

IMPROVING THE STUDENTS' ABILITY IN WRITING NARRATIVE PARAGRAPH THROUGH FREE WRITING BLIND TYPING

Meningkatkan Kemampuan Menulis Paragraf Narasi Siswa Melalui Free Writing Blind Typing

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ABSTRACT

This research aims at finding out the improvement the students' ability in writing narrative paragraph through free writing(A Classroom Action Research in Class XI IPA 3 of Sma Negeri 1 Sinjai Barat, Sinjai) The researcher questions of the research are how do the students improve their writing proficiency in narrative paragraph by using free writing blind typing? and how do the students improve their writing proficiency in recount paragraph by using free writing blind typing? The researcher used A Classroom Action Research (C.A.R). Two cycles had been conducted, where each cycle consisted of four meetings. It employed writing test as instrument. A number of subjects of the research were 35 students of class XI IPA 3. The results of the student's writing test in cycle 1 and cycle 2 had increased in different scores. There was increasing by students at the end action of second cycle. The means scores of narrative in data source was 61.90 become 68.33 in cycle 1, and after revision in the cycle 2 the mean score in cycle 2 was 76.66 by implemented of recount text. Therefore the improvement of narrative text in cycle 1 to recount text in cycle 2 was 23.84%. Meanwhile, the successful minimal criteria (KKM) was 65. The research findings indicated that use of Freewriting Blind Typing method could increase the students' writing proficiency.

Keywords: *Narrative Paragraph, Free Writing, Blind Typing*

In this study, the writer focused on teaching writing in Junior high school considering that in learning language writing is the skill that students acquire in the time to write something. Writing is important which support learning English especially in enriching vocabulary and gaining a large portion of their education. Therefore, the writer considers that writing can be taught at junior high schools.

Due to the importance of writings explained above, the teachers have to develop students' writing ability since it is the first stage they learned English. By developing students' ability in writing, the teachers develop their students' ability to become more independent learners, as the students' will be able to reproduce language accurately and refine their understanding of grammar and develop their own vocabulary. The better students improve their writing ability, the better they reach the achievement in writing teachers, therefore, should explore a new productive strategy in brightening writing classes in order to encourage students in learning writing skill. They should create interesting and entertaining materials to

motivate the students' active responds in doing writing exercise. After teaching and learning process, there is an expectation that students will make a progress in their study. To know whether the students make some progress in their study, it is useful for teacher to conduct a test or an examination at the end of a program. By this way, the students will be motivated to learn and master the materials which have been taught by the teacher.

1. Freewriting

a. Definition of Freewriting

There are many resources write definition about freewriting. In addition, Peter Elbow (1973: 119) states that "Freewriting is the most effective way I know to improve your writing is to do freewriting exercises regularly. At least three times a week. They are sometimes called "automatic writing," "babbling," or "jabbering" exercises. The idea is simply to write for ten minutes (later on, perhaps fifteen or twenty). Don't stop for anything. Go quickly without rushing. Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or to think about what you are doing. If you can't think of a word or a spelling, just use a squiggle or else write "I can't think what to say, I can't think what to say" as many times as you want; or repeat the last word you wrote over and over again; or anything else. The only requirement is that you never stop. Freewriting is based on a presumption that, while everybody has something to say and the ability to say it, the mental wellspring may be blocked by apathy, self-criticism, resentment, anxiety about deadlines, fear of failure or censure, or other forms of resistance. The accepted rules of free-writing enable a writer to build up enough momentum to blast past blocks into uninhibited flow, the concept outlined by writing teachers such as Louise Dunlap, and Natalie Goldberg (1986).

Freewriting is all about loosening and limbering the thought process, not about a product or a performance for a student or a writer. According to the Hancer (1979 : 35) in Jenny Thomas that write Freewriting may seem crazy but actually it makes simple sense. Think of the difference between speaking and writing. Writing has the advantage of permitting more editing. But that's its downfall too. Almost everyone interposes a massive and complicated series of editings between the time the words start to be born into consciousness and when they finally come of the end of the pencil or typewriter onto the page. This is partly because schooling makes us obsessed with the "mistakes" we make in writing. Many people constantly think about spelling and grammar as they try to write. I always think about the awkwardness, wordiness, and general mushiness of my natural verbal product as I try to write down words.

d. Delivering of Freewriting

According to Jeremy Hammer (1991: 120) there are several ways in delivering of Freewriting method:

- 1) What you actually write the first time you practice free writing is not so important. The main aim is to get to know the method.
- 2) You write in a black box, so that you are unable to see your text. The aim of this is that you concentrate on producing text and not correcting what you have already written.
- 3) Write quickly. Above the black box you will be able to see how much time has elapsed since you last typed anything. Avoid allowing the status bar underneath to turn red this means that more than two seconds have elapsed since you typed.
- 4) Use the time you have. You will get more out of the exercise if you write until time is up. However, you may stop the exercise early if necessary.

When you have completed the exercise, you will receive automatic feedback from the programme. The feedback determines whether you can distinguish between production and revision based upon your use of the delete and enter keys, and more. The programme cannot give feedback on the content of what is written.

RESEARCH METHODOLOGY

A. Research Design

This research applied Classroom Action Research (C.A.R). Cycle 1 observes the students' competence in writing narrative paragraph through freewriting blind typing. After finding the result of the cycle 1, the researcher was continued Cycle 2 to improve the result of the students' competence in writing narrative paragraph through freewriting.

B. Research Subject

The research subject in this action classroom research was students of SMAN 1 Sinjai Barat that consisted of 35 students'.

C. Research Instrument

In this research instrument consisted of some test writing and observation the researcher used those to get data about their ability and attitude in the learning writing through freewriting. Collecting data in this classroom action research as follow:

1. Test used to measure the students' ability in writing
2. Observation used to measure the students participation in learning.

D. Data Collection

To collect the data was done with the following procedures:

1. Data source: The researcher got data source in this research from the students' achievement in writing before getting the writing material through freewriting blind typing.
2. The researcher gave test to the students. It was done after implementing of the free writing blind typing in the class or in the observation of classroom action research which was in every cycle.
3. There were three components that to be concerned of the researcher in this research to measure the writing proficiency. To measure the writing narrative

E. Data Analysis

The data analysis in the classroom action research from the test was analyzed with:

1. To find out the mean score of the students' achievement in writing through freewriting blind typing by using the following formula ;

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} = Mean Score

$\sum x$ = The sum of all score

N = the total number of sample (Gay, 1981 : 298)

2. To know development of the students' writing skill, the researcher used percentage technique.

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

P : percentage of the students

x_1 : the first mean score

x_2 : the second mean score (Gay,1981 : 298)

3. To analyze the percentage technique by using this formula:

$$P = \frac{F}{N} \times 100$$

P = percentage

F = Number of correct

N = Number of sample

(Sudjana, 1990)

FINDINGS AND DISCUSSION

This chapter particularly presents the finding of the research cover the description of the students' improvement in write narrative text and recount text. The findings of the research cover the result of the data cycle 1 and cycle 2.

A. Findings

1. The Students' Improvement in Narrative Text

The findings of classroom action research deal with the answer of the problem statement which its aim is to improve the students' writing narrative paragraph through freewriting blind typing. It is indicated by the difference between score in the data source, cycle 1 show as the following table:

Table 1: The Students' Improvement of Narrative Text

No	Indicators	Data source		Cycle 1		Improvement (%)
		Mean score	%	Mean Score	%	
1.	Orientation	63.71	63.71	70.71	70.71	10.98
2.	Complication	62.00	62.00	67.71	67.71	9.20
3.	Resolution	60.00	60.00	66.57	66.57	10.95
	$\sum x$	185.71	185.71	204.99	204.99	31.13
	\bar{X}	61.90	61.90	68.33	68.33	10.38

The data in the table above shows the students' writing skill score in narrative writing. Before implementing of freewriting blind typing the data source of

orientation is fairly good (63.71%), after implementing of freewriting blind typing in cycle 1, the result is good (70.71%) it is greater than the data source. Therefore, the students' improvement is greater in orientation (10.98%) from data source to cycle 1. The table above also shows the data source of complication (62.00%) is fewer than cycle 1 (67.71%), and it still classified as fairly good, although there is improvement of students' writing of complication (9.20%) from the data source to cycle 1. Next, the indicator of narrative writing is resolution. The student score of data source (60.00%) is fewer than cycle 1 (66.57%) and it is still classified of fairly good. But there is also a greater improvement of resolution (10.95%) from data source to cycle 1. Based on the data of the table above, only the students' score in orientation has achieved of the determine target (70.00%), but complication and resolution are still lower. It is also still classify in fairly good. Therefore the target can be achieved by being continued in cycle 2 with revision of the plan lesson and teaching material.

2. The Students' Improvement in Recount Text

Table 2: The Students' Improvement of Recount Text

No	Indicators	Cycle 2		Cycle 1		Improvement
		Mean score	%	Mean Score	%	
1.	Orientation	79.14	79.14	70.71	70.71	11.92%
2.	Event	74.00	74.00	67.71	67.71	9.28%
3.	Reorientation	76.85	76.85	66.57	66.57	15.44%
$\sum x$		229.99	229.99	204.99	204.99	36.64%
X		76.66	76.66	68.33	68.33	12.21%

According with the table above shows the students' writing skill score in recount writing. The score of the data above shows the students 'score after the teacher make revising of lesson plan and teaching material. In cycle 2 the teacher revised the teaching material by giving recount serial picture. The result of the students' score in orientation is good (79.14%), it is greater than cycle 1 (70.71%). Therefore the improvement of orientation from cycle 1 to cycle 2 is 11.92%.

The improvement of the students' writing in narrative and recount text can be identified through freewriting blind typing is good. It is indicated by the mean score from the data source, cycle 1 and cycle 2 as shows in the table:

Table 3: The Students' Improvement in Narrative and Recount Writing

NO	VARIABLES	DATA SOURCE	CYCLE I		CYCLE II		IMPROVEMENT (%)	
			Score	%	Score	%	DS → C1	DS → C2
1	Narrative	61.90	68.33	68.33	76.66	76.66	10.38	23.84
2	Recount	61.90	68.33	68.33	76.66	76.66	10.38	23.84
$\sum X$		123.80	136.66	136.66	153.32	153.32	20.76	47.68
X		61.90	68.33	68.33	76.66	76.66	10.38	23.84

The table above shows the improvement of freewriting blind typing in narrative paragraph and recount text through a classroom action research of free writing.

Therefore the improvement of the students' ability in narrative and recount texts from data source to cycle 1 is 10.38% and the students' improvement from the data source to cycle 2 is 23.84%. It means that the implementation of collaborative in narrative and recount have significant improvement. It is mean that the teacher's target (70.00%) can be achieved in cycle 2.

3. The Students' Observation in Learning Writing in Cycle 1 and Cycle 2

The following table shows the students' participation in learning narrative and recount texts.

Table 4. The Students' Observation in Learning Writing

Cycles	Meeting			
	1 st Meeting %	2 nd Meeting %	3 rd Meeting %	4 th Meeting %
Cycle 1	57	58	65	66
Cycle 2	67	70	75	80

Based on the table above, the teacher can explain that the result of students' observation in learning process through free writing blind typing in every meeting in cycle 1 to cycle 2 with percentage of first meeting till fourth meeting. The students' participation in learning narrative text at the first meeting is 57%. It has been increasing in the first meeting (67%) in the cycle 2 by being implemented of recount text. The second meeting at the cycle 1 (58%), the students' more interest to learn recount text in the second meeting of cycle 2 (70%). In the third meeting of cycle 1 (65%) students' has big interesting in learning narrative text. but there more increasing in third meeting of cycle 2 (75%) with learning recount text. Even though the last meeting in the cycle 1, but the students' participation are still under average with (66%). It has more increasing in the last meeting of cycle 2 (80%).

DISCUSSIONS

The teacher compared the text result of students in the cycle 1 and cycle 2 which is considered, represent the students' writing improvement. In this part the researcher will compare the generic structure of the narrative are orientation, complication, and resolution. The generic structures of recount are orientation, events and re-orientation.

1. Orientation

Based on the data and analysis is got the result of learning narrative and recount in the data source, in cycle 1, and in cycle 2 in the following table.:

Table 5: The Result of Students' Orientation Achievement

Classification	Score	Narrative Indicator	Recount Indicator	Frequency			Percentage (%)			N
				DS	C1	C2	DS	C1	C2	
										35

Excellent	90-100	Complete to Identify and set the scene and introduce the participant (it answer the questions: who, when, and where)	Complete in introducing the personal participation, place and time	0	0	0	0	0	0	
Very Good	80-89	Identify and set the scene and introduce the participant enough (it answer the questions: who, when, and where incomplete)	To introduce the personal participation, place and time enough.	0	0	25	0	0	71	
Good	70-79	Cannot incomplete to Identify and set the scene and introduce the participant.	Cannot incomplete to in introduce the personal participation, place and time	6	29	10	18	82	28	
Fairly Good	60-69	Not relevant to Identify and set the scene and introduce the participant	Not relevant to in introducing the personal participation, place and time.	29	6	0	82	18	0	
Fair	50-59	No answer of concept	No answer in introducing.	0	0	0	0	0	0	

Based on the table above, in the data source 29 students (82%) get fairly good and 6 students (18%) get good. It improves in cycle 1 where only 6 students (18%) get fairly good and 29 students (82%) get good. Then, in cycle 2 it can be improved there is no students get fairly good, 10 students (28%) get good, and there is 25 (71%) get very good.

2. *Complication and Events*

Table 6: The Result of Students' Complication and Events Achievement

Classification	Score	Narrative Indicator	Recount Indicator	Frequency			Percentage (%)			N
				DS	C1	C2	DS	C1	C2	
Excellent	90-100	Complete to Identify the crisis' of problem arises. When the problem developed.)	Complete series of events, ordered in a chronological sequence	0	0	0	0	0	0	35
Very Good	80-89	Identify the crisis' of problem arises. When the problem developed is enough	To introduce a series of events, ordered in a chronological sequence is enough.	0	0	12	0	0	34	
Good	70-79	Cannot incomplete to Identify the crisis' of problem arises. When the problem developed.	Cannot incomplete a series of events, ordered in a chronological sequence	0	19	23	0	54	66	
Fairly Good	60-69	Not relevant to Identify the crisis' of problem arises. When the problem developed.	Not relevant a series of events, ordered in a chronological sequence.	35	16	0	100	46	0	

Fair	50-59	No answer of problem	No answer in events.	0	0	0	0	0	0	
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Based on the table above, the teacher shows the students' frequency in complication and events. In data source all of the students or 35 students (100%) get fairly good. It improves in cycle 1 where only 16 students (46%) get fairly good and 19 students (54%) get good. Then, in cycle 2 it can be improved there is no students get fairly good, 23 students (54%) get good, and there is 12 (34%) get very good.

Resolution and Re-orientation

Table 7: The Result of Students' Resolution and Re-orientation Achievement

Classification	Score	Narrative Indicator	Recount Indicator	Frequency			Percentage (%)			N
				DS	C1	C2	DS	C1	C2	
Excellent	90-100	Complete to find a way or solution to solve the problem Identify the crisis' of problem arises.	Restated the writer's opinion or personal comments to the story.	0	0	0	0	0	0	35
Very Good	80-89	To find a way or solution to solve the problem is enough.	Restated the writer's opinion or personal comment to the story is enough	0	0	13	0	0	38	
Good	70-79	Cannot incomplete to find a way or solution to solve the problem.	Cannot incomplete restate the writer's opinion or personal comment to the story	0	12	22	0	34	62	
Fairly Good	60-69	Not relevant to find a way or solution to solve the problem	Not relevant restated the writer's opinion or personal comment to the story	35	23	0	100	66	0	
Fair	50-59	No answer to solve the problem	No answer in giving comments	0	0	0	0	0	0	

Based on the table above, the teacher shows the students' frequency in resolution in narrative text and re-orientation in recount text. It has same of the students' frequency with complication and events that, in data source all of the students or 35 students (100%) get fairly good. Then, in cycle 2 it can be improved there is no students get fairly good, and 22 students (62%) get good, and there is 13 (38%) get very good.

The students' improvement in cycle 1 to cycle 2 is good. Most of the students' were difficult in cycle 1 to find out the complication of the story. It has different

with indicator of recount text. Where the students' should find the problem in complication of narrative and events in recount text. In cycle 2 they find easy way in recount serial picture, where they can make an event sequence with helping picture. It has different with narrative that they cannot find a clear problem in the story. But it has a similarity in find the generic structure of complication and event, that the students' should find the important problem in the story.

Re- solution and re-orientation are the similarity generics of the narrative and recount. Where the students' should find the solving of the problem in narrative text. It also conducts of the end story. It means that the end of the story.

The improvement of the students' to write good paragraphs through freewriting blind typing is effective in classroom action research. Where, the teacher finds in the improving from data source to cycle 1 and cycle 2 are good. Most of the student' got around 60-65 in data source of generic structure of narrative and recount text. It means that it is far from the target, but after implemented the students could get the indicator score that is 70 in cycle 2.

The researcher taught about the narrative paragraph in the cycle 1 through collaborative writing in the classroom action research. The researcher found that the students still difficult to write. They are still confused to find the generic structure of narrative text that what they want to write in the paper.

The difficulty of the students in writing had been analyzed, so the researcher had to think the solution of the problem. So, the researcher decided to do the cycle 2 by doing revision in the lesson plan which prepared in revized planning of cycle 2.

CONCLUSION AND SUGGESTION

A. Conclusion

After conducted the research about the implementation of cooperative learned through freewriting blind typing method at SMA Negeri 1 Sinjai Barat, Sinjai in class XI IPA 3, based on the research finding in the previous chapter, the researcher can made conclusion as the following:

1. Freewriting blind typing method is significant to improved the students' writing to identify of the orientation, complication, and resolution of the narrative writing skill at SMA Negeri 1 Sinjai Barat.
2. Freewriting blind typing method also improved the students' ability in writing specially in identifying of the orientation, events and re-orientation in writing recount text. The results of research indicated that the students get increasing value from the cycle I and cycle II. It was accordance with the successfully criteria that has been gotten in planning, action, observation and reflection.
3. The students are active in learning English subject. It can indicated of the students' improvement in learning narrative and recount texts. It also can analysis from the students' activity observation sheet as show at the attachment. The students' response toward the free writing blind typing most positively. The

students' like to learn English subject with group because they can more actively. The teacher does not give speech method that can make the students bored.

B. Suggestion

Base on the result of the study by applied freewriting blind typing method had been effective to improved the students' to write narrative text and recount text ability in writing skill, the suggestions were gave to the reader as following :

1. This is suggested to the English teachers that through the freewriting blind typing method as the alternative teaching techniques in the teaching and learning process.
2. In order that the teacher can improved the students motivation because this method includes of active, creative, and effective. The students are not be pushed to memorization but they can find their learning result by themselves.
3. The researcher suggests to the next researcher not only teach of generics structure of narrative and recount texts but also to teach the five components of writing that are not yet discussed in this study.

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