

THE CORRELATION OF FREEWRITING AND WRITING SKILL AT PONDOK PESANTREN ANNUQAYAH IN GULUK-GULUK SUMENEP

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Abstract: Pesantren (Islamic Boarding School) has transformed from religious study to be a part of the educational system in Indonesia. It means that Pesantren does not only teach religious studies but also encourages the santri (students in Pesantren) to acquire English as the international language. Furthermore, this study is to determine the correlation between free writing activities and writing skills. Writing skill is one of the important ways to learn English that involves students' ideas to write text. One way to write all of students' ideas is to apply their ability on freewriting activities. This research uses a quantitative approach by using statistical method is correlation coefficient r product moment. The instruments are questionnaires and documentation. The population in this research is the students at Pesantren Annuqayah in Guluk-Guluk Sumenep.

Keywords: Writing, freewriting, writing skills

INTRODUCTION

The role of Pondok Pesantren (Islamic Boarding School) cannot be doubted as the Islamic institution in this country. Many Pondok Pesantren also prioritize the use of some language. Such as, English, Arabic, Indonesian, and local languages. Those languages are as the medium of instruction in teaching and learning and in daily communication as well. Speaking, listening, reading, and writing are integrated skill in mastering foreign languages.

For several decades, writing is an essential lesson to be taught in any levels. Writing is one of the four basic language skills in English learning and is also considered to be a sign of one's language competence and comprehensive quality (Zeng, 2018). However, it can be observed that students would normally be anxious, nervous, or unmotivated to perform any writing activity. Besides, a great way has been suggested to the study is freewriting. It is as a tool to improve writing skills. One of the greatest challenges faced by the teachers is to make students want to write something without making mistakes. By this expectation, students usually feel worried about the structures of writing, including introduction, body, and conclusion parts, grammatical, and specific words, etc. (Jamaliah, 2018) explains simply that freewriting technique allowed students to write everything in their mind and their feeling.

Regarding to the improving writing skill, (Elbow, 1998) proposes a technic that is called by freewriting. It can be done as exercise of writing for a set amount of time without stopping and editing on one or more topics. Basically, every person has capability to write because writing can be learned (Dunifa, Ahiri, & Karno., 2017).

The concept of freewriting was was proposed Elbow (1998). He stated and believed that freewriting to be a great solution in developing students' writing skill. This exercise requires by writing down many words on a piece of paper without stopping and worrying about what words to use.

Several studies have been employed in freewriting for pedagogical or research purposes (Hwang, 2010; Li, 2007). For example, (Hwang, 2010) analysed 208 students focused in freewriting outcomes written by eight English Foreign Language students in Thailand. (Ferrier, Hornier, & Singleton, 2013) conducted the research by measuring the speed of

freewriting. The benefit of freewriting can enhance students' ability and more confidence to write (Castle, 2017). Writing activity should be trained, the good way to do it by doing freewriting (Penn & Lim, 2016).

Some relevant studies investigated the freewriting and writing skill, but they still focused on the school (Sartika & Arriyani, 2020) and university students (Dunifa, Ahiri, & Karno, 2017). These reasons awaken the researcher's heart to conduct the research in Pondok Pesantren related to the English activity. Hopefully, this research can be beneficial to master English language.

As a matter of fact, there are various interpretations of freewriting. Our study concentrates on the "developmental function to help writer to discover the reactions and questions of an external or internal topic which is leading the students to use critical thinking skills" (Connors, 1998) investigations have obtained similar positive result (Elbow, 1973; Emig, 1997) suggest that it enhances the acquisition of the language the use of words and expressions in written assignments. (Raimes, 1983) claims that the pupils reinforce grammatical structures and vocabulary involved into new language and succeed to put their thoughts on paper. (Thomas, 1989) notes that "ideas emerge, and invention take place, he also states that the students eventually like the process of writing, what lessens the pressure of formal assignments.

In the freewriting technique, there are some steps in freewriting that must be paid attention (Sartika & Arriyani, 2020) as cited in Byre. The first, list the idea and make it in a chart, the second, choose and expand on idea then draw it in a chart form, the third is outline, make a number on the idea in the chart and incorporate to be a text, the fourth is write a draft, the draft must be written quickly, the fifth is check the draft to make a correction for that writing by reading carefully, the last is write the final version, after checking and correcting that writing.

In this study, this research proposes about freewriting can be highly efficient method to improve writing skills. Consequently, it is an attempt to analyse the students' freewriting by identifying the category of mistakes that often appears on their writing assignment. Furthermore, this research study is to investigate the correlation of freewriting activities and writing skill. The research questions are as the following. In this research, there are two research problems those are 1) is there correlation of students who use free activities better and writing skill? and 2) how is statistically significant the correlation of freewriting activities and writing skill?

METHOD

The method employed in this research was a quantitative approach in which the data are analyzed by using statistical procedure and the data collected in a quantitative report. The kind of research is non-experimental design. The purpose is to know the correlation between two variables. They are independent variable as variable X and dependent variable as variable Y.

The researcher also wants to answer the question and to get certainty about the correlation between variables are significance or not, and strong, enough, or week correlation. It means that the relationship between those variables will be explored and described as the research finding. The research was carried out at Pondok Pesantren Annuqayah, Guluk-Guluk, Sumenep, Jawa Timur. The participants were 25 students in the first grade at Madrasah Aliyah 1 Annuqayah, Guluk-Guluk, Sumenep, Jawa Timur.

In this research, the researcher uses two kinds of research instruments, those are questionnaire and documentation the questionnaire has been given to the students. This instrument is used to give some questions related with freewriting activities in their daily life. In this, there are ten items of question, and the answer has been prepared. For the

documentation, used to get and collect information about students' name lists, questionnaire sheet, and writing composition score as the target of the research.

FINDINGS AND DISCUSSION

The researcher has done the statistical analysis of the research data. The result of the analysis will give the answer to the research problem of this research.

To find out the mean of variable X (freewriting activities), the variable score is 23.04, the next step is to know the mean of variable Y (students writing skill), it is 78,84. Based on the data, the researcher has analyzed the and sum of variable X= 576, sum of variable Y is 1971, the mean of variable X is 23,04, the average of variable Y is 78,84, while the result of x^2 is 92,96 and for the y^2 is 1139,36, so the last sum $f xy$ is 36,208. Then, the sum of xy , the sum of x^2 and the sum of y^2 are analyzed using statistical formula that is product moment correlation to find out the correlation between two variables.

Table 1: Coefficient value of correlation "r" product moment

N	Value "r" in level of significance	
	5%	1%
25	0,396	0,505

From the table above, it is known that "r value" is 0,111 lower than "r table" (table of coefficient value of correlation "r" product moment for N=25 in significance level 5% is 0,396 and 1% is 0,505). So, the hypothesis is rejected. It means there is no correlation of freewriting activities and writing skill at the first-grade students of Madrasah Aliyah 1 Annuqayah in Pondok Pesantren Annuqayah, Guluk-Guluk Sumenep Jawa Timur. Further, to examine the result is significant or not, it can be stated as the following. The first, if the r value is higher than the r table, the correlation is significant. The second, if the r value is lower than the r table, the correlation is not significant. Based on the interpretation of "r" value, we know that the value of r is 0,111. So, it known that "r" value of this research is between interval 0,00-0,20 is very weak or low interpretation. The number of respondent (N) is 25.

CONCLUSIONS

This study was guided by correlation. After doing hypothesis testing, discussing the finding of data analysis that freewriting activities have no correlation on students' writing skill.

Writing activity by using freewriting technique has been proven successful to be applied in increasing the number of words produced (John, 2019). And, free writing technique can improve the students' writing skill particularly in vocabulary, grammatical structure, and making good paragraph (Sartika & Arriyani, 2020).

The suggestion for the English teacher is that freewriting can be done by giving more attention to some part which to be a basic for writing interest of English book on students' English subject. For the students, freewriting should be writing habit.

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