

Increasing Students' Motivation to Write through Free Writing at the Second Semester Students of Accounting Study Program

Ade Dwi Jayanti

Politeknik Raflesia – adedwijayanti@polraf.ac.id

Abstract— The objective of the research: 1) To increase students' writing skill through free writing 2) To increase students' motivation to write through free writing. This research was implemented at the second semester students 2022/2023 of accounting study program in Politeknik Raflesia Rejang Lebong. Experimental research was used as a method in this research. The researcher took two classes, they are experimental class and control class. The data was gathered through test which are the pretest, the posttest and questionnaire. This research applied a quasi-experimental design in involved 35 students of two group. The experimental group was taught by using free writing, whereas the control group was taught conventional teaching, the data was obtained by using a pretest and a posttest. The pretest was given to both group before the treatment and posttest was given after treatment. The data were calculated by using computer program and manual. This research formulated two hypotheses, the null hypotheses were not effective and alternative hypotheses was effective in increasing students' motivation to write by using free writing technique. After data tested and found to be homogeneous and normal. The result of the research shows that t-test value is greater than t-table value ($6.9 > 1.694$) at level of significance ($p = 0.05$) with degree of freedom ($df = 31$). It means that there is a significant difference of writing skill between two classes and it indicates that null hypotheses (H_0) is rejected and alternative hypotheses (H_1) is accepted. Therefore, based on the findings and discussion of this research, it can be concluded that the free writing effectively in increasing students' motivation to write at accounting study program in Politeknik Raflesia.

Kata Kunci — Motivation, Free Writing

1. INTRODUCTION

Writing is one of the four skills to be mastered in learning a language. This skill is needed since people communicate their ideas not only through speaking but also through the language they write. It means that there are two ways to communicate, spoken and written. Spoken communication is more usual to use in our life, because spoken communication easy to express it. Beside spoken communication, written communication also important. Written communication also became familiar if someone always practices. Through writing, the students can express and shares their feeling, ideas, and experience to other people. Yahrif (2019) states writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the students are demanded to show the thoughts and organize them into a good composition.

Then Troyka in Lauri (2011) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one self, to provide information to persuade, and to create a literary work Furthermore, according to Suparno and Yunus (2008), writing is delivering messages (communication) using written language as media or tool. In written communication there are at least there the four elements involved: (1) the author as the messenger, (2) the contents writing or message, (3) channel or media in the form of writing and (4) readers as the recipient of the message. It is a tool for communication with other people. Based on some explanations above, the researcher concludes that writing skills are skills to express ideas, feeling, or opinion in written form. Mayer (2005) adds by using writing, people can communicate with other people in written form to deliver information, contents, purposes and suggestions. It is also good process and creative process to create ideas to reader. In this case, writing means helping students to think critically and it also facilitates thought. It is valuable in learning process because students write their opinion and explore their thinking about their

environment, exploring idea and gathering information into language. Based on the explanations and opinions above, it can be concluded that writing is a kind of written communication which is used by people to express their feelings, experiences, and ideas.

Based on the researcher observation and experience, students think that writing is difficult and make them bored. They do not like to write may be caused by the problem in learning process. There are some problems that found in teaching writing, the problems not only from the students but also from the lecturer themselves. This situation makes students do not want to write, and they cannot develop their ideas, low motivation to write, and some lecturer seldom teach how to write well and ask the student to do free writing.

Before started to master in writing, free writing is one way to make writing interesting. Free writing can make writing more joyful. According to Grell, B (2021), free writing is a writing exercise in which an author writes about whatever they are thinking about, without stopping, for a prescribed amount of time. It is similar to stream-of-consciousness writing. Free writing is writing freely. Starting with a blank sheet and letting your thoughts without regard to connection or direction. The writing mix two rules: the writer must not stop writing; event cannot take the pen in the paper. And the writer must write whatever comes into your head. Some free writing everyday to clear our mind of everything else. Free writing can show how far our thinking on any particular day. In addition Raimes stated that free writing is a way by professional and students to neglect ideas express freely. In which the writer write as quickly as possible without stopping to think about organization, accuracy, etc. Based on the argumentation above, we can conclude that free writing is a good way to start writing.

Free writing can make people easy to express their ideas, opinions and experience. Hasim (2017) stated that in writing down how we "see", what we are imagining, we gain control and can return to these visual and emotional ideas again and again to discover ourselves. Imagination is crucial to good writing, and at the same time undeniably connected to the acquired skills and knowledge. The main difficulty with free writing is to be going from nothing to something

Besides that, teaching technique is the problem that comes from the lecturer. A few lecturers get difficulties in choosing the appropriate technique in teaching writing. Some of the lecturers always use monotonous technique in the class. As the result, make the class passive. Actually, lecturer should be able to make good atmosphere in class. To make learning writing process more motivated. The other problem is the selection of material. The material that is not suitable for the students make the students not eager to write. As we know students will motivate to study if the topic that given to them are suitable for their daily life. In this case that motivation is needed to write.

Seifert and Sutton (2012) say that students' motivations take on special importance because students' mere presence in class is (of course) no guarantee that students really want to learn. Through motivation, someone can do what they want to do. Motivation is a basic characteristic of life. Motivation is equilibrium in our bodily process. It is an important psychological principle that the internal organs of the body tend to maintain a constant internal environment. This is essential for the individual survival. In conclusion, motivation is important aspect in life. Motivation can influence all of activities, someone will success or not depends on motivation that life in their self. Whatever that will we do must with motivation. With high motivation everything will easy. Related to learning process, Purnama, Rahayu and Yugafiati (2019) add without motivation, the purposes of learning is tough to be achieved. When learners have it in learning process, they will more understand.

In fact, many students often do not have motivation to write. The lecturers often do not find the appropriate techniques to teach their student. Related to this case, Isni (2018) said that free writing is a strategy used to aid students with disabilities" writing. It is a timed activity that encourages the student to write in a stream of unconsciousness mind. The main aim is to capture as many ideas and thoughts as possible and allow the writing to flow wherever their minds lead them. Few days can be used to allow students to write on any given topic while other days the teacher can direct the topic. Free writing is a chance for students to write freely for a brief period in a class, usually 10 minutes or thereabouts. This activity offers students a rewarding experience of writing because it can avoid the inhibitions that normally influence writing, inhibitions that have developed since the first grade of elementary schools, i.e. writing had to be clear, correct and neat. Moreover, when students are asked to write, they expect to receive feedback from the lecturer. It can be in the form of comment or error correction. Free writing cannot stand-alone. It has to work together with other exercises in improving student writing, in this case is feedback given from lecturer. This

feedback can make students know whether they made mistake. If they did mistakes in writing, they can make revision from the lecturer's feedback and hopefully they will not make the same mistakes. In free writing, the use of imagination is also necessary. In writing down how we "see", what we are imagining, we gain control and can return to these visual and emotional ideas again and again to discover ourselves. Imagination is crucial to good writing, and at the same time undeniably connected to the acquired skills and knowledge. The main difficulty with free writing is to be going from nothing to something. In this research, the researcher asked the students to write down the sentence about whatever they wanted to wrote and the researcher just remained to the students to give attention to the elements or the mechanics of writing when they are doing free writing exercises. Also, it offers a student center activity that can be very beneficial for writing class. Brown (2001) explains: You may follow these steps of how to make a free writing:

1. From your list of changes, choose one idea that interested you.
2. Write the idea at the top of a clean sheet of paper.
3. For ten minutes, write about this topic without stopping.

This means that you should be writing something constantly.

- a. Write down everything that comes to your mind.
- b. Do not judge your ideas.
- c. Do not worry about your spelling and grammar.
- d. If you run out of things to say, continue writing whatever comes to your

This process is called free writing. It is designed to help in writing free ideas that you might not realize. An important aspect of free writing is that you write without being concerned about spelling, punctuation, or grammar. Free writing also has benefit in writing class, they can erase the expectation in their self. Student will have self-confident to write. Because this action focuses on students centered not lecturer centered. Based on the explanation above can conclude that free writing is a great way to increase students' motivation in writing. It can be said that one way to increase students' motivation to write is doing free writing technique. Students are allowed to write every topic they want. The students are given freedom to choose the topics they like as far as they can convey it through writing. The topics could be hobbies, experiences, friends, families, school life, etc. To make free writing become good, the student may be learned to make outline before starting to write. Outline will help student to develop their ideas, and also to control the writing in order to the writing not outside from the topic. For the students who do not want to make outline before writing students give freedom to them, because all the people have different style in writing. So in this research, the researcher explored increasing students' motivation to write through free writing.

There were some relevant studies related to the use of free writing technique to improve students' writing skill. An action research is written by Hengky Kusuma Windarto (2012) entitled "Significances of Illustated Journal Writing in Improving Writing Ability of Class VIII D Students at SMP N 2 Kalasan in The Academic Year of 2011/2012". He used free writing activity in his research as unguided writing technique to help students to generate ideas in improving writing ability. He pointed out the main aim of free-writing was to capture as many ideas and thoughts as possible and allow the writing to flow wherever the student's minds lead them. Freewriting can also be a solution to solve the problem of students.

Other study was conducted by Nurfiryalanti (2014) about Improving Writing Skill by Using Free Writing Technique at Second Year Students English Education, there are a few effects of free writing in learning such as: (1) free writing technique can improve the students' writing skill, (2) the students can develop idea in written form, (3) free writing helps the students to get more attention, focus and energy to write.

In addition, other research conducted by Asri Retnaningtyas (2011) about The Effect of Using Free Writing Technique on the Tenth Year Students' Writing Fluency at SMA Negeri 1 Pakusari also revealed that free writing helps the teacher to effective teaching and learning to teach writing.

Based on the explanations above, the researcher conducted a research entitled "increasing students' motivation to write through free writing at the second semester students of accounting study program in Politeknik Raflesia."

2. METHODS

The method used in this research was quasi-experimental method in which two group are involved. They were experimental group and control group. Pre-test was used to measure the early knowledge of the students. Treatment was used to measure the effect of the research.

This population of the research was the second semester students of accounting study program in Politeknik Raflesia. There were four classes and each class was about 18 students. Therefore, the total number of populations was 72 students. The research was cluster random sampling technique in this research and two classes were taken as a sample, one class experimental group and another as control group.

This research used two instruments. Those instruments were explained as follows:

1. Writing Test

The writing test consisted of a pre-test and post-test. Pre-test was testing that given to the students to measure pre-ability students. The post-test was given the students to measure student's ability. The writing test was used to measure students' skill in writing descriptive text before conducted the treatment the researcher administered a pre-test to measure their ability in understanding about descriptive text. Pretest was about writing a descriptive text. The researcher given clues/key word and asked the students to construct them into a text based on the clues/key word. The students do this test individually.

2. The Questionnaire

A questionnaire was used for the purpose of collecting primary quantitative data. Additionally, the questionnaires would be used for the following reasons: a) It had potential in reaching out to a large number of respondents within a short time, b) It is able to gave the respondents adequate time to respond to the items, c) It offers a sense of anonymity to the respondent and d) It was an objective method hence no bias resulting from the personal characteristics -as in an interview. The questionnaires divided into the main areas of investigation except the first part which captures the demographic characteristics of the respondents. Other sections are organized according to the major research objectives.

3. HASIL DAN PEMBAHASAN

Based on the calculation of data analysis, it can be stated that the implementation of free writing in increasing second semester students' motivation to write at accounting study program in Politeknik Raflesia. It was proved by the result of score of pretest and posttest can be seen as follows:

1. Students' Classification of Score of Pretest and Posttest.

Table 1. Students' classification score of pretest and posttest

No	Classification	Score	Experimental class				Control Class			
			Pretest		Posttest		Pretest		Posttest	
			F	%	F	%	F	%	F	%
1	Very Good	90-100	-	-	4	15.15	-	-	-	-
2	Good	70-89	4	18.18	13	81.82	-	-	10	57.57
3	Fair	50-69	14	81.82	1	3.03	15	81.81	8	42.42
4	Poor	30-49	-	-	-	-	3	18.18	-	-
5	Very Poor	10-29	-	-	-	-	-	-	-	-
Total			18	100%	18	100%	18	99.99%	18	99.99%

Table 1 showed that the students' classification score for both experimental and control class at pretest and posttest. In experimental class, the data showed that there were not students who got very good score at pretest. It shows that there were 4 (18.18%) out of 18 students good score, 14 students (81.82%) got fair score. In posttest, there were improvements of students score. There

were 4 (15.15%) out of 18 students got very good score, 13 students (81.82%) got good score and 1 student (3.03%) got fair score. For control class, there were not students who got very good score at pretest. The data showed that were 15 students (81.81%) out of 18 students got fair score and 3 students (18.18%) got poor score. While in posttest, the data showed that there were 10 students (57.57%) out of 18 students got good score and 8 students (42.42%) got fair score.

2. Mean Score and Standard Deviation of Pretest and Posttest.

Table 2. Mean score and standard deviation of pretest and posttest

No	Class	Mean Score		Standar Deviation	
		Pretest	Posttest	Pretest	Posttest
1	Experimental	60.98	82.95	68.31	44.31
2	Control	50.49	71.77	24.66	43.20

A table 2 showed that experimental class, the mean score of pretests was 60.98 with standard deviation was 68.31 while the mean score of posttests improved to be 82.95 with standard deviation 44.31. Its indicates that the students writing skill improved significantly after giving treatment by using free writing technique. In other side, the mean score of control class at pretest was 50.49 with standard deviation 24.66 while the mean score of control class at posttest was 71.77 with standard deviation was 43.20. Control class also had a progress but it was not as significantly as experimental class. T-test and T-table Value of Pretest and Posttest After finding the mean score, standard deviation, and students' classification of score, the researcher calculated whether both of the groups were in statistically significant difference or not at level of significance (p) = 0.05 with degree of freedom (df) = 32. The result of those calculations is presented in the following table:

Table 3. T-test and T-table value of pretest and posttest

No	Variable	T-test	T-table
1	Pretest	6.0	1.694
2	Posttest	6.9	1.694

A table 3 showed that t-test value at pretest was 6.0 and t-table value was 1.694. The t-test value at posttest was 6.9 and t-table value was 1.694. Therefore, the researcher formulated the Alternative Hypotheses (H_1) and the Null Hypotheses (H_0) as follows:

- 1) The Null Hypotheses (H_0): "The implementation of free writing does not increase motivation to write at second semester students of Accounting study program in Politeknik Raflesia"
- 2) The Alternative Hypotheses (H_1): The implementation of free writing effective in increasing motivation to write at second semester students of accounting study program in Politeknik Raflesia"

To prove the hypotheses, the data obtained in Experimental Class and Control Classes that was calculated by using t-test formula with assumption as follows:

- 1) If $T_{test} > T_{table}$, the Null Hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It is proved that free writing effective to improve students' motivation to write.
- 2) If $T_{test} < T_{table}$, the Null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected. It is proved that Free writing does not effective to improve students' motivation to write

According to data analysis above, there was a significant difference between the post-test score in the Experimental Class and Control Class. The results showed that the Experimental Class got higher post-test score than the Control Class. T-test value was greater than t-table and null hypothesis was rejected and alternative hypothesis was accepted. It was concluded that the independent variable was effect with dependent variable. Therefore, the implementation of free

writing is effective to improve students' motivation to write.

3. Questionnaire

The questionnaire consists of 20 items. Based on the result of the research through the questionnaire, the interest classification of the Second-grade students of SMPN 31 Makassar can be seen in the following table:

Table 4. Interest Classification score

Interval	Categories	Frequency	Percentages
84-100	Very interested	10	51.52 %
67-83	Interested	8	48.48 %
50-66	Undecided	0	0 %
33-49	Uninterested	0	0 %
20-32	Very Uninterested	0	0 %
Total		18	100 %

The result indicates that 51.52 % of the students were "very interested", 48.48% students were "interested", 0% student "undecided", 0% student "uninterested", and 0% student "very uninterested". It means that all students were interested in writing through Free writing technique.

The result of value that students got in experimental class and control class had a different. The researcher used one kind of research instrument to collect the data, namely test. The test consisted of pretest and posttest. Pretest was the test given to the students to measure the student's pre-ability. It was conducted before treatment. Posttest was given to the students by the researcher to measure the student's ability after getting the treatment.

After giving pre-test for the students, the researcher applied treatment. It would be given to the experimental class. In control class, the students do not get treatment of the application of free writing technique as what the experimental class got, it was given the materials from the book. It refers to material about descriptive text.

In order to assess the progress of the student's writing skill after treatment, the researcher gave posttest at the last meeting. The result had seen after pretest and posttest. The mean score of pretests in experimental class 60.98 and the mean score of posttests 82.95 with standard deviation of pretest 68.31 and posttest 44.31. The student's motivation to write increased significantly from 60.98 to 82.95 after applied the free writing technique.

The mean score of pretests in control class 50.49 and posttest 71.77 with standard deviation of pretest 24.66 and posttest 43.20. The student's motivation to write increased significantly from 50.49 to 71.77 without treatment. The value of experimental class and control class both increased after applied the treatment in experimental class and conventional teaching in control class was greater than before.

Based on the result of hypotheses, $t_{test} > t_{table}$, the Null Hypothesis (H_0) was rejected and alternative hypothesis (H_1) is accepted. The result report that the t_{test} is higher than t_{table} or $6.9 > 1.694$. It can be defined that teaching English writing skill by using free writing technique is effective. Therefore, teaching English writing skill by using free writing technique give a positive influence on the students' achievement accounting study program in Politeknik Raflesia.

The researcher was giving questionnaire to the students to identify their interest in students writing skill using free writing technique in experimental class. The result of the research indicated that the second semester students' motivation to write at accounting study program in Politeknik Raflesia were interested using free writing technique. It was proved by the result of analyzed data of the questionnaire that showed that most of the students chose alternative answer "strongly agree" or "agree" for positive statements and "disagree" or "strongly disagree" for the negative statements.

The first item of the questionnaire showed that 3 (14%) students responded strongly disagree, 15 (86%) students responded agree. It was indicated English was important for the students.

The second item of the questionnaire showed that 8 (45%) students responded strongly agree, 8 (45%) students responded agree, 1 (5%) student responded undecided and 1 (5%) student

responded strongly disagree. It was indicated the students focus on studied English.

The third item of the questionnaire showed that 3 (14%) students responded strongly agree, 15 (86%) students responded agree and 0 (0%) student responded undecided. It was indicated the students able to wrote after applied free writing technique.

The fourth item of the questionnaire showed that 6 (35%) students responded strongly agree, 10 (55%) students responded agree and 2 (10%) students responded undecided. It was indicated the free writing technique increased student's insight in writing.

The fifth items of the questionnaire showed that 2 (10%) students responded strongly agree, 12 (71%) students responded agree, 3 (14%) students responded undecided and 1 (5%) student responded disagree. It was indicating the free writing technique make the students comfortable in writing skill.

The sixth item of the questionnaire showed that 6 (35%) students responded strongly agree, 8 (45%) students responded agree and 4 (20%) students responded undecided. It was indicated the free writing technique helped the students to overcome difficulties in writing.

The seventh item of the questionnaire showed that 9 (50%) students responded strongly agree, 8 (45%) students responded agree and 1 (5%) student responded undecided. It was indicated the free writing technique make the students confident after implemented free writing technique.

The eighth items of the questionnaire showed that 5 (31%) students responded strongly agree, 9 (50%) students responded agree, 3 (14%) students responded undecided and 1 (5%) student responded disagree. It was indicated the free writing helped the student's improved ability in writing skill.

The ninth item of the questionnaire showed that 1 (5%) student responded strongly agree, 16 (90%) students responded agree and 1 (5%) student responded undecided. It was indicated students was happy to write in English.

The tenth item of the questionnaire showed that 1 (5%) student responded strongly agree, 12 (64%) students responded agree and 5 (31%) students responded undecided. It was indicated the students understood about the material and technique that the lecturer gave.

The eleventh items of the questionnaire showed that 3 (14%) students responded strongly disagree, 11 (67%) students responded disagree, 3 (14%) undecided and 1 (5%) student responded agree. It was indicated the students choose disagree is more than agree if English is not important.

The twelfth item of the questionnaire showed that 1 (5%) student responded strongly disagree, 7 (40%) students responded disagree, 9 (50%) students responded undecided and 1 (5%) student responded agree. It was indicated the student's undecided to ask the lecturer repeat the explanation.

The thirteenth item of the questionnaire showed that 9 (50%) students responded strongly disagree, 7 (40%) students responded disagree and 2 (10%) students responded undecided. The students strongly disagree if the teacher did not enter in the class, it was indicated the student's interest in study English.

The fourteenth item of the questionnaire showed 7 (40%) students responded strongly disagree, 9 (50%) students responded disagree and 2 (10%) students responded undecided. It was indicated that students disagree if English was only to fill the time.

The fifteenth item of the questionnaire showed that 8 (45%) students responded strongly disagree, 9 (50%) students responded disagree and 1 (5%) student responded undecided. It was indicated, English is not only requirement to get job.

The sixteenth item of the questionnaire showed that the students always do homework. It is proved by the data on the table that there is no students who "strongly agree" and "agree" to the statement, 5 (31%) students responded strongly agree, 10 (55%) students responded disagree and 3 (14%) students responded undecided. It was indicated, English is not important in life.

The seventeenth item of the questionnaire showed that if the free writing technique is difficult and bored. It is proved by the data on the table that there is no students who "strongly agree" and "agree" to the statement. 9 (50%) students responded strongly disagree, 6 (36%) students responded disagree and 3(14%) students responded undecided. It was indicated that the free writing technique was not difficult and bored.

The eighteenth item of the questionnaire showed that if the free writing technique did not improve the student's ability in writing. It is proved by the data on the table that there were no students who "strongly agree" and "agree" to the statement. 5 (31%) students responded strongly

disagree, 9 (50%) students responded disagree and 4 (19%) students responded undecided. It was indicated that the free writing improve ability in writing.

The eighteenth item of the questionnaire showed that the students were like written without free writing technique. It is proved by the data on the table that there were no students who "strongly agree" and "agree" to the statement. 7 (41%) students responded strongly disagree, 8 (45%) students responded disagree and 3 (14%) students responded undecided. It was indicated that the students were happy to write using free writing technique.

While the last item of the questionnaire showed that 8 (45%) students responded strongly disagree, 7 (41%) students responded disagree and 3 (14%) students responded undecided. It was indicated that the students always focus in explanation the lecturer.

In addition, most of the students were interested in learning English using free writing technique. The main reason why the students were interested because free writing is giving freedom to write everything that come in their students main and the students will be easy to get their ideas which the students was share in a paper. This research aimed to further explore the use of focus free writing in context of promoting students. The research was conducted in an intensive writing course provided for students from diverse disciplines during which focused free writing was employed throughout the entire program to help students develop understanding of writing skill.

4. CONCLUSION

Based on the findings and discussion before, the researcher concludes that the use of free writing technique can increase the students' motivation to write. It was proven after conducting the treatment for six meeting. The result showed that using free writing technique can increase the students' motivation to write by looking the mean score of experimental class pretest (60.98) posttest (82.95) and control class pretest (50.49) posttest (71.77). It indicated that the students' motivation in writing skill was improved after using a treatment. There was a significant different between values of score in experimental class' posttest and control class posttest. It was proven that the result of the ttest is higher than ttable or $6.9 > 2.039$. It means that the research hypothesis was accepted.

The researcher was giving a questionnaire to see the interested of students during the process of treatment by used the free writing technique. The result of percentage students got very interested was 51.52% and interested was 48.48% students. It means the free writing technique gave a good influence for the students. Therefore, this method was increased students' motivation in writing.

Considering to the previous conclusion, the researcher further stated some suggestions as follows:

1. The lecturer should try free writing technique as one technique that can be used in increase students' motivation in writing skill. The lecturers have to be creative to develop writing skill. The lecturers must be able to provide some technique and media to make students enthusiasm in learning process.
2. The teacher should teach the grammatical structure of writing skill more details and systematic in order that the students can understand it easily. Therefore, they can construct and produce well in writing.
3. The students should give much attention in learning and give more exercises and practices concerning to the material. Therefore, the students can start writing without any problem about writing. It might the students be comfortable in writing.
4. The result of this research can be used as reference for the next researcher to do research about writing skill.

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