

**THE INFLUENCE OF FRESH TECHNIQUES ON STUDENTS'
EXPOSITORY WRITING AT SMKN 1 PEKALONGAN
LAMPUNG TIMUR**



OLEH:

**Ema Puspitasari, M. Pd.
Intan Trine Chodija, M. Pd.
Jimmy Cromico, M. Pd.
Ahmad Jakarsih
Shalu Faradhila**

**LEMBAGA PENELITIAN DAN PENGABDIAN
MASYARAKAT (LP2M)
INSTITUT AGAMA ISLAM DARUL A'MAL LAMPUNG
2022**

HALAMAN PENGESAHAN

- A. Judul Program : *The influence of fresh techniques on students' expository writing at SMKN 1 Pekalongan Lampung Timur*
- B. Jenis program : Pendampingan
- C. Sifat kegiatan : Terprogram
- D. Identitas :
- pelaksana
1. Ketua
 - Nama : **Emma Puspitasari, M. Pd / Ketua**
 - NIDN : 2118049601
 - Pangkat/ golongan : Asisten Ahli
 - Alamat kantor : Jl. Pesantren Mulyojati 16B Kec. Metro Barat Kota Metro
 2. Anggota 1
 - Nama : **Intan Trine Chodija, M.Pd**
 - NIDN : 2125128805
 - Alamat kantor : Jl. Pesantren Mulyojati 16B Kec. Metro Barat Kota Metro
 3. Anggota 2
 - Nama : **Jimmy Cromico, M.Pd.**
 - Alamat kantor : Jl. Pesantren Mulyojati 16B Kec. Metro Barat Kota Metro
 4. Anggota 3
 - Nama : **Ahmad Jakarsih.**
 - Alamat kantor : Jl. Pesantren Mulyojati 16B Kec. Metro Barat Kota Metro
 5. Anggota 4
 - Nama : **Shalu Faradhila.**
 - Alamat kantor : Jl. Pesantren Mulyojati 16B Kec. Metro Barat Kota Metro
- E. Biaya yang diperlukan : Rp.10.000.000 (Sepuluh juta rupiah)
- F. Lama kegiatan : 1 bulan

PERNYATAAN KEASLIAN DAN KEORISINILAN

Dengan ini saya sebagai ketua peneliti:

Nama : **Emma Puspitasari, M. Pd / Ketua**
NIDN : 2118049601

Menyatakan bahwa penelitian ini adalah orisinal yang belum diteliti sebelumnya dan naskah penelitian ini secara keseluruhan adalah asli penelitian/ karya saya sendiri kecuali pada bagian-bagian yang di rujuk sumbernya.

Metro, 21 Mei 2022
Saya yang menyatakan,



Emma Puspitasari, M. Pd
NIDN. 2118049601



KATA PENGANTAR

Puji syukur kami panjatkan ke hadapan Allah swt., yang telah melimpahkan rahmat dan hidayahnya sehingga penelitian kolektif dosen dan mahasiswa tentang *The influence of fresh techniques on students' expository writing at SMKN 1 Pekalongan Lampung Timur* ini berjalan lancar.

pada kesempatan ini kami mengucapkan terima kasih sebesar-besarnya kepada berbagai pihak yang telah berpartisipasi dan mendukung selama penelitian ini dilaksanakan. secara khusus peneliti menyampaikan terima kasih kepada :

1. Kementerian Agama Republik Indonesia
2. Kopertais wilayah XV Lampung
3. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAI Darul A'mal Lampung
4. Kepala Pusat Penelitian Dan Pengabdian Kepada Masyarakat IAI Darul A'mal Lampung.
5. Semua pihak yang terlibat aktif dalam proses penelitian ini.

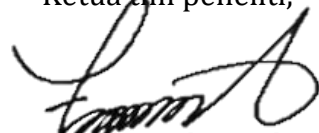
Semoga semua dukungan dan kontribusi mereka bermanfaat bagi umat dan mendapatkan balasan yang sesuai dari Allah swt. kami berharap, kedepan kerja sama dan kontribusi serta dorongan tersebut semakin meningkat, sehingga akan meningkatkan kualitas dan kuantitas penelitian di lingkungan Masyarakat IAI Darul A'mal Lampung..

Semoga penelitian ini dapat menjadi sumbangan yang bermanfaat bagi pembangunan iklim akademik yang kondusif di Masyarakat IAI Darul A'mal Lampung.. lebih dari itu , penelitian ini kiranya menjadi kontribusi positif bagi terciptanya sumber daya manusia yang mumpuni untuk membangun bangsa dan agama.

Peneliti mengharapkan kritik dan saran yang konstruktif guna perbaikan dan penyempurnaan untuk penelitian-penelitian berikutnya.

Metro, 21 Mei 2022

Ketua tim peneliti,



Ema Puspitasari, M. Pd

NIDN. 2118049601

ABSTRACT

The objective of this research is to know the effectiveness of FRESH (Fact, Reason, Elaboration, Shift) technique on Students' Writing Expository text at the eight grade students of SMKN 1 Pekalongan Lampung Timur. The research used quantitative method with true experimental design by applying pre-test and post-test. In this research the writer used two classes as experimental and control class. The sample in this study is class XI A (experimental class) and class XI B (control class). Each of the class is occupied by 42 students. The data was collected by giving pre-test and post-test as the instruments. The data was analyzed by using t-test, the analysis of the data reveals that the average score of experimental class post-test was 73.86 and the average score of control class post-test was 65.02 with the average differences between two classes at 8.84. The t-test calculation showed to $3,657 > 2.00$ (tt). Since it was higher than tt score obtained from the result of that calculation, then the alternative hypothesis (H_a) was accepted while the null hypothesis (H_0) was rejected. In conclusion, it can be said that FRESH (Fact, Reason, Elaboration, Shift) is an effective technique to improve students' writing Expository text

Keywords : Effectiveness, FRESH (Fact, Reason, Elaboration, Shift)
Technique, Students' Writing Expository Text

DAFTAR ISI

Halaman Sampul	1
Halaman Pengesahan	2
Pernyataan Keaslian.....	3
Kata Pengantar	4
Abstrak	5
Daftar Isi	6
A. Pendahuluan	7
B. Tinjauan Pustaka.....	12
C. Metode Penelitian	27
D. Hasil Penelitian	32
E. Penutup	38
Daftar Pustaka	

A. Background of Study

English is a foreign language that is very important to be learned. It is a tool to communicate with the other countries. Therefore, it becomes a compulsory subject in Indonesia.

This verse explains that in every nation people have to respect other and need to learn their language as a communication tool in order to be able to build any relationships. In English, there are four language skills should be mastered by the students; Speaking, Reading, Listening, and Writing. Among these four, writing skill is one of the most difficult skills to be learned at school. It needs special skills that include the ability to express the writer's thoughts correctly.

According to Lewin, writing enables students to think about, to process, to grow idea about the topics the teachers are teaching them in English. Writing enables them to gain proficiency in a critically important skill. This skill is very essential to help students learn.¹ Kellogg said that there are several reasons why writing is very important to be included as one of materials learned by ESL (English as a Second Language) students; i) reinforcing the grammatical structure, ii) enhancing the students' vocabulary, iii) and assisting other language skills such as reading, listening and speaking. Therefore, when students write, they are involved with the language.²

Lewin gave his idea that the problem in school is that some students do not want to do writing, they do not know how to do this, and they do not know why their teachers want to do this. Besides, most of students undergo some problems in their learning process. This matter is caused by some cases such as lack of vocabularies and got difficulties in applying English grammar. Thus, when starting to write, the students always got stuck. They did not have many concepts to write something. In addition, when the students do some writing exercises, they need a long time to think the idea to be put into a paragraph.

Although the importance of mastering writing skill is clear, in fact, students' writing skill can be said far from being satisfactory. Writing is considered as the most difficult skill to be mastered by the second language learners. It could be called so since there are many problems and matters arise during the teaching and learning process of writing in the EFL classroom such as; vocabulary, punctuation, grammar, and organization. In some situations, writing is used to give instructions or to get things done, for example, to receive a message by tool communication and to complain about by letters.

In teaching writing activity, the teacher should have various activities to improve the class atmosphere and to motivate the students'

¹ Lewin, Larry. (2003). *Paying the Way in Reading and Writing*. New York: A Wiley Imprint.

² Kellogg, R. T. (2008). *Training Writing Skills: A Cognitive Developmental Perspective*. U.S.A: Journal of writing research.

willingness to write something. The teacher is the center of attention early in the lesson, when the topic is introduced and when any essential language needs to be revised and corrected. In good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task.³

In the Vocational High School, the basic competency that should be achieved in writing English subject is that the students have the ability to develop and produce written simple functional text in the Expository, report, narrative, recount, procedure and expository. Each text has different social function, generic structure and grammar.

The students' problems of SMKN 1 PEKALONGAN that are commonly faced in writing such as: they seemed to have no idea about English writing. Most of them applied the grammatical rules of their native language to English writing, did not have sufficient vocabulary, did not know English writing conventions and could not organize their writing. Those problems made the students passive and low motivation. To know the students performance in writing, the researcher holds the pre-survey in SMKN 1 Pekalongan which show in the table below:

Table 1
The Pre-survey Data of Students' Writing Mastery at The Eleventh Graders of SMKN 1 Pekalongan.

No	Value	Category	Number	Percentage
1	>76	Passed	6	27.2%
2	<76	Failed	16	72.8%
Number			22	100%

It can be know that pre survey result at the eleventh graders of SMK Negeri 1 Pekalongan, only 27.2% the students who passed of writing subject, and 72.8 % the students failed. The highest grade is 77 and the lowest grade is 45 with the MAC (*Minimum Achievement Criteria*) is 76. The researcher assumes that it caused students' writing is still low and they feel English are difficult lesson.

They are required to be competent to compose the Expository text in a low level. Nevertheless, there are many students who get difficulties to understand Expositor text, what its purpose involve the generic structure

³ Puspitasari, E., Mustofa, Y., & Faradilla, S. (2023). Implementing Content-Based Instruction (Cbi) Method In Descriptive Writing Skill: Impact On Students'achievement. *Al-Ikmal: Jurnal Pendidikan*, 2(2), 18-26.

and language features, and how to apply those Expository features in the text. The students usually find some difficulties when they are learning about genre and its writing. They cannot sit quietly and pay full attention during the lesson without doing anything, especially in Expository text. Because of this text type, the students are hoped can clearly according to the object.

Based on interviewing the English teacher of SMKN 1 Pekalongan Lampung Timur, it is found that the students have problem in writing. There are many students who get difficulties to understand Expository text. Besides, they are afraid of making mistakes in sentences and confuse how to start of making good structure in writing Expository text.

Then, the students are never got the simple and easy way to write. Those problems are impact on their writing Expository text. This condition was the result of teaching technique used by the teachers. They rarely applied various techniques in teaching, while in teaching Expository text an appropriate technique is needed. Because of that, it is needed to give a suitable technique to the students and make students enthusiastic to learn Expository text. If the teachers are able to apply an appropriate technique, students are exciting to learn Expository text it can increase the students' achievement in writing Expository text.

Technique is a way of doing something by using special knowledge or skill. As Brown (2007) clarified that "technique is something that actually takes place in language teaching or learning in the classroom".⁴ It is used in order to make teaching and learning process become interesting since the technique used to influence student's learning atmosphere. In order to get good students' writing competence in Expository paragraph, the writer would like to apply the new technique that is called "FRESH Technique". FRESH technique is a technique in which each of its letter represents meaning. "F" stands for "Fact" then "R" stands for "Reason", "E" stands for "Elaboration" and "SH" stands for "Shift".

In previous research, Noor in his study entitled "The Effectiveness of FRESH Technique on Discursive Writing". The participants of his study were 10 second language learners, a level candidate taking MUET (Malaysian University English Test) aged between 18-19 with different proficiency in the private college. His study investigated the effectiveness of using FRESH Technique in discursive writing with document analysis qualitative method. The data were collected from questionnaires, diagnostic and achievement test. The findings of his study showed that FRESH technique was very effective on learners' idea expansion in discursive writing.⁵ It showed positive changes in students. The

⁴ Brown, D.H. (2007). *Teaching by Principle*. Englewood Cliffs, N.J: Prentice Hall Larsen-Freeman.

⁵ Mertens, Donna, M., and John, A., McLaughlin. (2004). *Research and Evaluation Methods in Special Education*. California: Corwin Press, Inc.

increasing of student"s scores in achievement test indicated that the treatment had an effect on theirs" performance. ⁶The major conclusion of his study was the learners preferred to use FRESH technique as they understood the component needed in a comprehensive paragraph and through this technique, they were able to write in a cohesive manner in delivering their ideas.

In another research, Wulandari (2013) entitled "Improving Students" Competence in Writing Expository Paragraph through FRESH Technique conducted her research on one of Junior High Schools in Banyumas academic year 2012/2013. ⁷The method of this research is Classroom Action Research (CAR). The research participants were the students of VIII E class consisting of 28 students. The treatment was carried out in two cycles of four actions. The quantitative data (tests) were evaluated by using Burhan Nurgiyantoro"s Writing Evaluation Criteria which consisted of evaluation in content, organization, vocabulary, language, and mechanics. The finding of her research showed that the students" competence in writing Expository texts improved. It could be seen from the improvement of students" score in pre-test and post-test. The result of the test showed that there was improvement of students" writing score for about 23.607% from the pre-test which was 66.25 to 81.89.

This improvement had reached the success indicator which was 20%. This meant that "FRESH" technique improved the students" competence in writing Expository text. Based on the background above, the writer is interested to conduct quantitative experimental research entitled "The influence of fresh techniques on students' expository writing at SMKN 1 Pekalongan Lampung Timur".

1. Problem Statement

The background above revealed several problems during the process of teaching writing especially expository one. The problems can be identified as follows:

1. The students are poor in vocabulary mastery which becomes the barrier as they want to make an English essay and they did not have many concepts to write something.
2. The students have less understanding to learn the expository text. In this case some students still do not know how to develop a topic well into paragraph. Besides, they also have low understanding of meaning, function, and the generic structure of Expository text.

⁶ Puspitasari, E., & Wijaya, T. (2022). The Positive Impact of Internet-Based Resources to Encourage Students' Vocabulary Aspect. *Tapis: Jurnal Penelitian Ilmiah*, 6(2), 166-175.

⁷ Rahman, T., & Astuti, A. H. (2023). COMMON ERRORS IN CONVERTING DIRECT TO Indirect Speech of Grade Xi Students at Sma Muhammadiyah 2 Yogyakarta. *Al-Ikmal: Jurnal Pendidikan*, 2(1), 41-55..

3. The teachers are still lack of creativity to give the strategy or technique in teaching writing, especially Expository text. They just give explanation and exercise in writing without applying the appropriate technique.

2. Problem of the Study

Regarding the limitation of the problem above, the problem of this study is formulated as follows: "Is FRESH technique effective in teaching expository writing to SMNK 1 Pekalongan"

3. Objective of Research

Based on the research questions objectives of this research are Referring to the problem above, the objective of the study is to get empirical evidence whether or not FRESH technique is effective in teaching student's Expository text writing.

4. Significant of Research

The The result of this study is expected to be used theoretically and practically:

1. Theoretically

Theoretically the significance of this study is to introduce technique to improve Expository text writing skills. Besides, this study also signified to find out the advantages and disadvantages of the use of FRESH technique in improving students' writing Expository text ability. The research findings will also enrich the previous theories and research findings about teaching technique, especially for teaching writing.

2. Practically

The outcome of this study will be beneficial for the teachers, the students and school. The result of this study is expected to assist the teachers to overcome the problems in teaching English especially in writing Expository text; moreover, this study is expected as guidance for teachers in improving the student's ability in writing Expository text and the technique is expected to be beneficial technique in teaching and learning especially for those who teach to 8 th grade students. This study is also expected to motivate and stimulate the students to improve their writing ability in Expository text and it can help them to get easy to write. Furthermore, FRESH technique also can be applied in the school.

B. Review Of Related Literature

1. Concept of Writing

a. Definition Writing

Brereton states that writing differs from speaking in one very important way: the next has to carry all the meaning, because the writer is never around to explain.⁸ Writing is a kind of activities where the writers express all the ideas in their mind in the paper, from words to sentences, sentences to paragraphs and paragraphs to the essay⁹. Basically, writing means producing message into written language. According to Nystrand, writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the readers.¹⁰

According to Langan, writing as a skill, A sure way to wreck your chances of learning how to write competently is to believe that writing is a “natural gift” rather than a learned skill. A realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, or cooking: and, like any skill, it can be learned. However, writing is not an automatic process: writers will not get something for nothing-and they should not expect to. For almost everyone, competent writing comes from plain hard work-from determination, sweat, and head-on battle.¹¹

Besides, Harmer (2004) mentions that writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them, which requires some learning. As stated in the explanation above, writing is one of the language skills which is important to be learned. By writing, people can inform others and tell what they feel. Writing in a second language is not easy to be learned because it is one of the four basic skills that are very complex and difficult to be learned.¹²

The practice may include imitating or copying words and sentences from the giving ideas or expressing free ideas based on the writers' knowledge, experience and point of view.¹³ Writing is one way to recognize our ideas and help us to absorb and process

⁸ Cromico, J. (2023). Improving Speaking Skill Through Picture Describing Technique. *Al-Akmal: Jurnal Studi Islam*, 2(1), 63-75..

⁹ Brereton, John c. 1982. *A Plan for Writing* (2 ed). New York: HOLT, Rinehart & Winston.

¹⁰ Nystrand. 1989. *Writing English Language Test*. New York: Longman

¹¹ Langan, John. (2003). *College Writing Skills*. U.S.A: McGraw-Hill.

¹² Harmer, Jeremy. (2007). *How to Teaching Writing*. England: Person Educated Limited.

¹³ Yani, N. (2023). An Analysis Of Students' difficulties In Essay Writing At Students Of University. *Al-Akmal: Jurnal Studi Islam*, 2(1), 29-36.

information that can be transferred for the others¹⁴. In addition, writing is one of the instruments or media of thinking that is used to execute cognitive activities mentally, to organize information strategically and to make meaning of different forms of knowledge.

Writing can be developed into some ways. Brereton classifies the ways of developing essay into six ways namely: description, narration, definition, process, comparison and contrast and persuasion. Meanwhile, Kirzner and Mandell point out nine ways of developing essay. They are narration, description, exemplification, process, cause and effect, comparison and contrast, division and classification, definition and argumentation. From the opinions above, it can be stated that there are four majors of text. They are narrative, expository, Expository, and argumentative¹⁵

It is true that the aim of writing is to convey a message to a reader using a conventional graphic system, such as letters, punctuation, words or sentence. As a good writer, whatever he writes should be understood by a reader.

Skill is the ability to do something well. In other words, it is an ability that is intended for an act that is useful and good. So, it can be inferred that skill is an ability of person which acquire them in complex process for an act that is useful and good.

Based on the statement above, it can be concluded that writing skill is a productive of a language which requires critical thinking process and is used as a means of communication to aspire someone's thoughts. Students of EFL can learn about writing in order to be able to be a good writer as well as convey and express their ideas as it is a learning process.

Learning to write either in the first or second language is one of difficult tasks a learner encounter (Richard, 1990, p. 100). Not only for those learning English as either foreign or second language it is difficult for the native speakers as well (Esmeralda, 2013). In fact, a good writing has to consider some aspects of writing; grammar, vocabulary, mechanic, content, and organization (Hartfiel, Hughey, Wormuth, & Jacobs, 1985, p. 89). Grammar is a set of rules that help the students to construct sentences that make sense and are in acceptable English.¹⁶

Writing can be defined in various ways. There are some definitions of writing proposed by experts. Sokolik in Nunan suggests that writing is a manual to paper or a computer screen by manipulating a pencil, pen, or keys on a keyboard to express the ideas in order to create a piece of written work (essay, recipe, report, etc.). While Trudy Wallace define writing is the final product

¹⁵Kirzner and Mandell. 1980. The Holt Handbook, 4 ed. Annotated instructor's Edition. Fort Worth: Harcourt Brace. 1028 pp. th

¹⁶ Kellogg, R. T. (2008). Training Writing Skills: A Cognitive Developmental Perspective. U.S.A: Journal of writing research.

of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.¹⁷

Moreover, Murphy stated that writing is a way to produce language, which you do naturally when you speak. Writing is also an act of the process of finding and organizing your ideas, putting them on paper, and reshaping and revising them. In line with Mike states that Writing is primarily a mental activity, but it relies on physical tools and resources from pens and paper to word processors. In principle, to write means to try to produce or reproduce written messages. Before we write, we need to determine what to write; we should have something meaningful to convey.

b. The Necessity of Writing

Hairston states that writing is important for some reasons as follows:

- a. Writing is a tool for discovering, we stimulate our thought process by the act of writing and take in information and images, we have our consciousness.
- b. Writing helps us to recognize our ideas. We can arrange them in coherent form
- c. Writing helps us to absorb and process information when we write a topic, we learn it better.
- d. Writing enables us to solve the problems by putting the elements of them into written form, we can examine and manipulate them.
- e. Writing on a subject makes us active learners rather than passive learners of information¹⁸

c. The Component of Writing

There are some aspects of writing that have to be considered by a writer to exist in their writing. The researcher will explain the aspects of writing according to Brown and Jacobs et al. and the aspects of writing that will be focused by the researcher in this research. In writing, there are several aspects which should be considered by students in order to write well. Brown proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of

¹⁷ Murphy, O. (2010). Blogs and Wikis: Enhancing Undergraduate Communication And Critical Ability In An E-Learning Context. Edulearn10: International Conference on Education And New Learning Technologies.

¹⁸ Hairston, M. 1986. Contemporary Composition. Boston: Houghton Mifflin Company.

description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance. Meanwhile, (Brown & Bailey, 1984).¹⁹

Jacob et.al. point out five significant components writing they are;

a. Contents

The content of writing should be clear for the readers so that the readers can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

b. Organization

In organization of their writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by ti to organize or arrange the writing this organization is mainly re as order. There are two parts of organization in this case, they are below:

1) Clarity

Clarity is a characteristic of a speech or a prose composition that communicates effectively with its intended audience. In general, the qualities of clearly written prose include a carefully defined purpose, logical organization, well-constructed sentences, and precise word choice.

2) Logical

Logical describe something that makes sense according to the rules of logic, or something that is rational. An example of something that is logical is a carefully reasoned decision that makes sense and is the right course.

c. Vocabulary

Vocabulary is one of language aspects dealing with the pieces of writing study. In process of writing, the writer always think about putting words into sentences and then putting sentence into paragraphs until day can create a piece of writing. The effective used of words will always result good writing both specific and technical writing, the dictionary is very considerable.

d. Language use

¹⁹ Jacobs, H., Zinkgraf, S., Wormuth, D., Hartfiel, V., and Hughey, J. 1981. Testing ESL Composition: A Practical Approach. Massachusetts: Newbury House

Language use in writing involves correct language and point grammar. And adequate grammar should be one that is capable of producing grammar. In addition, grammar can help students improve the use of formal language.²⁰

Subject/Verb Agreement

Subject is the part of a sentence or clause that commonly indicates (a) what is about, or (b) who or what performs the action (that is, the agent). The subject is typically a noun, noun phrase, or pronoun. Put simply, this means that we have to remember to add an -s to the verb if its subject is singular and not to add an -s if the subject is plural. It's really not a hard principle to follow as long as we can identify the subject and verb in a sentence. For one thing, our speech habits sometimes interfere with our ability to apply the principle of agreement. If we have a habit of dropping the final -s from words when we talk, we need to be particularly careful not to leave off the -s when we write.

Singular/Plural Nouns

Singular is the simplest form of a noun (the form that appears in a dictionary): a category of number denoting one person, thing, or instance. Contrast with plural. Plural is the form of a noun that typically denotes more than one person, thing, or instance. Contrast with singular.

Regular/Irregular Verbs

Regular verb is the verb that forms its past tense and past participle by adding -d or -ed (or in some case -t) to the base form. (Also known as a weak verb). Contrast with Irregular verb. Irregular verb is a verb that does not follow the usual rules for verb forms. Also known as a strong verb. Verbs in English are irregular if they don't have a conventional ed form (Ile asked or ended). Contrast with Regular Verb.²¹

e. Mechanic

There are at least three main parts of mechanic in writing, they are:

1) Capitalization. The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. Besides through correct capitalization of sentence, it also helps reader to differentiate one sentence to others.

²⁰ Chodija, I. T., & Umam, L. H. (2022). Teachers' Perceptions about Difficulties in Teaching and Learning Grammar of EFL. *Al-Akmal: Jurnal Studi Islam*, 1(1), 64-81. Company.

²¹ Jacobs et.al. 1981. *Testing ESL Composition: A Practical Approach*. Rowley, Massachusetts: Newbury House Publishers.

2) Punctuations. It can be used as a unit of meaning and suggest on how the units of it relate to each other.

d. Process of Writing

Harmer states that writing processes is a way of seeing what people are doing when they make written text. According to Zemach and Rumisek a good writer goes through several stages to produce an article.

a. Pre-writing

Pre-writing is the first step of the writing process. It is in this step that the writer tries to find what he wants to write. The pre-writing stage involves the writer in choosing a topic, gathering ideas about the topic, organizing the ideas to be discussed first to last.

b. Drafting

At this stage the writer generates ideas into words on the computer or papers on the topic. At the compilation stage, the author is focused on writing fluency about the organization and language that will be used so that readers can easily understand the ideas. Content can be written without considering grammar aspects first.

c. Review and Revise

The review stage is to examine what has been written, from structure to content. Authors can ask classmates to exchange texts. Reader's opinion is a good way to know if writing is clear and effective. Revising is not just checking for language errors. This was done to increase global content and organize ideas so that the author's intent was clearer to the reader.

Professional writers re write constantly, perhaps reworking one draft dozens of time. How much a writer revises and edits depends on the rhetorical situation and the deadline. Yet too many students skip or skimp on revision, editing, and proofreading-turning in rough drafts. A good way to start revision is to assume the role of an editor.

Revision is concerned with the larger aspects of the draft: the organization and presentation of ideas. The smaller items within the sentence-word choice, grammar, spelling, and punctuation-are treated in the final stages of editing and proofreading. That does not mean that the writers cannot jump back and forth between the two stages--work any way they wish. However, many writers find it easier and more effective to look at one aspect at a time. The goal of revision is

to rethink and reshape their writing so that it effectively reaches their audience and accomplishes their purpose.²²

d. Rewrite

Rewriting can be called editing. Editing occurs after revising. Its purpose is to give your paper a professional look. The editing process is an extension of the writing stage, the result of the writing process. Students can ask the teacher's opinion about the writing. Revisions are made by the teacher to help students shape and reshape writing into its final form, and are more focused on organization, written content, and sentence structure. Students check their final text for some of the mistakes they have made.

From the explanation above, it can be concluded that in writing there are four stages; pre-writing (deciding the topic), drafting (writing keywords), reviewing and revising (checking the composition), rewriting (revising the composition to make it a good composition).²³

During editing and proofreading, the writers attend to matters within the sentence. Although editing is a general term meaning to “ready for publication or presentation by amending errors or revising,” it is often applied specifically to stage four of the writing process. Proofreading means “discovering small errors and making corrections.” Thus, the terms overlap somewhat. By delaying editing and proofreading until stage four, the writers are free to think about the larger matters of a paragraph. The goal in stage four is to clarify meaning and eliminate grammatical distractions within each sentence so that the writing purpose can be achieved.

Similarly, Harmer (2007:113) asserts that when students are writing-for-writing, they want to be involved in the process of writing. „In the real world“, this typically involves planning what the writers are going to write, drafting it, reviewing and editing what they have written and then producing a final (a satisfactory) version. Many people have thought that this is a linear process, but a closer examination of how writers of all different kinds are involved in the writing process suggests that they should do all of these things again and again, sometimes in a chaotic order. Thus, the writers may plan, draft, re-plan, draft, edit, re-edit, re-plan before

²² Rahman, T., & Astuti, A. H. (2023). Common Errors In Converting Direct To Indirect Speech Of Grade Xi Students At Sma Muhammadiyah 2 Yogyakarta. *Al-Ikmal: Jurnal Pendidikan*, 2(1), 41-55.

²³ Harmer, J. (2008). *How to teach English* (Vol. 62, No. 3, pp. 313-316). Oxford University Press.

Total Scoring

Categories	Score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total	100

e. Influential Factors of Learners' EFL Writing Skill

There are several factors that affect a person's EFL writing ability:

a. English competence

English competency is a broad term which, regarding writing, may include the learner's grammatical competence, vocabulary mastery, and how to organize good paragraphs of English. Lack of grammar or vocabulary competence in particular, makes it difficult for students to produce not only paragraphs but also sentences, even. "Learners who engage in productive tasks can become very frustrated when they don't have the words or grammar they need to express themselves"

b. Native language disorder

The native language of students is very closely related to their English competence regarding its effect on learning to write English. Native language, therefore, is also seen as a very influential factor in the success of students' writing in EFL (Harmer, 2001, p. 250). In this context, the students' mother tongue is Indonesian. Indonesian that has a good impact on certain aspects of students' writing is referred to as 'transfer'. Conversely, if it has a bad impact it is called a 'disturbance' Regarding writing, the disturbance of Indonesian against English writing is related to morphology, semantics, and syntax.²⁴

c. Motivation

Some students don't really care about their writing, while others do. The extent to which learners' intrinsic motivation drives them towards improvement will affect their reading habits as well. The problem is motivation is a very complex thing. Motivation means a group of factors that 'energize' behavior and give it 'direction'.

e. The Purpose of Writing

Nunan argues that there are several reasons why writing systems can develop:

²⁴ Harmer, Jeremy. (2001). *The Practice of English Language Teaching*, 3Ed, New York: Pearson Education Limited.

- a. To provide a more or less permanent permanent record of some events. Records come in all shapes and forms: from the weather records for a specific city during the year, to a personal diary that someone keeps for the rest of their life.
- b. To communicate with other people far away in time and space by letter, postcard, or email.
- c. To entertain or teach through creative literature such as stories, novels and poetry.
- d. To present complex arguments that go beyond the spoken word in the form of essays, journal articles, and so on.

From the theories above, it can be concluded that in general, the purpose of this study is to provide information and learning innovations in education, especially for students' writing skills. Writing is also used to communicate with other people at different places of time.²⁵

f. The Kinds of Writing Skill

The kinds of writing are:

a. Description

Description is writing that creates a clear and vivid impression of the topic. Description translates your experience of a person, place, or thing into words, often. Description also about sensory experience-how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception.

1) The generic structure of Expository text.

- Identification identifying the phenomenon to be described.
- Description describing the phenomenon in parts, qualities, or/and characteristics.²⁶

2) Language features:

Beside genre structure, Expository text also has language futures (lexical grammatical). The following are the language features of Expository text:

- Focus on specific participants: a particular class or thing, person, or place (e.g., queen Elizabeth, the times, bus) rather than generalized participants (e.g., the royal family, newspaper, public, transportation)
- Use of attributive and identifying process: additional adverbs of the subject mentioned (e.g., adjective clause, adjective phrase, and linking verbs such as taste, smell, appear, look, is, am, are, etc.)²⁷
- Use of simple present tense.

²⁵ Nunan, D. (2003). *Practical English Language Teaching*. New York : Mc Graw Hill.

²⁶ Susan Anker, *Real Writing*, (New York: United States of America, 2010), p.155.

²⁷ T Cromico, J., Sutopo, A., & Haryanti, D. (2015). *Translation Quality of English-Indonesian by Using Google Translate* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

- Frequent use of classifier in nominal group (e.g., one of..., many of..., etc)
- The following is the example of Expository text.²⁸

From the example Expository text, it can be seen that the organization of the text consists of two parts: they are general classification and descriptions. General classification or sometimes called as identification, introduces the topic being described (Borobudur). In other hand, description tells the Borobudur more clearly (such as parts and its characteristics).

b. Argumentation

A piece of writing is categorized as “argumentative” if it contains statements that serve the function of supporting other statement.

In argumentation presents claims and organizes evidence to argue in support of the claims.

General classification	Borobudur is a Hindu-Buddhist temple built in the 9 th century under the Sailendra dynasty of Java. it is located near Magelang on the island of Java, Indonesia
Description	Abandoned in the 11 th century and partially excavated by archaeologists in the early 20 th century, Borobudur temple is well known all over the world. Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m(150 ft) high and consists of eight step like stone terraces, one of top of the other. The first five terraces are square and surrounded by walls domed with Buddhist sculpture in bas-relief; the upper three are circular. Each with circular of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8km of passages and stairways. The design of Borobudur, a temple mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur, rededicated as an Indonesia nation monument in 1983, is a valuable treasure for Indonesia people.

c. Narration

Narration is the form of writing used to relate story of acts or events. Narratives entertain and engage the reader in an

²⁸ <http://descriptivetext83.blogspot.com/search/label/Definition> (January, 20th 2017)

imaginative experience. Narrative texts are organized according to setting, event leading to a problem and solution. The main features of narrative writing are: defined characters, Expository language, past tense.²⁹

d. Recount

Recount tells the reader what happened and this may involve the author's personal interpretation of events. There are different types of recounts which including personal (my trip to the farm), factual (retelling an accident) and imaginative recounts (a day in the life of a puppy). Recount writing is organized by setting, events in chronological order and a concluding statement.³⁰

e. Exposition

Exposition is used in giving information, making explanation, and interpreting meaning. It includes editorials, essays, and instructional material.³¹

To evaluation using analytic method elaborate writing product into five components. They are: content, form/organization, vocabulary/style, language use/grammar, and mechanics. Writing analytical exposition text can be called as an expository writing. It means that writing of analytical exposition text needs factual argumentation. The writer has to elaborates the ideas and analyze the topic by developing arguments to inform to the reader if the idea is believable or true. Besides, the writer should concern on the elements of writing by sticking each sentence together through. grammatical and lexical cohesion, also make the ideas are delivered orderly. Hence, writing analytical exposition text is an activity which the writer delivers his or her perspective through analyzing the topic and giving the arguments in, so that the idea will be conveyed clearly to the reader

f. Comparison and Contrast

Comparison and contrast are a kind of essay developed by comparison emphasizes and similarities or *likeness* between people, places or abstraction this research just want to observe one types of writing it is Expository text.³²

g. The Problems of Teaching Writing Skill

The individual with writing difficulties may have one or more of the following problems:

- a. Poor handwriting/ writing illegibly
 - 1) Does not follow lines on a paper
 - 2) Mixes capital and lower-case letters inappropriately
- b. Poor spelling skills

²⁹*Ibid.*, p. 3.

³⁰ Carroll Robert, *Student Success Guide Writing Skills*,(Sacramento: United States and International Copyright Law, 2013), p.8.

³¹Hugh Cory, *Advanced Writing*, (New York: Oxford University Press, 2005), p.122.

³² Joy m Reid, *teaching ESL writing, prentice hall regents*,(united state of America) ,p. 236

- 1) Spells phonetically and cannot remember patterns
- 2) Reverses letters in spelling
- c. Difficulty with copying or completing work on a printed page
 - 1) Difficulty in copying from board
 - 2) Difficulty in copying from a book or other printed material ³³
- d. May have problems with grammar, syntax and organization
 - 1) Demonstrates inconsistent memory for sentence mechanics (e.g. lack of punctuation and capitalization)
 - 2) Persistent problems with sentence structure (sentences may be incomplete or syntax may be incorrect or disassociated)
 - 3) Does not have all parts of a well-organized paragraph (Topic sentence and supporting sentences)
 - 4) The student is still unable to compose a paragraph.
- e. Demonstrates writing skills inconsistent with verbal abilities
 - 1) Writes short and/or simple essays even though he can verbalize more complex thought
 - 2) Can verbalize answers to tests but written answers are wrong, left blank or incomplete

h. The Concept of Expository Text

Oshima and Hogue state that narration is story writing. When you write a Expository paragraph or essay, you write about events in the order that they happened. In other words, you use time order to organize your sentences. a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. Meanwhile, Keraf state that narrative is a form of composition, which had the main objectives. In the form of activities that were tied together to become an event that happened in a certain time. Anderson& Anderson explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

2. Generic Structure of Expository Text

Derewianka (1990: 32) states that the steps for constructing a Expository are:

- 1) Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

³³ Aragon Jimenez, *Undergraduate Work An Analysis of The Writing Skill Difficulties of The English Composition Students at The Foreign Language*, (San Salvador: France, 2013), p. 9

2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporarily) hinder them, for 24 reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3) Resolution In a "satisfying" narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative, which leave us wondering (how is the end?).

Meanwhile, Anderson and Anderson show the steps for constructing a narrative text. They are:

- (1) Orientation, it is the opening³⁴ story which tells about the characters, the setting of time and the setting of place.
- (2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story.
- (3) Sequence of events, where the characters react to the complication.
- (4) Resolution, where the characters finally solve the problem in the complication.
- (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step. In addition, Koffman and Reed (2010: 1) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded that the generic structures of Expository texts are:

(1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.

(2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen.

(3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

i. The Concept of FRESH Technique

Definition of FRESH Technique Faisal (2010:8) gave his idea that when people are going to write they rely heavily to find out what they

³⁴ Anderson, M. & Anderson, K. 2003a. Text Types in English 2. Macmillan Education Australia PTY LTD.

know about topic. One of strategies which can be used in teaching writing in the classroom is FRESH technique. Fresh technique is a technique in which each of its letter has own meaning. "F" stands for "Fact". "Fact" means the identification of the object or it can be called general description of the object. Usually it contains object's name, kind of the object, etc. "R" stands for "Reason", it means a supporting idea that strengthen the fact. "E" stands for "Elaboration". Elaboration means the explanation of the reason. The teachers should elaborate it in detail, so the students can get clear description of the object. "SH" stands for "Shift", which can be meant decision or conclusion. It is the conclusion of the information before. Suwandita (2013) stated that dealing with learning, FRESH technique is used when the teacher shows how to guide the students about "Fact". The fact should have relation with the topic that will be written to develop particular paragraph. Then, about "Reason", the teacher guides them to find some reasons that support the fact. After getting the reasons, the teacher guides them to develop it to be the part of "Elaboration". Finally, in "Shift" or conclusion, the teacher guides them to make conclusion of the paragraph. In addition, Wulandari (2013) described those FRESH stands for "F" = FACT meaning the facts related to the topic which will be developed in writing descriptive text. "R" = REASON consisting of some reasons which can support the facts they have written before. The reason which will be mentioned can be sense impressions. After that, the students have to develop their reasons into "E" = ELABORATION, it is used when the writer may begin with a dominant impression and proceed to specific details. This means that after establishing general statements having been mentioned before, students must develop it into the detail one so that they will get are creative, complete, and coherent paragraph. The last part is "SH" = SHIFT. This part is in the form of conclusion of all things the students have written before.³⁵

Based on the explanation above, FRESH technique is a technique that has the own meaning in every letters. "F" for fact, fact is a true piece of the information, relate to learning writing expository text, in fact the students are required to think about the general facts for the topic that they are going to write. "R" for reason it is in the form of justification that support the fact. Then "E" Elaboration, it is the specific explanation of the information that relate to the reason. The last is "SH" for shift, it is a conclusion of the information before.

j. Conceptual Framework

The conceptual used in research. In this research, the researcher will Writing skill is really important because it can reveal how the students use the words to deliver their message or idea effectively. Writing is important because it also improves

³⁵ Faisal. (2010). Penerapan „FRESH“ Untuk Mengembangkan Paragraf Deskriptif Bagi Guru LBPP LIA Purwokerto. Purwokerto.

communication skills, creative thinking and creativity. It also helps the writer express ideas, beliefs and personality. The skill of writing helps the writer express feelings and thoughts to other people in a relatively permanent form.

Writing skill may be stated as one of difficult skills in English learning. In English teaching learning process, the students get some problems to get the ideas, vocabularies and grammar. In writing, there are several kinds of texts that can be learned by the students and one of them is expository text.

k. Hypothesis of the study

Ha: FRESH technique is effective in teaching students Expository text writing.

Ho: FRESH technique is not effective in teaching students Expository text writing.

C. RESEARCH METHOD

This chapter deals with research design, population and sample, research variable and indicators, research instrument, procedure of data collection, and technique of data analysis.

1. Research Design

In this research, the writer used quantitative research, because she wants to know the effectiveness of FRESH technique on teaching student's expository text writing. Quantitative data is the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational technique. Creswell (2009: 145) stated that quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study. In addition, Mujis (2004:1) explained that quantitative is explaining phenomena by collecting numerical data that are analysed using mathematically based method (in particular research). The true experimental design was used in this study.

According to Houser (1998:20), experimental design is essentially a map or systematic plan for collecting, and each designs results in more or less clarity in the plan or more or less control over the relevant variables cited in (Heppner et al., 1992). Martens and Mc Laughlin (2004:56) stated that true experimental designs use comparison groups and random assignment of participants to conditions or levels of treatment. Martella, Nelson, et al. (2013:160) also stated that true experimental designs are the only experimental designs that can result in relatively definitive statements about causal relationships between variables.³⁶

2. Research Setting

The place of this research, which is located Jl. Pasar Bengkok Sidodadi 31A , Kecamatan Pekalongan, Kabupaten Lampung Timur. This class consist of 22 students. It is one of school which has not been implemented content based instruction yet.

This research will conduct at SMKN 1 Pekalongan. The subject of this research is student of XI Accounting in the first semester. This research conducted in this class because most of the students is lowest English ability especially in writing.

12	Data	Course	Classroom	Student		Jumlah
				Male	Female	

³⁶ Sugiyono.2017. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

					male	Total
1	Class X	1	2	1	61	62
		2	2	51	-	51
		3	2	36	18	54
		Total				
2	Class XI	1	2	9	60	69
		2	2	5	-	54
		3	1	1	12	30
		Total				
3	Class XII	1	1	9	25	34
		2	1	3	-	31
		3	1	1	12	29
		Total				

3. Population dan Sample

In Mujis (2011:13) stated that population as the group of people the writer wants to generalize to. Population is a group of individuals who have the same characteristics (Creswell, (2012:14). The population may be defined as a group of classroom in the school. The population in this study was all SMKN 1 Pekalongan consist of eight classes, in which each class consisted of forty two students. Thus, total population of SMKN 1 Pekalongan in this school were 51 students.

From the population above, the writer takes two classes as the sample of this research. Those students were chosen by cluster random sampling by throwing the dice. Those two classes were directly assigned by the writer in which first class as experimental class and the second class as control class. The explanation of the sample.

4. Research Variables and Indicator

In this research consists of two variables there are independent and dependent variables, dependent variable that is writing expository text, Then independent variable in this research is students ability and difficulty at Class XI SMKN1 Pekalongan Lampung Timur. The indicators are language use (tenses) and vocabulary.

5. Research Instrument

a. Written test

This written test aimed to find out the students' ability to write expository text. The students have to write down a narrative text in two paragraphs. The topics of the expository .

	Random	General classification & description
C O N T E N T	27 – 30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic
	22 – 26	Average to good: some knowledge of subject, mostly relevant to the topic but lack detail
	17 – 21	Poor to fair: limited knowledge of subject, inadequate development of topic
	13 – 16	Very poor: does not show knowledge, not pertinent to topic
O R G A N I Z A T I O N	18 – 20	Very good excellent: ideas clearly stated, well organized , logical sequencing and relevant to generic structure
	15 – 17	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
	10 – 14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear
	7 – 9	Very poor: does not communicate, no organization, not enough to evaluate
V O C A B U L A R Y	18 – 20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	14 – 17	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
	10 – 13	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
	7 – 9	Very poor: essentially translation, little knowledge of vocabular, idiom, word from, or not enough to evaluate
G R	22 – 25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition

A M M A R	18 – 21	Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
	11 – 17	Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
	5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
M A C H A N I C	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate ³⁷

The following rating scale is the result of considerable and careful research conducted in the scoring of composition in the United States, which is adapted from Heaton (1988:146). From the explanation above the researcher conclude that the total is 100 which described in following table

Total Scoring

Categories	Score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total	100

6. Procedure of Data Collection

³⁷ Joy m Reid, teaching ESL writing, prentice hall regents, united state of America ,p.

The procedures stages in collecting data for each instrument in this research was as follows:

1. Writing Test

- a. The first, the researcher explain about the aim of the written test and what should they do at the paper.
- b. Next, the researcher ask the students to write a narrative text based on the topic that had been given.
- c. The researcher then given time opportunity to the students to do test is about 50 minutes.
- d. Exactly at the 50" minutes the researcher will ask to stop to write.
- e. After that, the students will ask to collect their writing.

7. Technique of Data Analysis

To percentage the students' score in the data from the test, which have been given to the student know how many percents the students right in answering the test. The following steps were implemented for analyzing data. In collecting the data, the instruments used should be valid. Collecting data is the systematic procedure to get the needed data. In this research, the writer used pretest and posttest as the instruments.

Pre-test is aimed to measure students' competency or ability about the material before the treatment. The results will be considered as the indicators of the students' competency. Pre-test was given to both control class and the experimental class. The test was a written test, required the students to write descriptive text about a mammal "CAT" the question was taken from English book for XI graders "English in Focus" by Wardiman et al (2008). Post-test is a test which is given after the treatment or after the teaching learning process. It is used to measure the effect of the

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

Where F = frequency

N = the number of sample

6. Finding out the significant difference between the score of the pre-test and post-test by calculating the value of t-test by using the formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

\bar{D} = the mean of the difference score

D. FINDING AND DISCUSSION

This chapter concern with the data analysis of the research and the discussion. The researcher presents the findings and discussion; the researcher used Expository analyse to analyze the results of data. The analysis conducted to determine the. This chapter exhibits the findings and discussion of the findings in related to the research questions. The discussion is based on the findings and compared to the previous studies in the same field.

In this chapter, the researcher presents the findings and discussion; the researcher used SPSS 23 to analyze the results of pre-test and post-test of experimental and control groups. The analysis conducted to determine the effectiveness of Fresh for teaching writing skill at the SMKN 1 Pekalongan Lampung Timur.

This chapter exhibits the findings and discussion of the findings in related to the research questions. The discussion is based on the findings and compared to the previous studies in the same field.

1. Finding

This section presents the analysis of the students' ability and difficulty in writing Expository text at class XI of SMKN 1 Pekalongan. The data collected 51 students has analyzed in to two analyses.

The Activities of Experiment and Control Class

The Activities	Experiment Class	Control Class
Pre-test	<ul style="list-style-type: none"> a. Greeting b. Introducing herself c. Asking the students to do the task individually (giving pre-test with title: technology in education). d. Confirming the students' difficulty or their problem. e. Giving the conclusion and telling the material to the next meetings. 	<ul style="list-style-type: none"> a. Greeting b. Introducing herself c. Asking the students to do the task individually (giving pre-test). d. Confirming the students' difficulty or their problem e. Giving the conclusion and telling the material to next meeting .

First Meeting	<ul style="list-style-type: none"> a. Greeting b. Explaining how to the teacher give scoring in their writing (content, language use, mechanism, vocabulary, and organization). c. Explaining how to the teacher give scoring in their writing (content, language use, mechanism, vocabulary, and organization). d. Explain them about how to write well e. Students find the familiar topic to write f. Conclusion, criticism and suggestion 	<ul style="list-style-type: none"> a. Greeting b. Checking the students' attendance c. Explaining how to the teacher give scoring in their writing (content, language use, mechanism, vocabulary, and organization). d. Explain them about how to write well e. Students find the familiar topic to write f. Giving the conclusion and telling the material to next meeting
Second Meeting	<ul style="list-style-type: none"> a. Greeting b. Fresh c. Give the explanation about definition, kinds strength, and function of internet-based resources d. Give the opportunity for the student to giving question e. Give some conclusion 	
Third Meeting	<ul style="list-style-type: none"> a. Greeting b. The student present or report what are they found in internet c. The student analyze independently (observe language use, content, and choosing an appropriate word by their self) d. Give some explanation and 	

	suggestion about the material	
Post-test	<ul style="list-style-type: none"> a. Greeting b. Asking the students to do the task individually c. Asking the students to make a paragraph with the topic Confirming the students' difficulties d. Closing in teaching learning process. 	<ul style="list-style-type: none"> a. Greeting b. Asking the students to make a paragraph with the topic (Digital Literacy for children) c. Confirming the students' difficulty d. Closing the teaching learning process

2. Data Description of the students' writing skill in the pre-test and post-test of control group

In this case, the researcher found the lowest score, higher score, mean, mode, median, average/mean class and standard deviation. In this section the researcher presents the compression of pre-test and post-test scores obtained from control group. The test was conducted on 06th August until 13th October 2022. The scores obtained of pre-test and post-test for the control group presented as the following of Table 4.

Table 4.2

The description of Pre-test and Post-test in Control Group

	N	Min Score	Max Score	Mean	Median	Mode	Std. Dev
Pre-Test	26	64	83	72.12	72	72	4.493
Post-test	26	62	82	73.54	74.5	75	5.680

See Table 4.2 that presents for the control class of descriptive statistics computation. There were 26 students for the Pre-test. The minimum score was 64 for pre-test and 62 for post-test. The maximum score was 83 for the pretest and 82 for post-test. The average or mean class was 72.12 for pre-test and 73.54 for post-test. The median was 72 for pre-test and 74.5 for post-test. The standard deviation was 4.493 for pre-test and 5.680 for post-test. So from the

result of data analysis above, it could be inferred that there was improve for the students' writing skill in the control class, but it is not really significant.

3. Data Description of the students' writing skill in the pre-test and post-test of experimental group

Table 4.3

The Description of Pre-test and Post-test in Experimental Group

	N	Min Score	Max Score	Mean	Median	Mode	Std. Dev
Pre-Test	26	62	84	72.62	73.5	77	6.450
Post-test	26	67	95	83.12	77	88	7.350

Table 4.3 presents for an experimental class of descriptive statistics computation. There were 26 students for the Pre-test. The minimum score was 62 for pre-test and 62 for post-test. The maximum score was 84 for the pre-test and 95 for post-test. The average or mean class was 72.62 for pretest and 83.12 for post-test. The median was 73.5 for pre-test and 77 for post-test. The mode was 77 for pre-test and 88 for post-test. The standard deviation was 6.450 for pre-test and 7.350 for post-test. So from the result of data analysis above, it could be inferred that there was improve for the students' writing skill in the experimental class, and there was highly significant.

4. The comparison of description in the pre-test between control and experiment group

Table 4.4

The comparison of description in the pre-test between control and experiment group

	N	Min Score	Max Score	Mean	Median	Mode	Std. Dev
Control Group	26	64	83	72.12	72	75	4.493
Experiment Group	26	62	84	72.62	73.5	77	6.450

See Table 4.4 shows the comparison of pre-test between control and experimental class. There were 26 students to do the

pre-test for the control class. The minimum score was 64, the maximum score was 83, the average or mean was 72.12, the median was 72, the mode was 75 and the standard deviation was 4.493. There were 26 students to do the pre-test for an experimental class. The minimum score was 62, the maximum score was 84, the average or mean was 72.62, the median was 73.5, the mode was 77 and the standard deviation was 6.450. So from the result of the data analysis above, it could be inferred that the experimental group is higher than control group for student's writing skill.

5. The comparison of description in the post-test between control and experiment group

Table 4.5
The comparison of description in
the post-test between control and experiment group

	N	Min Score	Max Score	Mean	Median	Mode	Std. Dev
Control Group	26	62	82	73.54	74.54	75	5.68
Experiment Group	26	67	95	83.12	77	88	7.35

See Table 4.5 shows the comparison of post-test between control and experimental class. There were 26 students to do the post-test for the control class. The minimum score was 62, the maximum score was 82, the average or mean was 73.54, the median was 74.54, the mode was 75 and the standard deviation was 5.68. There were 26 students to do the post-test for an experimental class. The minimum score was 67, the maximum score was 95, the average or mean was 83.12, the median was 69.00, the mode was 88 and the standard deviation was 7.35. So from the result of the data analysis above, it could be inferred that the experimental class has an improved the students' writing skill by using Fresh in teaching writing skills

6. The effectiveness of FRESH for the students' writing skill.

Table 4.6
Pre-test and Post-test Experimental and Control Group

	Pre-test experimental group	Pre-test control group	Post-test experimental	Post-test control

				group	group
N	Valid	26	26	26	26
	Missing				
Mean		72.62	72.12	83.12	73.53
Standard error of Mean		1.265	.881	1.442	1.113
Median		73.5	72	85	74.5
Mode		77	72	88	75
Standard deviation		6.450	4.493	7.350	5.679
Variance		41.606	20.186	54.026	32.258
Range		22	19	28	20
Minimum		62	64	67	62
Maximum		84	83	95	82
Sum		1888	1875	2161	1912

Table 4.6 showed that descriptive statistics of the pre-test experimental group and control group. The mean of the pre-test of the experimental group was 72.62 while the mean of pre-test of the control group was 72.12, it can be seen that the experimental group scored higher than the control group. However, the difference score between two groups are still in the fair category and the students have the same level of writing skill.

The data presents of the post-test results between experimental and control group. The mean of the experimental class was 83.12 and the mean of control class was 73.53. It can be concluded that there is significant effect of FRESH in teaching writing skill.

7. Discussion

This study took place of SMKN 1 Pekalongan. The participants were the students of the third semester, with the amount of the Class B was 26 students and the Class C semester was 26 students. So, it is needed to have qualified skill whether in receptive on productive skill in writing. In the English language learning process, there are need some ways to improve in their writing skill. One of that is the use FRESH. It can be used as a way in teaching writing skill especially for developing idea. According to Idavoy (2012), give a contribution to the student in the integration of authentic media especially FRESH Technique for language teaching provides multisensory stimulation to create an idea, which is effective and optimal for writing.³⁸

³⁸ Anwar, 2011. An Analysis the Students' Ability in Writing Narrative Text.

E. CONCLUSION

This chapter consist of two parts, the first part is conclusion that describe about the answer of problem statements of this research and the second part is suggestion for students, teacher and the next researcher.

1. Conclusion

The study concludes that using internet-based resources has affected on the students' writing skill. This result showed that the internet-based resources is effective for students' writing; an interest when use of resources on the Internet for making sentences, make develop idea easier and it was suitable for the students where the teacher ask the student to learn independently, most importantly be able to search their sources anywhere, anytime and the student more easier to combine their idea with new word or vocabulary. In addition using FRESH made the students easy to learn, accessible, flexible and interest or excited to use. It indicates that the use of using FRESH can help the students' to increase writing skill. Pre-test, experimental group, and control Group have the same problems on writing skill such as; develop their ideas or content, correct grammar or language used, and choosing appropriate word or vocabularies.

Then, the result calculating using t-test obtained ($t_{\text{count}}=5.745$) > ($t_{\text{table}}=2.06$). It means that there was significant effect between the students who are taught by using FRESH and who are taught without using FRESH in teaching written skill for SMKN 1 Pekalongan. H_a is accepted when t_{count} is higher than t_{table} . Then H_0 is accepted when t_{count} is lower than t_{table} . It can be seen from the explanation above that is t_{count} higher than t_{table} . So, there is any significant effective of students' writing skill at SMKN 1 Pekalongan".

2. Suggestion

Based on the conclusion above, the researcher whould like to give some suggestions to the students (learners), the English techer and the next researcher, as follow.

1. For the students at Class XI SMKN 1 Pekalongan
 - a. The students are expected to improve their writing ability Expository text.
 - b. The student also should know the tenses in order to make them easy to make sentence in English.
2. For the English Teacher XI SMKN 1 Pekalongan
 - a. The teacher pays attention in ability and difficulty in writing Expository text.
 - b. The teacher should create a good English language environment.
3. For the next researcher

- a. The result of this research can also be used as an additional references or further research with different discussion for the next researchers

REFERENCES

- Anderson, M. & Anderson, K. 2003a. *Text Types in English 2*. Macmillan Education Australia PTY LTD.
- Anderson, Mark & Anderson, Katty. (1968). *Text Types in English: Macmillan Education Australia PTY LTD*.
- Anwar, 2011. *An Analysis the Students' Ability in Writing Narrative Text*.
- Aragon Jimenez, *Undergraduate Work An Analysis of The Writing Skill Difficulties of The English Composition Students at The Foreign Language*, (San Salvador: France, 2013), p. 9
- Brereton, John c. 1982. *A Plan for Writing (2 ed)*. New York: HOLT, Rinehart & Winston.
- Brown, D.H. (2007). *Teaching by Principle*. Englewood Cliffs, N.J: Prentice Hall Larsen-Freeman.
- Carroll Robert, *Student Success Guide Writing Skills*, (Sacramento: United States and International Copyright Law, 2013), p.8
- Chodija, I. T., & Umam, L. H. (2022). Teachers' Perceptions about Difficulties in Teaching and Learning Grammar of EFL. *Al-Akmal: Jurnal Studi Islam*, 1(1), 64-81. Company.
- Cromico, J. (2023). *Improving Speaking Skill Through Picture Describing Technique*. *Al-Akmal: Jurnal Studi Islam*, 2(1), 63-75.
- Faisal. (2010). Penerapan „FRESH“ Untuk Mengembangkan Paragraf Deskriptif Bagi Guru LBPP LIA Purwokerto. Purwokerto.
- Hairston, M. 1986. *Contemporary Composition*. Boston: Houghton Mifflin Company.
- Harmer, J. (2008). *How to teach English (Vol. 62, No. 3, pp. 313-316)*. Oxford University Press.
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching*, 3Ed, New York: Pearson Education Limited.
- Harmer, Jeremy. (2007). *How to Teaching Writing*. England: Person Educated Limited.
- <http://descriptivetext83.blogspot.com/search/label/Definition> (January, 20th 2017
- Hugh Cory, *Advanced Writing*, (New York: Oxford University Press, 2005), p.122.
- Jacobs et.al. 1981. *Testing ESL Composition: A Practical Approach*. Rowley, Massachusetts: Newbury House Publishers.
- Jacobs, H., Zinkgraf, S., Wormuth, D., Hartfiel, V., and Hughey, J. 1981. *Testing ESL Composition: A Practical Approach*. Massachusetts: Newbury House
- Joy m Reid, *teaching ESL writing*, prentice hall regents, united state of America ,p. 236
- Joy m Reid, *teaching ESL writing*, prentice hall regents, (united state of America) ,p. 236

- Kellogg, R. T. (2008). Training Writing Skills: A Cognitive Developmental Perspective. U.S.A: Journal of writing research.
- Kellogg, R. T. (2008). Training Writing Skills: A Cognitive Developmental Perspective. U.S.A: Journal of writing research.
- Kirzner and Mandell. 1980. The Holt Handbook, 4 ed. Annotated instructor's Edition. Fort Worth: Harcourt Brace. 1028 pp. th
- Langan, John. (2003). College Writing Skills. U.S.A: McGraw-Hill.
- Lewin, Larry. (2003). Paying the Way in Reading and Writing. New York: A Wiley Imprint.
- Mertens, Donna, M., and John, A., McLaughlin. (2004). Research and Evaluation Methods in Special Education. California: Corwin Press, Inc
- Murphy, O. (2010). Blogs and Wikis: Enhancing Undergraduate Communication And Critical Ability In An E-Learning Context. Edulearn10: International Conference on Education And New Learning Technologies.
- Nunan, D. (2003). Practical English Language Teaching. New York : Mc Graw Hill.
- Novriyani, N., & Puspitasari, E. (2022). DAMPAK POSITIF OBJEK WISATA PANTAI KERANG MAS TERHADAP SOSIAL EKONOMI MASYARAKAT. Jurnal Syariah dan Hukum Islam, 1(1), 93-102.
- Nystrand. 1989. Writing English Language Test. New York: Longman
- Puspitasari, E., & Wijaya, T. (2022). The Positive Impact of Internet-Based Resources to Encourage Students' Vocabulary Aspect. Tapis: Jurnal Penelitian Ilmiah, 6(2), 166-175.
- Puspitasari, E., Mustofa, Y., & Faradilla, S. (2023). Implementing Content-Based Instruction (Cbi) Method In Descriptive Writing Skill: Impact On Students'achievement. Al-Ikmal: Jurnal Pendidikan, 2(2), 18-26
- Rahman, T., & Astuti, A. H. (2023). Common Errors In Converting Direct To Indirect Speech Of Grade Xi Students At Sma Muhammadiyah 2 Yogyakarta. Al-Ikmal: Jurnal Pendidikan, 2(1), 41-55
- Sugiyono.2017. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.
- Susan Anker, *Real Writing*, (New York: United States of America, 2010), p.155.
- T Cromico, J., Sutopo, A., & Haryanti, D. (2015). Translation Quality of English-Indonesian by Using Google Translate (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Umam, L. H., Chodija, I. T., & Khurrohmah, M. (2023). Analisis Perencanaan Pembelajaran Bahasa Arab di Institut Agama Islam Darul Amal (IAIDA) Lampung. Al-Ikmal: Jurnal Pendidikan, 2(2), 46-60.
- Wijaya, T., & Murtafiah, N. H. (2023). Implementasi Manajemen Pendidikan Islam Dalam Meningkatkan Kualitas Pembelajaran Di Era Digital. An Najah (Jurnal Pendidikan Islam Dan Sosial Keagamaan), 2(2), 47-52.
- Wijaya, T., & Puspitasari, E. (2022). CIVILISATION IN CHARACTER FORMATION THROUGH EDUCATIONAL INSTITUTIONS. Al-Akmal: Jurnal Studi Islam, 1(1), 38-51.

- Wulandari, Yasinta. Improving students' competence in writing descriptive texts through "fresh" technique. (2013). *English Review: Journal of English Education*.
- Yani, N. (2023). AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ESSAY WRITING AT STUDENTS OF UNIVERSITY. *Al-Akmal: Jurnal Studi Islam*, 2(1), 29-36.