topic, asking the students to write, and correcting the students' tasks but it also means teaching students how to develop ideas and how to make improvements in the drafts in order to produce readable and understandable text for the readers (Azizah, 2013). In other words, the teacher's role in class greatly influences students' writing ability. Therefore, teachers should use purposeful and meaningful teaching strategies to help students develop their writing ability.

Teaching is the process in transferring knowledge to students. In line with this idea, Pratama (2012) stated that teaching consists of activities (techniques and exercises) related to information delivery. It means that teaching is a process of transferring information or knowledge from teacher to the students using various techniques and exercises. Based on the definitions above, the researcher can elaborate that teaching is a classroom activity where the teacher transfers new knowledge to students.

2.7 Descriptive text

Descriptive text is a text which is intended to describe a particular person, place, or thing. The schematic structure of descriptive text is divided into two: Identification and Description (Siahaan, 2013).

In writing a good descriptive text, the students need to explain the object clearly. Gaith (2002) asserts that descriptive text portrays of people, places, things, moments and theories with enough vivid detail to help the writer create a mental picture of what is being written about.

2.7.1 Generic Structure of Descriptive Text

According to Djuharie (2010), the generic structure of descriptive text are:

1) Identification

Identification introduces of the subject described. It contains objects' name, place, or general information about the topic. It can be called general description of the subject.

2) Description

Description is the part that details information about the subject, such as characteristics, attitudes, appearances, personality, qualities, or habits of the person, animal, thing, place, etc.

2.7.2 Language Features of Descriptive Text

Wardiman, Jahur, and Djusma (2008) state that language features consist of grammatical features. According to Nafisah & Kurniawan (2007) in Anggun (2016) state that a descriptive text employs the following linguistic features:

1) Specific participants.

Specific participant has a certain object, it is not common and unique (only one). Focus on specific participant as the main character.

2) Simple present tense.

Simple present tense is used to state facts, activities, or repetitive activities. This tense is usually used in descriptive text.

3) Adjectives.

Use adjectives to add information to nouns and add information to verbs to provide more detailed description about the topic.

4) Action verbs.

Action verb is used to give additional descriptions regarding actions done by the participants in the text.

2.8 FRESH Technique

According Faisal and Suwandita (2013) stated that the FRESH technique is an acronym in which each letter has meaning. They are:

- 1) "F" stands for "Fact".

It means facts related to the topic that will be described and developed in descriptive text. This includes identification of the object, which can be called a general description of the object.

- 2) "R" stands for "Reason".

It means a supporting idea that strengthens the fact that the students have written before. Moreover, the reason can be a sense of impression.

- 3) "E" stands for "Elaboration."

Elaboration means explaining the reason in detail. The students should elaborate on the reason in detail.

- 4) "SH" stands for "Shift".

It means decision or conclusion. The students have to conclude all of the details at the end of the text.

The FRESH technique guides the students through a descriptive paragraph with the idea of each letter. The steps provided by this technique can help them write descriptive text easily. It takes the students to their imagination. Through their imagination, the students are more creative in obtaining ideas.

Through the FRESH technique, students can determine what should be written first and next to get a good descriptive text. Furthermore, the students will be capable of using more new vocabulary in developing their paragraphs because they will try to find suitable vocabulary for their ideas in each element of FRESH. Throughout the elements of FRESH, the students will be capable of mastering how to write a descriptive paragraph.

In conclusion, FRESH is a technique that can help students in writing, especially in generating and organizing ideas through each letter of the acronym and its meaning.

FRESH stands for fact, reason, elaboration, and shift. Each letter in FRESH will help the students to make a good text.

2.9 Advantages and Disadvantages of Using FRESH Technique

Faisal and Suwandita (2013) state that the FRESH technique has several advantages and disadvantages for students' writing skills. 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 helps the students to participate or interact actively.
4. FRESH helps students learn by creating a learning atmosphere full of encouragement and fun in the classroom.

- **Disadvantage of Using FRESH**

Besides its advantages, FRESH also has disadvantages. Specifically, a teacher who did not prepare lesson plans properly would be time-consuming. In other words, this technique takes much time when the process does not run well. For this reason, the researcher assumes that teachers must be able to manage time, including creating lesson plans to facilitate more structured learning.

2.10 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. According to Faisal (2010) in Faisal and Suwandita (2013), the step of using FRESH in learning strategy are as follow:

- 1) The teacher gives the topic “Describe your pet.” The teacher gives the students time to think and develop the story 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 example, the title is “My Adorable Cat”: “I have a cat at home. Its name is Kean. It is a regular house cat.”
 - The teacher guides the students to write reason for the topic (Reason). Then, that fact is strengthened by one or more reasons: “I like my cat because it is an adorable cat.”
 - The teacher invites the students to elaborate on the drafts they have made in detail so readers can clearly describe them (Elaboration). For example: “The fur is beautiful. It is orange with white and black spots. It is soft, so I like to cuddle it. The eyes are so bright. Those are white and black with yellow in the middle.”
 - The teacher asks to conclude all ideas described (Shift). For example: “Those features make me love it so much. Of course, I will take care of it well.”
 - From those sentences, it will be a good descriptive paragraph: “I have a cat at home. Its name is Kean. It is a regular house cat. I like my cat because it is an adorable cat. The fur is beautiful. It is orange with white and black spots. It is soft, so I like to cuddle it. The eyes are so bright. Those are white and black with yellow in the middle. Those features make me love it so much. Of course, I will take care of it well.”
- 3) The teacher tells the students to exchange their work with the pair 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 friends. (Editing)
- 4) The teacher asks the students to revise and re-write the descriptive text that their pair corrected to a better version. (Final Version)

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

2.11 Theoretical Assumption

There are several methods and techniques for teaching English as a foreign language. Teachers in Indonesia use many methods to teach writing, especially English, in language classes. Due to the complex nature of writing, teachers can find it challenging to teach students to write in a language with which their students are not familiar.

Some students do not like writing because they lack motivation and do not know how to express their ideas. Because of those problems, they find it difficult to organize their ideas in writing. They also have problems connecting sentences in order to make them related and good writing.

To solve all those problems that the students face, the researcher thinks that the FRESH technique can be an effective technique in teaching writing. This technique can help students stimulate their ideas and develop them into a paragraph. Moreover, the students will be able to create descriptive text in an organized and logical structure.

Based on the some benefits of FRESH technique above, the researcher believes that there is an improvement in students' descriptive text. By using FRESH technique, the students will know how to organize their ideas in writing. It will help them to produce a text; write their idea into sentences to make the text coherent and unity, therefore the content of the text will be improved.

2.12 Hypothesis

In quantitative research, it is needed to compose the hypothesis based on the problem formulated in the first chapter. According to the problem that was found out in the first chapter, the hypothesis which was proposed in this research is concerned with: There is a significant difference in students' writing achievement after the implementation of FRESH technique.

Thus, the theories discussed in this chapter are the definition of writing, aspects of writing, writing process, teaching writing, descriptive text, FRESH technique, advantages and disadvantages, procedure of teaching writing using FRESH technique, theoretical assumption, and hypothesis.

III. METHODOLOGY

This chapter discussed the following topics: the research design, variable of the study, instruments of data collection, data analysis technique, data collection technique, research procedures, scoring system, validity and reliability of the research, and hypothetical thesis.

3.1 Research Design

The researcher conducted quantitative research using one group pretest-posttest design. This design was used to answer the research question: Is there any significant difference in students' writing skills after using the FRESH technique? In this design, there are pretest before being given a treatment and posttest after being given a treatment. The research design as follows:

T1 X T2

T1 refers to the pretest that is given before the researcher teaches through the FRESH technique to measure the students' achievement before treatment.

X refers to the treatments given by the researcher through the FRESH technique to improve students' writing.

T2 refers to the posttest that is given after implementing the FRESH technique and to measure how far the students improve after getting the treatment (Setiyadi, 2018).

3.2 Population and Sample

Setiyadi (2018) stated that all individuals who become the target of the research are mentioned as a population, while other individuals who give the data are mentioned as a sample. The population of this research was all students in the first grade of MTsS Darul Huffaz. The researcher selected the sample by using cluster random sampling. These clusters were randomly selected, and all individuals within the selected clusters were included in the sample. The sample of this research was VII A: there were 18 students. It was applied based on the consideration that students of the population have the same chance to choose and to avoid subjectivity in the research.

3.3 Data Collecting Technique

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

1. Pretest

The pretest was aimed to know the students' writing achievement before the treatments carried out. The pretest was a writing test. For the writing test, the students were asked to write a short descriptive text. It was conducted in 45 minutes.

2. Posttest

The post-test was given after the researcher conducted the treatment of FRESH technique in the class. It aimed to assess the students' improvement in writing a simple descriptive text. The test had the same form as the pretest, in which the students created a short descriptive text. It was conducted in 45 minutes.

3.4 Instrument

The instrument is a tool for collecting data that should be valid and reliable. The instrument to collect the data in this research was a test. The data is in the form of

students' achievement on writing tests. The test was used to measure students' ability to write descriptive text. The test was conducted twice, before and after treatments (pretest-posttest). The pretest was used to see the students' achievement in writing descriptive text before the researcher gave treatment, and the posttest was used to see students' achievement in writing descriptive text after treatment. To assess students writing, the researcher set up an analytic scoring rubric that includes the criteria which cover Content, Organization, Vocabulary, Grammar, and Mechanics.

3.5 Research Procedures

The researcher used procedure of conducting the research as follow:

1. Determining population and sample.
The population was the first-grade students of MTsS Darul Huffaz. The researcher took 18 sample students from VII A class.
2. Selecting and arranging the materials to be taught as a pretest.
The researcher chose the material based on the syllabus. The topic was about describing person.
3. Preparing and conducting the pretest
The researcher prepared the pretest that was given before the treatment and after that gave it to the class.
4. Conducting the treatment
The treatments were conducted in three meetings. The researcher used the FRESH technique to explain the procedure for writing descriptive text. Then, the students were asked by the teacher to make a descriptive text in which the topic was about describing a person.
5. Administering the posttest
The posttest was done after the treatments. This posttest was similar to the pretest. The researcher was going to ask the students to write a short descriptive text in which the topic was about describing a person.

6. Analyzing the data

After scoring the pretest and posttest, the researcher analyzed the data using the SPSS software program. After that, the researcher analyzed it by comparing the two scores.

7. Interpreting the report findings

In last step, the researcher made a report of the students' scores. And, finally the researcher made a conclusion.

3.6 Scoring System

For giving students' scores, the following criteria were used (adapted from The criteria of scoring system based on the rating sheet from Jacob et al. (1981). There five aspects:

- Content: the substance of the writing, the idea expressed (30)
 - Organization: the organization of content (20)
 - Grammar: the employment of grammatical form (25)
 - Vocabulary: the selection of words that are suitable for the content (20)
 - Mechanics: the conventional device used to clarify the meaning (5)
- (See Appendix 5)

3.7 Validity and Reliability

Before conducting the research, the instrument should be checked based on the validity and reliability criteria. The two parts of criteria will be discussed further in this section.

3.7.1 Validity

Validity means a measuring tool that measure what is supposed to be measured (Setiyadi, 2018). Fraenkel and Wallen (2009) in Akib and Najib (2015) give addition that validity is the most important idea to consider when preparing or selecting an instrument for use. The drawing of correct conclusions based on the

data obtained from an assessment is what validity is all about. This study tests the instrument using content, and construct validity.

a. Content validity

Content validity refers to whether the test items or task being tested have represented what has to be tested (Nurweni, 2019). In this case, the content of the test refers to the 2013 Curriculum, and it is mentioned that the first grade of Junior High School is expected to comprehend the material of the descriptive text. This research used descriptive text as the content of items in testing. It is suitable for first-grade students at MTsS Darul Huffaz. Moreover, the tests given to the students were made based on the competences 3.7 and 4.7 in the syllabus (See Appendix 3).

b. Construct validity

Construct validity refers to whether test items or tasks have been written based on the theory of what is being tested (Nurweni, 2019). Construct validity refers to how the items on an instrument relate to the relevant indicators. In this research, the researcher designed the test based on the theory of writing. The researcher used the scoring system arranged by Jacob et.al (1981) which has been proved for examining writing tasks.

Construct validity can be assessed using expert judgment (Sugiyono, 2012). This research used the English teacher to assess the relevance of each item of the instrument. The English teacher has approved the results of the instrument testing in MTsS Darul Huffaz for the data collection needed for research (See Appendix 5 and 6).

3.7.2 Reliability

Reliability relates to the consistency of a measure (Heale & Twycross, 2015). Reliability testing is important because it relates to the consistency between parts of the meter (Huck, 2007). A test is considered reliable if the tests have a consistent result. Since the instruments used in this research were in the form of writing tests, the researcher used inter-rater reliability to ensure the reliability of scores and avoid

the subjectivity of the research. It means that two raters examine the test independently. Hence, the researcher collaborated with the English teacher to assess students' writing based on the scoring rubric proposed by Jacob et al. (1981). Then the result from both raters were compared to determine the reliability. Furthermore, to see the correlation between two raters, the researcher used Rank Spearman Correlation. The formula is as follow:

$$p = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

p : Coefficient of rank order

d : Difference of rank correlation

N : Number of students

1-6: Constant number

(Hatch & Farhady, 1982)

After calculating the result of the students' descriptive writing, the data was calculated by the researcher, with the standard of reliability below:

- a. A very low reliability (ranging from 0.00 to 0.19)
- b. A low reliability (ranging from 0.20 to 0.39)
- c. An average reliability (ranging from 0.40 to 0.59)
- d. A high reliability (ranging from 0.60 to 0.79)
- e. A very high reliability (ranging from 0.80 to 0.100)

(Arikunto, 2006)

Based on the standard of reliability above, it can be concluded that the writing tests are considered reliable if the tests reach the range of (0.60 – 1.00).

Table 3.1 Reliability of Pretest

Correlation	Number of Items (N)
.936**	2

(See Appendix 9)

From the table above, it is clear that the pretest reliability is 0.936. From this we can conclude that the pretest of the students' prior knowledge is attributed to a very high reliability. On the other hand, the posttest reliability is shown in the following table.

Table 3.2 Reliability of Posttest

Correlation	Number of Items (N)
.917**	2

(See Appendix 9)

The second table rates the posttest reliability at 0.917. According to the Arikunto (2005) specification, a test value between 0.80000 and 1.00000 means that the test has a very high level of reliability.

In summary, the results show that both tests are highly reliable, scoring 0.936 on the pretest and 0.917 on the posttest. This indicates good consistency in evaluation results across all tests.

3.8 Data Analysis

In order to get the result of this research, the data were analyzed by using some steps below:

1. Scoring all of the tests using inter-rater.
2. Tabulating the result of pretest and posttest
3. Obtaining the mean of both test by calculating the result using this formula:

$$\text{Md} = \frac{\sum d}{N}$$

Md: Mean (average score)

$\sum d$: The total score of the students

N: The total number of the students

(Hatch and Farhadi, 1982)

4. Getting the improvement of students' scores in order to find whether there is significant difference of students writing before and after being taught using FRESH technique. To find the data, the researcher used the formula below:

$$I = M2 - M1$$

I: The improvement of students' achievement

M1: The average score of pre-test

M2: The average score of post-test

5. Composing a discussion regarding the result.
6. Answering the research question by concluding the result of the analysis.

3.9 Data Treatment

Three basic assumptions should be fulfilled when using paired sample t-test analysis to examine the hypotheses (Setiyadi, 2018).

1. The data are an interval.
2. The data are taken from random sample in population.
3. The data are distributed normally.

To know whether the data are normally or not, the researcher applied Kolmogorov-Smirnov Formula with the hypotheses stated below:

H0: The distribution of the data is normal

H1: The distribution of the data is not normal.

The level of the significance used is 0.05. H0 is accepted if the results of the normality test are higher than 0.05 (sign > 0.05). Moreover, the result of the normality test is shown on the table below:

Table 3.3 Test of Normality

		Pretest	Posttest
N		18	18
Normal Parameters	Mean	65.2778	75.5556
	Std. Deviation	6.09537	4.23532
Most Extreme Differences	Absolute	.191	.108
	Positive	.121	.108
	Negative	-.191	-.108
Test Statistic		.191	.108
Asymp. Sig. (2-tailed)		.083	.200
Monte Carlo Sig (2-tailed)	Sig.	.083	.832
99% Confidence Interval	Lower Bound	.076	.822
	Upper Bound	.090	.842

Table 3.3 proves that both of the data are distributed normally. The normality test value in pretest is 0.083 while the value of normality test in posttest is 0.200. As the data from both tests are higher than 0.05, it can be assumed that H_0 is accepted. Therefore, the tests are proven to have a normal distribution.

3.10 Hypothetical Testing

After collecting the data, the researcher analyzed it to determine whether there was any significant difference in students' writing achievement in descriptive text after the implementation of the FRESH technique.

The hypotheses were analyzed by using paired sample t-test of Statistical Package for Social Science (SPSS). The researcher uses the level of significance 0.05 in which the hypothesis is approved if $\text{sign} < p$. It means that the probability of error in the hypothesis is only 5%. The hypotheses are:

H₀: There is no significant difference in students' writing achievement after the implementation of FRESH technique

H₁: There is a significant difference in students' writing achievement after the implementation of FRESH technique

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

VI. RESULT AND DISCUSSION

This chapter presents the implementation, the result of the pretest and the posttest, the improvement of writing, and discussion of the findings.

4.1 The Implementation of Teaching Writing Descriptive Text by Using FRESH technique

This research used one class as the sample, which was VII A. At the beginning of the activity, the pretest was conducted to find out the students' basic ability in writing descriptive text before being given the treatment. It can be seen from the result of the pretest that the score was not really good. It was because most of the students had difficulties organizing their ideas into simple descriptive text. From the aspects of writing, the content was not elaborated well, and the organization was not organized well either. Besides, there are some mistakes in producing sentences in the form of simple present tense.

During the treatment process, descriptive text material was given three times. This was aimed at enabling students' to write descriptive text and also to make them understand the generic structure and language features of descriptive text.

At the first treatment, the researcher explained the generic structure and language features of descriptive text. After explaining, the students were given exercises about identifying generic structure and language features. Then, the students were asked to submit their work. At the end of the meeting, the students were asked to make a short descriptive text. After that, they were asked to do pair correction and revise their work.

In the second treatment, the students were told their common mistakes in their first task and justified their mistakes. Then, the researcher explained more details about

the language features of descriptive text. After explaining, the students were asked to make a short descriptive text using adjectives and simple present tense. They were asked to do pair correction.

At the third treatment, the researcher asked the students to arrange the text into a good one. After that, the students did a pair correction. The students also asked again about the generic structure and the language features of descriptive text. At the end of the meeting, the researcher asked the students to make short descriptive text using FRESH technique.

When conducting the research in MTsS Darul Huffaz, the researcher found some things that could be improved. The students were a lack of English and had difficulty controlling the class. In the beginning of the research, it was not easy to teach the students and manage the class in order to make the students pay attention to the researcher. Besides, some students were not interested at the beginning because they did not understand the topic that was being discussed. Therefore, the researcher used the FRESH technique to build them up and made them focused on the process of learning.

After three meetings of the treatments, the students were given posttest to investigate their improvement in writing descriptive text. The posttest score was higher than the pretest. This means that FRESH technique can be used to lead the students' writing activity, especially in descriptive text.

4.2 The Result of the Research

The researcher will answer the research question in this section. The researcher wanted to know the students' writing ability after taking classes through FRESH technique. A few table and explanation are provided to give more information about the analysis.

4.2.1 The Result of the Pretest and the Posttest

In order to see whether the objectives of the research can be achieved or not, the researcher analyzed the result of the pretest and the posttest, which is displayed in Table 4.1.

Table 4.1 Gain of Students' Writing Score in the Pretest and Posttest

Mean Score of Pretest	Mean Score of Posttest	Gain
65.28	75.56	10.28

In the table above, the mean score of the pretest is 65.278 and the mean score of the post test is 75.556. The gain between the pretest and posttest scores is 10.278. It means that students' writing descriptive text significantly improved by using the FRESH technique.

4.2.2 Distribution of the Students' Pretest and Posttest Score

To determine the students' writing ability before the students received treatment, the researcher gave a pretest to the class. Then, the researcher and English teacher at MTsS Darul Huffaz assessed the students' work. The students' pretest results are shown in the table below:

Table 4.2 Distribution of Students' Pretest Score

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52-55	1	5.6	5.6	5.6
	56-59	3	16.7	16.7	22.2
	60-63	1	5.6	5.6	27.8
	64-67	5	27.8	27.8	55.6
	68-71	6	33.3	33.3	88.9
	72-75	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

From the table above, it can be seen that most students scored between 68 and 71. However, one student in total get 52 to 55 and 60 to 63. Meanwhile, scores of 56 to 59 and 64 to 67 were achieved by three and five students. Two students achieved

high scores between 72 and 75. Finally, the students' average pretest scores are shown in the following table.

Table 4.3 Mean of the Pretest

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	18	20.0	52.5	72.5	65.278	1.4367	6.095
Valid N listwise	18						

The mean of pretest is 65.278 with the total number of students was 18. It is also stated that the minimum score of their writing was 52.5 while the highest was 72.5.

The students who attended the class took a written test as a posttest. This test was used to measure students' writing achievement to answer the research question. The total distribution of students' posttest scores is shown in the table below.

Table 4.4 Distribution of Students' Posttest Score

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	67-70	2	11.1	11.1	11.1
	71-74	5	27.8	27.8	38.9
	75-78	7	38.9	38.9	77.8
	79-82	3	16.7	16.7	94.4
	83-86	1	5.6	5.6	100.0
	87-90	0	0	0	0
	Total	18	100.0	100.0	

Table 4.4 shows how much students' posttest scores improved, as the lowest range of scores was 67 to 70. Most students got scores between 75 and 78. Five students achieved scores of 71-74. Meanwhile, scores of 79 to 82 were achieved by three students. Only one student achieved 83-86 scores. There is no student who got scores of 87-90. The mean of the students' posttest scores are shown in the following table.

Table 4.5 Mean of the Posttest

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Posttest	18	16.5	67.5	84.0	75.556	0.9833	4.2353
Valid N	18						

The results showed that the mean of students' posttest was 75.556. The lowest score of their posttest was 67.5 while the highest grade was 84. It can be concluded that there is an improvement between the students' pretest and posttest. The increase of the mean score of the pretest and posttest is 10.278.

4.2.3 Hypothesis Testing

In this study, there is a hypothesis to be answered. However, it is necessary to perform a hypothesis test to know whether the hypothesis "There is a significant difference of students' writing achievement after the implementation of FRESH technique" is accepted. By using the Social Science Statistical Package's repeated measures, the researchers looked at the tests level of significance. The hypothesis was proven when the sign is $< p$ in which $p = 0.05$. The results of the analysis are shown in the table below.

Table 4.6 Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	10.278	4.7873	1.1284	7.4971	12.6584	9.108	17	.000

Table 4.7 shows the calculation results for the two-tailed values. We can see that the significance of the test is 0.000. This means that H1 is accepted because $0.000 < 0.05$, and the t-value is higher than t-table ($9.108 > 2.110$). After the

implementation of FRESH technique, students' writing achievement have been proven to improve from pretest to posttest.

4.2.4 The Result of the Writing's Aspects

The use of FRESH technique can improve the students' ability in writing descriptive text in each aspect of writing. The improvement of each writing aspects is presented in the following table.

Table 4.7 The Improvement of Each Aspect from Pretest to Posttest

No	Aspect	Pretest	Posttest	Score Improvement
1	Organization	13.16	16.19	3.02
2	Content	20.0	22.75	2.75
3	Grammar	14.83	17.06	2.23
4	Vocabulary	14.0	15.94	1.94
5	Mechanics	3.27	3.61	0.34

a. Organization

Organization refers to the logical organization (coherence) of content. The term coherence includes sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of sentences and ideas. It was found that the organization had an improvement in students' writing achievement. The mean of the pretest score was 13.16, and the posttest mean was 16.19. Posttest results showed that students were able to demonstrate ideas flow which builds one another. The increase in this aspect was 3.02.

b. Content

Content refers to substance of writing the experience of main idea (unity). The term of unity can be identified by seeing the topic sentence and the controlling idea. Concerning to content aspect, it was found out that there was an increase in content aspect with the mean score in pre-test was 20.0 and the mean score in post-test was 22.75. The increase of this aspect was 2.75. This is due to the fact that in the pretest, most of the students were still incapable to specify and illustrate the information to support the topic sentence. Meanwhile, in the posttest, the students were capable to express their ideas to specify the topic sentence.

c. Grammar

Grammar refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out the logical relationship in paragraph writing. It was calculated the mean score of the pretest 14.83. That refers to the fact that the student was still struggling to make effective sentences in the correct tense, after which the mean score of the posttest was 17.06. It increased 2.23. Students were able to use appropriate tenses and structures to form effective sentences when writing text.

d. Vocabulary

Vocabulary refers to the word appropriate for the content. It refers to the choice of words and diction to convey ideas to the reader. Vocabulary student scores improved slightly. The pretest and posttest mean were 14.0 and 15.94, respectively. The improvement of this aspect was 1.94. In the pretest, most students chose inappropriate words to express their thoughts. Afterwards, the way students expressed themselves on the posttest improved.

e. Mechanics

Mechanics refers to the use of graphic conventional of the language. It refers to spelling, punctuation, and capitalization. However, some students felt that mechanics such as punctuation and capitalization were not very important. In mechanics aspect, it was found that the score increased. The mean score of the pretest was 3.27. This indicates that the student could not use punctuation, spelling, and capitalization correctly on the pretest. After that, the mean score in the posttest was 3.61. The increase in this aspect was 0.34.

Table 4.8 shows that the pretest and posttest of each aspect; organization, content, grammar, vocabulary, and mechanics were improved. The highest improvement was organization with the difference between mean scores of the pretest and the posttest 3.02. The second aspect was content with the score improvement 2.75. The third aspect was grammar with the score improvement 2.23. The fourth aspect was vocabulary with the score improvement 1.94. The last aspect was mechanics with the score improvement 0.34.

4.3 Discussion of Findings

This study focused on implementing the FRESH technique. The data shows that the FRESH technique can improve students' achievement in writing descriptive text. Considering the result obtained from paired sample T-test analysis, students' writing achievement significantly improved.

The improvement in the students' writing achievement can be seen from the comparison between the students' pretest and posttest scores. Another way to observe the students' improvement is through the t-test calculation that the t-value is bigger than the t-table. The researcher asked the students to write a description of a person that they already know. After that, the researcher analyzed the students' scores to know whether there was a difference in students' writing achievement. The result shows that the mean score of the pretest is 65.278, and the posttest is 75.556. The improvement of the means score is about 10.278. So, it can be concluded that there is a significant improvement in the students' writing descriptive text using the FRESH technique.

Based on the pretest results, the students had several writing issues, particularly in organization, grammar, and vocabulary. First, the researcher found that the students did not write anything for several minutes when asked to describe someone. It was indicated the students' confusion about how to begin. They struggled to express their ideas. Second, they frequently made organizational errors and misplaced their ideas within the paragraph. Lastly, the students lacked proficiency in constructing grammatically correct sentences, especially in the simple present tense. This led to grammatical errors, meaningless sentences, and incorrect usage of English, often resembling direct translations from Bahasa Indonesia. To address these issues, the researcher applied the FRESH technique to help the students improve their writing skills. According to Kurniawati, Syafar, and Hastini (2016), FRESH technique is an effective technique to improve the writing skills of seventh-grade learners, especially in some aspects of writing (organization, grammar, and mechanics).

The treatment conducted in three meetings. In the treatment, the students were taught by using FRESH technique where they have to make a simple descriptive text by collecting the facts and reasons about the topic. First, the researcher guided them in collecting the facts about the topic. Second, the researcher guided them to find out some reasons for the fact that they have already written. Third, the students should elaborate on their reasons in detail. Fourth, the students should write a conclusion about their paragraph. In the process of learning, the students were active, enjoyable, and enthusiastic. They gave their participation to do the task and asked the researcher about related vocabulary that they did not know. As stated by Achmad et al. (2019) FRESH technique is interesting, helpful, and easy to apply for students.

Based on the students' results, most of them struggled to distinguish between the identification and description. However, after receiving the treatment through the elements of "FRESH", students were able to provide sufficient information in identification using "Fact" and "Reason", and in the description through "Elaboration" and "Shift". Although their work was not entirely complete, it showed significant improvement compared to before.

The students were able to organize their ideas better as well. They could determine the correct order of information to create a more fluent descriptive text. In terms of organization, the students wrote their ideas in a logical sequence without any abrupt jumps in their writing. This is in line with the research conducted by Faisal and Suwandita (2013) through the elements of FRESH the students were able to put adequate information in identification, description, and conclusion.

Another research conducted by Faisal and Wulandari (2013) at a junior high school in Banyumas found that there was an improvement in students' writing scores after applying FRESH in the learning process. Most of the students understand how to choose appropriate words for the sentences and use simple present tense correctly. Furthermore, the students applied the rule of writing descriptive text well. Because of the "FRESH" arrangement, students can make their descriptive text fluent and easy to understand.

The guiding steps provided in the acronym form FRESH can help students create their meaningful sensory descriptive paragraph. As supported by Somsai and Buttapeng (2022), the written descriptive paragraph would be fluent, easy to understand, and clear enough for readers to picture the object described. The technique genuinely helped the students develop an effective paragraph with good content, organization, grammar, vocabulary, and mechanics, so they produced better descriptive text.

From those explanations, it can be concluded that FRESH is effective in improving students' writing achievement in descriptive text. However, after receiving the treatments, the students' writing achievement became better and smoother. Hence, the FRESH technique helps the students organize and develop their ideas and also helps them be more confident with their writing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers and future researches.

5.1 Conclusion

The use of FRESH technique for learning can improve students' writing ability especially in descriptive text. The students got higher scores after getting treatment with FRESH technique, in which the mean of posttest 75.56 was higher than the mean of pretest 65.28. The t-value of the result analysis was above the t-table ($9.108 > 2.110$), and the value of significance was $0.000 < 0.005$. It indicates that the hypothesis "there is a significant difference in students' writing achievement after the implementation of FRESH technique" is accepted.

The increase happens because the implementation of FRESH technique can help students generate and organize ideas through each letter of the acronym. As a result, the students are able to construct their writing correctly. Moreover, the FRESH technique has facilitated deeper involvement with writing tasks by encouraging students to present facts, provide reasons, elaborate on those reasons, and conclude their writing. This technique not only enhances the quality of writing but also builds critical thinking skills and creativity among students.

Every aspects in writing such as content, organization, vocabulary, grammar, and mechanics were improved. Organization is the aspect of writing that improves the most in this research. The improvement from pretest to posttest is 13.16 to 16.19, which means that the gain is 3.027. It happens because the students are able to organize and arrange ideas by using the letter of FRESH. Nevertheless, the aspect

that reaches the lowest improvement is mechanic. The score improvement is only 0.34. It is because the students only focus to organize their idea without paying attention to the punctuation and capitalization.

5.2 Suggestion

1. Suggestion for English Teachers

- Considering the advantages of the FRESH technique, the researcher suggest that the English teacher should apply the technique as an alternative method in teaching writing. The FRESH technique not only helps students improve their writing but also increase their participation in the classroom.
- This study results indicate that mechanics showed the least improvement. It is recommended that English teachers focus more on teaching mechanics to students, so they understand how to use this aspect properly. This will enhance their writing, ensuring that the use of mechanics aligns with sentence structure and avoids ambiguity.
- English teachers are suggested to use media, such as: posters, pictures, and videos while applying FRESH technique. It is because students become more motivated and less monotonous when the teacher incorporates media into teaching and learning process.

2. Suggestion for Future Research

- The researcher used the FRESH technique to see the improvement in students' writing achievement in descriptive text. Therefore, future researchers should try to conduct research to teach other texts, such as report and recount text.
- This research was conducted at a junior high school level. Future researcher should try to find out the effect of using the FRESH technique at different school levels.
- The future researcher can apply the FRESH technique in other stage of writing process (pre-writing) to manage students' preparation before

starting to write. This can make students know what they are going to talk about in each paragraph.

- Future research should keep the students engaged in the learning process by incorporating interactive activities with the FRESH technique. Students' active participation can motivate them to behave positively.

Finally, the statements above represent the conclusion of this study during the research of using FRESH technique in teaching writing at the first grade of MTsS Darul Huffaz. Moreover, the suggestions above can be considered for better future research with respect to descriptive text.

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