

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the data that was collected during the experimental research. This analysis focuses on the overview about MAN 4 Banjar and the result of pre and post-test which were done both in experimental and control class.

A. Findings

There are two kinds of data are used in this research and the research finding shows or presents the result of the research based on those data. The first data is acquired from the result of the tests (pre-test, treatment and post-test) are given to the students whether in eleventh grades Bahasa or eleventh grades Social 2. The tests for pre-test and post-test in form recount text. The second data is acquired from the reflective teaching to know any responses, reactions and to know how their process of teaching and learning writing of both of classes.

The first and the second data were taken on August 1st 2017 until August 21st 2017, its include pre-test for both of classes (XI Bahasa and XI IPS 2), treatment just for (XI Bahasa/ experiment class), guided teaching for (XI IPS 2/ control class),the post-test for both of classes and some of relective teaching (XI Bahasa and XI IPS 2).

1. The Process of Teaching

1) Experimental Class

a. First treatment.

On August 3rd 2017, the researcher taught the experimental class with descriptive text. The researcher came into the class started to greeting students, asked their condition and who is absent on that day. Firstly, the researcher explained about descriptive text and gave some examples by asking one man and one woman to come in front of the class and asked to another students “how he and she looks like ?”, the students gave a variety answer. Almost all of the student could give an opinion about their friends that stand in front of the class. After the researcher gave a real example about descriptive text then asked the students to write a descriptive text about something whether it about their friends or things around them in 10 minutes Then after the researcher collected their writing the researcher provides a game “WHO AM I” when the students had to write a description about their friends in 10 minutes again and they were free and a little bit enjoy to choose their friends that is being an object. In this case or in this first treatment the researcher found that the students had an improvement about their writing especially in their grammar and vocabulary also.

b. Second treatment

On August 8th 2017, the researcher did the second treatment. In the second treatment the researcher taught the experimental class with a report text. The researcher came in to the class started to greeting students, asked their

condition and who was absent on that day. Firstly, the researcher explained about report text and gave some examples with asks the students “have you ever lost something or find something that is excited ?” just some students that had a braveness to answer and said “I have ever lost something sir” , then the researcher asked the student further about that something and explained to the student ” you can make a report text about that something” After that the researcher gave some example of recount text and explained it more. After the students got starting to understand but still there were some student that didn’t understand and there was student that was being ignore about the lesson. The researcher asked the students to write a report text about something whether it about their things that lost, some accidents, wonderful place or things around them that they could make a report in 10 minutes. In that time they focused to write it and they didn’t do something useless like they did in pre –test. Then after the researcher collect their writing the class is dismissed. In this case or in this second treatment the researcher found that the students had an improvement about their writing especially in their content they started to understanding about their writing.

c. Third treatment

On August 10th 2017, the researcher did the last treatment. In this treatment, the researcher came in to the class started to greeting students, asked their condition and who is absent on that day. The researcher gave a

brainstorming about recount text material and gave some examples and explained that tense was used in this text was past tense. They were getting interest about a recount text because they could write a history, events and their experience with freely. It explained also by Folse and friends (2003) that freewriting will help you to develop your ideas or to create more ideas for the first draft of your writing. In beginning freewriting you must think a familiar or favorite think in your child age or in your life, for examples:

1. What do you remember?
2. What was something that impressed you?
3. What did you do on that day?
4. What did you feel?

Automatically they can share what they remember, what was make them impressed about something and what they do or happened in that day or that moment. It made them being easy to write since they just needed to remember and wrote it in their writing. In this situation, there are some students are getting confuse when they have to differentiate between simple and past tense exactly in the vocabulary one. So, the teacher provided and told form of past tense and gave them some examples of vocabulary that was used in past tense. After the teacher explained and gave some examples, the researcher asked the student to write a recount text in 10 minutes. In this treatment the researcher found that the students' grammar got some improvement.

2) Control Class

a. First meeting

On August 7th 2017, the researcher taught the control class with descriptive text. Firstly, the researcher came in to the class started to greeting students, asked their condition and who was absent on that day. Then the researcher asked one student to come in front of the class and asked other student “How is he?” and there were so many variety answer. Then the researcher told that what they just said was describing someone that’s part of descriptive text. After that the researcher explained about descriptive text and gave some examples. After the researcher gave a real example about descriptive text then asked the students to write a descriptive text about something whether it about their friends or things around them. After the researcher collected their writing the researcher provided a game “WHO AM I” when the students had to write a description about their friends who sat next to them/ beside them. In this process, some of students got confuse about what should they write about their friend that sat beside them and didn’t know how to begin to write. In this case or in this first meeting the researcher found that the students got lack of vocabulary and grammar.

b. Second meeting

On August 14th 2017, the researcher taught the experimental class with report text. The researcher came in to the class started to greeting students, asked their condition and who was absent on that day. Firstly, the researcher explained

about report text and gave some examples by asking the students “How often you watch the news program on TV”, then they answered “seldom sir”, then the researcher asked again “ok, in the news program there is a reporter, right?, and what he/she do?” then some of students answered “ he/she reports an accident, something and many more sir”. then the researcher asked the student further about that something and explained to the student ” you can make a report text about that something” . After that the researcher gave some example of recount text and explained it more.

After the students got starting to understand but still there were some student that didn't understand about the lesson the researcher asked the students to write a report text about something whether it about their things that lost, some accidents, wonderful place or things around them. Because they had more times they didn't be serious to write it, there were some students that just talked with their friend and there were some students being confuse also, they wrote some but they couldn't continue it, the researcher asked “what happen?”, “I am lack of vocabulary sir” the student say. The researcher suggested to open his dictionary. Approximately 30 minutes, the researcher said that time was over. Then after the researcher collected their writing the class was dismissed. In this case or in this second treatment the researcher found that the student still lacked of vocabulary, got problem about grammar and content also.

c. Third meeting

On August 17th 2017, the researcher taught the experimental class with recount text. The researcher came in to the class started to greeting students, asked their condition and who was absent on that day. Firstly, the researcher asked to the student “ Do you remember about what do you write in our first meeting?”, there were just some student that remember it. In this treatment, the researcher gave a recount text material and gave some examples and explained that tense was used in this text was past tense. They were getting bored about a recount text because they had to learn the same text again. Automatically, there were some students are getting confuse when they had to write the different topic with the first time they write. In this chance, the researcher asked the students to write a recount text about their holiday. Before, they wrote the text the teacher provided and told form of past tense and gave them some examples of vocabulary that was used in past tense. The students also got some problem in changing the form of the V_1 to be V_2 . The researcher asked the students to find that in their dictionary. They finished their writing about 40 minutes because there were too many useless things that them did like talked with other students , took so many times just for deciding what the topic and etc. In this treatment the researcher found that the students’ grammar and content didn’t get an improvement.

2. The Process of Calculation the Use of Freewriting Technique

1) Student's score of Pre-test and Post-test

Table 4.1. The Students' Pre-test and Post-test Scores of Experiment Class

Student (X)	Pre-Test Score	Post-Test	Gained (d) Score (Post-test – Pre-Test)
1.	56	79	23
2.	33	54	19
3.	56	77	21
4.	61	82	21
5.	55	61	6
6.	42	50	8
7.	43	50	7
8.	40	51	11
9.	75	77	2
10.	55	85	30
11.	77	78	1
12.	78	80	2
13.	78.5	89.5	11
14.	79	88	9
15.	62	85	23
16.	63	65	2
17.	45	51.5	6.5
18.	45	78.5	33.5
Total	1043.5	1281.5	236
Mean	57.97	71.19	13.11

The table 4.1 shows that the mean score in pre-test is 57.97 and in post-test is 71.19. So, the score of post-test is higher than the score of pre-test.

In addition, the ratio scale interval is the followings:

50,50,51,51.5,54,61,65,77,77,78,78.5,79,80,82,85,85,88,89.5.

R= highest score – lowest score

$$= 89.5 - 50$$

$$= 39.5$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 (\log 18)$$

$$= 1 + 3.3 (1.25)$$

$$= 1 + 4.14$$

$$= 5.14$$

$$I = \frac{R}{K}$$

$$= \frac{39.5}{5.14}$$

$$= 7.68 = 8$$

After decided the ratio scale interval, the next is decide the data distribution of frequency of Experiment Class is the followings the table below:

Table.4.2. Data Distribution of Frequency of Experiment Class

No		F	Fk	Lowest limit	Highest limit	Xi	F.Xi
1.	50 – 57	5	5	49.5	57.5	53.5	267.5
2.	58 – 65	2	7	57.5	65.5	61.5	123
3.	66 – 73	0	7	65.5	73.5	69.5	0
4.	74 – 81	6	13	73.5	81.5	77.5	465

5.	82 – 89	5	18	81.5	89.5	85.5	427.5
Total		18					1283

Decide Mean of Experimental class

$$\text{Mean} = \frac{\sum F.Xi}{n}$$

$$= \frac{1283}{18}$$

$$= 71.27$$

After decides the score of pre-test, post-test, and the data distribution of frequency of experiment class, the next stages are decides the scores of pre-test, post-test and the data distribution of frequency of control class. It can be seen on the table below:

Table 4.3. The Students' Pre-test and Post-test Scores of Control Class

Students	Pre-test Scores	Post-test Scores	Gained (d) Score (Post-test – Pre-Test)
1.	70	78	8
2.	56.5	63	6.5
3.	59.5	57	-2.5
4.	55.5	57	1.5
5.	58	65	7
6.	59.5	44.5	-15
7.	36.5	38	1.5

8.	52.5	54.5	2
9.	51	69	18
10.	51	58	7
11.	42.5	33	-9.5
12.	40	57	17
13.	44.5	53	8.5
14.	62	62	0
15.	67	68	1
16.	66.5	60.5	-6
17.	59.5	42	-17.5
18.	58	45	-8
19.	58.5	66	7.5
20.	59	60	1
21.	67.5	80	12.5
22.	58.5	47	-11.5
23.	57	60.5	3.5
24.	80	54	-26
25.	57	39	-18
26.	55	42	-13
27.	63.5	60	-3.5
28.	48	78	30
29.	80	85	5
Total	1674	1676	7
Mean	57.72	57.79	0.24

The table

4.3 shows that the mean score in pre-test is 57.72 and in post-test is 57.79. So, the score of post-test is higher than the score of pre-test.

In addition, the ratio scale interval is the followings:

33,38,39,42,42,44.5,45,47,53,54,54.5,57,57,57,58,60,60,60.5,60.5,62,63,65,66,68.5,69,78,78,80,85.

R= highest score – lowest score

$$= 85 - 33$$

$$= 52$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 (\log 29)$$

$$= 1 + 3.3 (1.462)$$

$$= 1 + 4.82$$

$$= 5.82$$

$$I = \frac{R}{K}$$

$$= \frac{52}{5.82} = 8.93 = 9$$

After decided the ratio scale interval, the next is decide the data distribution of frequency of Control Class is the followings the table below:

Table.4.4. Data Distribution of Frequency of Control Class

No		F	Fk	Lower limit	Highest limit	Xi	F.Xi
1.	33 – 41	3	3	32.5	41.5	37	111
2.	42 – 50	5	8	41.5	50.5	46	230
3.	51 – 59	7	15	50.5	59.5	55	385
4.	60 – 68	9	24	59.5	68.5	64	576
5.	69 – 77	1	25	68.5	77.5	73	73

6.	78 – 86	4	29	77.5	86.5	82	328
		29					1703

Decide Mean of Control class

$$\begin{aligned} \text{Mean} &= \frac{\sum F.Xi}{n} \\ &= \frac{1703}{29} \\ &= 58.72 \end{aligned}$$

3. The Difference the Use of Freewriting Technique and Guided Writing

In deciding the difference of freewriting and guided writing in improving writing ability by using T-test. Before the researcher measuring the T-test, the researcher had to decide normality test, the homogeneity test first, and test of effectiveness, to know whether the test distributed normal or not, to know whether the test homogeneous or heterogeneous and also to know the use of freewriting is effective or not.

a. Test of normality

A normality test is needed to know whether the test normal or not before measuring a t-test. A normality test is used to determine whether sample data have been drawn from a normally distributed population (within some tolerance).

A number of statistical tests, such as the students' t-test and the one-way and two-way ANOVA require a normally distributed sample population.

The result of normality test by using SPSS can be seen as follows:

Table 4.5. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.109	47	.200*	.963	47	.137
Posttest	.144	47	.015	.962	47	.126

Based on the table 4.5 above , it shows that the test is distributed normal. The column is used in this interpretation is Shapiro-Wilk since the subject of the test is less than 50 subject. Because degree of significance is 5% ($\alpha = 0.05$). If the significance of normality test is higher than (α), it means the test is distributed normal, but if the significance of normality test is lower than (α), it means the test is not distributed normal. The result of the table shows that significance of pre-test and post-test are 0.137 and 0.126. So, (0.137 and 0.126) \geq ($\alpha = 0.05$), it means the test is distributed normal

b. Homogeneity Test

A homogeneity test is needed to know whether the test homogeneous or heterogeneous, before measure a t-test. A homogeneity test is used to determine whether sample data equal or not. A number of statistical tests, such as the Students' t-test requires a result from the homogeneity firstly. The result of homogeneity test that uses SPSS can be seen as follows:

gain	Equal variances assumed	.051	.823	3.763	45	.000	12.86973	3.41996	5.98157	19.75789
	Equal variances not assumed			3.921	40.834	.000	12.86973	3.28262	6.23954	19.49993

Based on the table 4.7 above t value is 3.763, and degree of freedom for 45 is 2.014 for significance 5% according to t-table (see appendix), because $3.763 \geq 2.014$ or t value is higher than df(degree of freedom) it means the use of freewriting technique is effective.

Table 4.8 Independent Samples Test of Control Class

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Gain	Equal variances assumed	.051	.823	-3.763	45	.000	-12.86973	3.41996	-19.75789	-5.98157
	Equal variances not assumed			-3.921	40.834	.000	-12.86973	3.28262	-19.49993	-6.23954

Based on the table 4.8 above t value is -3.763, and degree of freedom for 45 is 2.014 for significance 5% according to t-table (see appendix), because

$-3.763 \leq 2.014$ or t value is lower than df (degree of freedom) it means the guided writing technique is not effective.

d. T-test

Based on data of scores of table 4.1 And table 4.3 The researcher measures t-test with makes a table of comparison scores in both of classes (experiment and control) as follows:

Table 4.9. The Comparison Scores of Each Student in Experimental Class and Control Class

Student X	Student Y	X	Y	X	Y	x^2	y^2
1	1	23	8	9.9	7.76	98.01	60.21
2	2	19	6.5	5.9	6.26	34.81	39.18
3	3	21	-2.5	7.9	-2.74	62.41	7.5
4	4	21	1.5	7.9	1.26	62.41	1.58
5	5	6	7	-7.1	6.76	50.41	45.69
6	6	8	-15	-5.1	-15.24	26.01	232.25
7	7	7	1.5	-6.1	1.26	37.21	1.58
8	8	11	2	-2.1	1.76	4.41	3.09
9	9	2	18	-11.1	17.76	123.21	315.41
10	10	30	7	16.9	6.76	285.61	45.09
11	11	1	-9.5	-12.1	-9.74	146.41	94.86
12	12	2	17	-11.1	16.76	123.21	280.89
13	13	11	8.5	-2.1	8.26	4.41	68.22
14	14	9	0	-4.1	-0.24	16.81	0.05
15	15	23	1	9.9	0.76	98.01	0.57
16	16	2	-6	-11.1	-6.24	123.21	38.93
17	17	6.5	-17.5	-6.5	-17.74	42.25	314.70
18	18	33.5	-8	20.4	-8.24	416.16	67.89
	19		7.5		7.26		52.70
	20		1		0.76		0.57
	21		12.5		12.26		150.30
	22		-11.5		-11.74		137.82
	23		3.5		3.26		10.62
	24		-26		-26.24		688.53
	25		-18		-18.24		332.69
	26		-13		-13.24		175.29
	27		-3.5		-3.74		13.98
	28		30		29.76		885.65
	29		5		4.76		22.65
Σ		236	7			1754.97	4088.49
Mean		13.11	0.24				

a) Determining Mean of Variable X, with formula:

$$\begin{aligned} M_x &= \frac{\sum x}{N_1} \\ &= \frac{236}{18} \\ &= 13.11 \end{aligned}$$

b) Determining Mean of Variable Y, with formula:

$$\begin{aligned} M_y &= \frac{\sum y}{N_2} \\ &= \frac{7}{29} \\ &= 0.24 \end{aligned}$$

c) Determining Standard of Deviation Score of Variable X, with formula:

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum x^2}{N_1}} = \sqrt{\frac{1754.97}{18}} \\ &= \sqrt{97.498} \\ &= 9.874 \end{aligned}$$

d) Determining Standard of Deviation Score of Variable Y, with formula:

$$\begin{aligned} SD_y &= \sqrt{\frac{\sum y^2}{N_2}} \\ &= \sqrt{\frac{4088.49}{29}} \end{aligned}$$

$$= \sqrt{140.98}$$

$$= 11.87$$

e) Determining Standard error of Mean of Variable X, with formula:

$$SE_{M_x} = \frac{SD_x}{\sqrt{N-1}}$$

$$= \frac{9.874}{\sqrt{18-1}}$$

$$= \frac{9.874}{\sqrt{17}}$$

$$= \frac{9.874}{4.123}$$

$$= 2.39$$

f) Determining Standard error of Mean of Variable Y, with formula:

$$SE_{M_y} = \frac{SD_y}{\sqrt{N-1}}$$

$$= \frac{11.794}{\sqrt{29-1}}$$

$$= \frac{11.87}{\sqrt{28}}$$

$$= \frac{11.87}{5.291}$$

$$= 2.24$$

g) Determining Standard Error of Difference of Mean of Variable X and

Variable Y, with formula:

$$\begin{aligned}
 SE_{Mx-My} &= \sqrt{SE_{Mx}^2 + SE_{My}^2} \\
 &= \sqrt{2.39^2 + 2.24^2} \\
 &= \sqrt{5.71 + 5.01} \\
 &= \sqrt{10.72} \\
 &= 3.27
 \end{aligned}$$

h) Determining t_o with formula:

$$\begin{aligned}
 t_o &= \frac{Mx-My}{SEMx-My} \\
 &= \frac{13.11-0.24}{3.26} \\
 &= \frac{12.87}{3.27} \\
 &= 3.93
 \end{aligned}$$

i) Determining t_{table} in significant level 5% with degree of freedom (df)

$$\begin{aligned}
 df &= (N_1 + N_2) - 2 \\
 &= (18 + 29) - 2 \\
 &= 47 - 2 \\
 &= 45
 \end{aligned}$$

Because the value of degree of freedom (45) and it is mentioned in t_{table} that the value of df 45 at degree of significance 5% or t_{table} 5% of df 45 = 2.014. It can be seen on the appendix.

j) The Testing of Hypothesis:

H_a : There is a significant difference Mean between Variable X and Variable Y.

H_o : There is no significant difference Mean between Variable X and Variable Y.

The assumption of this hypothesis as follows:

If t_0 (t count) $\geq t_{table}$, the Null Hypothesis (H_0) is rejected. It means there is a significant difference mean or achievement in learning writing between the students who are taught by using freewriting and the students who taught by using guided writing.

If t_0 (t count) $\leq t_{table}$, the Null Hypothesis (H_0) is accepted. It means there is no a significant difference mean or achievement in learning writing between the students who are taught by using freewriting and the students who taught by using guided writing.

Based on the description of the calculation above, it can be concluded that:

- 1) The value of t_{table} in the significance 5% is 2.014 (see appendix)

2) The value of t_0 3.93.

Therefore, The researcher concludes that $t_0 \geq t_{table}$ ($3.93 \geq 2.014$), it means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. In other words, there is a significant means score or achievement between the students who are taught by using freewriting and the students who taught by using guided writing.

B. Discussion

In this section, the researcher provides analysis of treatment for experiment class and meeting for control class which are taken from the reflective teaching and the test. The results of the research were used to prove whether the use of the free writing technique will improve students' writing ability in the teaching and learning process. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions. Before conducting a research, the researcher conducted an observation in the writing class at Eleventh grade students of MAN 4 Banjar. The researcher chooses the recount text as a material, also for taking the test that's using a recount text. The reflective teaching was done to know the problems in teaching and learning process of writing. Based on the reflective teaching, the researcher found that the students had a problem in expressing and generating their ideas. They also lack in vocabulary and sometimes they just write a vocabulary that there was no correlation with the previous sentences. In addition, they made mistakes in language use and diction. Besides that, the technique and media used by the

teacher was not sufficient and the students also had low motivation in teaching and learning process. It can be seen on the description below:

1. Process of Teaching

In this process of teaching, the researcher analyzed the finding about the treatment for experiment class and the meeting for the control class.

1) Experiment Class

Based on the first treatment until the third treatment, the students that were learning writing by using freewriting technique had variety responses, for example:

- a. The students enjoyed their writing when they could write what they want.
- b. The students got more focus when they wrote what their like.
- c. The students more interested when they could write their experience freely.

It was supported by Elbow (1998:14), the easiest way to write what in your mind or what you think and you know is Freewriting. He said Freewriting is an exercise or simply force to train yourself in writing without stopping in ten minutes and sometimes you will get a good writing. It had a correlation with theory of Oshima and hogue (2007:34) explain that freewriting is when you can write freely about something or topic for a spesific amount time without worrying about the rules of writing like: correct

or not your writing, punctuation or capitalize words. In freewriting if you write incomplete sentence is not problem because the purpose of freewriting is to make your pencil keep moving on the paper. It will be easier if the freewriting is written with familiar topics that ever happen in your life, for examples: happy day, a sad event, an embarrassing moment, an interesting trip or a frightening experience. All of the topic will help you to develop your writing since you get description about what you want to write.

2) Control Class

Based on the first meeting until the third meeting, the students that were learning writing by using guided writing had variety responses and problems, for example:

- a. Some of the students got confuse what they should write and
- b. The students were too worried about they written especially in grammar.
- c. The students lost so much time when they wrote their written, because they didn't focus when they had more times.
- d. The students needed more times just for decided what the tittle of the topic that the teacher gave.

Despite, based on Primary (2007: 6) claims that, guided writing strategy gives some benefits as follow:(a)It encourages students to be more active in discussion about writing;(b)It builds confidence;(c)It allows the teacher to give

immediate feedback, but it still not worked at the control class. They still had lack of vocabulary and grammar also.

2. The Use of Freewriting Technique in Improving Writing Ability

- 1) The researcher analyzes the data of pre-test and post-test of both the classes (XI Bahasa and XI IPS 2) by using SPSS the independent sample test that shows the t value is 3.763 and df 45 for significance 5% is 2.014, so $3.763 \geq$ (is higher than) 2.014. It means the freewriting technique is effective. It can be seen on their result of pre-test 57.97 and post-test 71.19.

The result above is supported by Elbow (1998:13), Freewriting is the easiest way to bring out your ideas or what you think and you know. He said Freewriting is an exercise or simply force to train yourself in writing without stopping in ten minutes and sometimes you will get a good writing. also based on the previous study of another research was written by Nurfiryalianti Jamiluddin Hastini entitled "Improving Writing Skill By Using Freewriting Technique". she concluded that the use of freewriting technique can improve the students in writing descriptive paragraph, particularly in learning the elements of writing such the paragraph organization, vocabulary, and grammar.

For the guided writing, it can be said that the technique is not effective. It can be proved by the result of independent samples test was $(-3.763) \leq$ from the df (2.014) and the mean score of pre-test was 57.72 and

post-test was 57.79. It happened because influence of the conditions of the class, the students that can't focus of their writing, too worrying about the rules and waste their times in deciding the title. Whereas, based on Primary (2007: 6) claims that, guided writing strategy gives some benefits as follow:(a)It encourages students to be more active in discussion about writing;(b)It builds confidence;(c)It allows the teacher to give immediate feedback.

- 2) The researcher analyzes the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 3.93. It means that there is a significance difference achievement in teaching writing by using the freewriting technique.

Based on the result of calculation, it is gained the value of the t observation (t_0) is 3.93 the degree of freedom (df) is 45 (gained from $(N_1 + N_2) - 2 = (18 + 29) - 2 = 45$). The researcher uses the degree of significant of 5% and 1%. In the table of significant, it can be seen that on the df 45 that the value on the degree of significant are 2.02 for the significant 5% and 2.69 for the significant 1% (see appendix), it can be concluded that the result are $2.014 < 3.93$ and also $3.93 > 2.69$. It means the result of the calculating the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

1. If the result of t observation is higher than t table ($t_0 > t_{table}$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is

accepted. It means that there is a significant difference achievement between variable X (XI Bahasa) and variable Y (XI IPS 2).

2. If the result of t observation is higher than t table ($t_o < t_{table}$), the null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is no a significant difference achievement between variable X (XI Bahasa) and variable Y (XI IPS 2).

So, it can be concluded that the use of freewriting technique in improving students' ability in writing is more effective than the students' which taught by using guided writing. It also shows that students' who are taught by using freewriting technique have a significant difference achievement in learning writing between the students's who are taught by using guided writing.

