

ABSTRACT

Taum, Marcelline Gratia Sephira. (2017). *Basic Writing Students' Responses towards the Implementation of Free Writing Activity*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Writing skill becomes a very important skill that must be mastered properly by university students for academic pursuit. However, writing is considered as a difficult and complex task for both native and non-native speakers of English, especially for new college students who are still in the process of transition from high school to college. Therefore, the students need to get accustomed to English writing skill as soon as possible.

Since the first semester, English Language Education Study Program (ELESP) of Sanata Dharma University students have been introduced to Basic Writing course. One of the lecturers of Basic Writing course has implemented free writing activity as one of the techniques which was done in pre-writing stage to generate and develop ideas throughout the writing process. This research is aimed to investigate whether the implementation of free writing activity could give benefits to students' writing improvement and performance.

There were two research questions addressed in this research, (1) How is free writing activity implemented in Basic Writing Class of ELESP of Sanata Dharma University? and (2) How are Basic Writing Students' responses towards the implementation of free writing activity used in Basic Writing Class? This research was conducted using survey research. The research participants were the lecturer and the students of Basic Writing Class E batch 2016. The researcher used three research instruments to obtain the data, which were observation, questionnaire, and interview.

The result of this research showed that the lecturer implemented guided or focused free writing activity which could be divided into five steps. There were (1) dividing the group, (2) giving topic, (3) writing down sentence, (4) reading the paragraph, and (5) giving feedback and revising. Based on the result of analysis, there were seven benefits from the implementation of free writing activity to the students' writing improvement and performance. Those were (1) generating ideas faster, (2) developing and organizing ideas coherently, (3) selecting the diction correctly, (4) understanding the topic deeply, (5) identifying arguments appropriately, (6) growing self-confidence in writing, and (7) expressing ideas fluently.

Keywords: students' responses, free writing activity, Basic Writing Class

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Kemampuan menulis menjadi kemampuan yang harus dikuasai dengan baik bagi mahasiswa untuk kesuksesan akademik. Akan tetapi, menulis dianggap sebagai tugas yang sulit dan kompleks bagi penutur asli maupun bagi yang bukan merupakan penutur asli Bahasa Inggris. Terlebih bagi mahasiswa baru yang masih dalam masa peralihan dari Sekolah Menengah Atas (SMA) ke universitas. Maka dari itu, mahasiswa baru perlu untuk segera terbiasa dengan kemampuan menulis dalam Bahasa Inggris.

Sejak semester satu, mahasiswa Pendidikan Bahasa Inggris (PBI) Universitas Sanata Dharma telah diperkenalkan dengan kelas *Basic Writing*. Salah satu dosen dari kelas *Basic Writing* telah menerapkan teknik *free writing activity* yang dilakukan pada tahap pra-menulis untuk menghasilkan dan mengembangkan ide dalam proses menulis. Penelitian ini bertujuan untuk mengetahui apakah penerapan *free writing activity* dapat memberikan manfaat terhadap kemampuan dan kinerja mahasiswa dalam menulis.

Terdapat dua rumusan masalah yang diangkat dalam penelitian ini, yakni (1) Bagaimana penerapan *free writing activity* dalam kelas *Basic Writing* PBI Sanata Dharma? dan (2) Bagaimana tanggapan mahasiswa *Basic Writing* terhadap penerapan *free writing activity* yang digunakan dalam kelas *Basic Writing*? Penelitian ini dilaksanakan dengan menggunakan metode survei. Peserta dari penelitian ini adalah dosen dan mahasiswa dari kelas E mata kuliah *Basic Writing* angkatan 2016. Peneliti menggunakan tiga instrumen dalam mengambil data, yakni observasi, kuisioner dan wawancara.

Hasil dari penelitian ini menunjukkan bahwa dosen menerapkan arahan atau fokus *free writing activity* yang terbagi dalam lima tahapan, yakni (1) membagi kelompok, (2) memberikan topik, (3) menulis kalimat, (4) membaca paragraf dan (5) memberikan umpan balik dan revisi. Berdasarkan hasil analisa, terdapat tujuh manfaat dalam penerapan *free writing activity* terhadap kemampuan dan kinerja mahasiswa dalam menulis, (1) menghasilkan ide lebih cepat, (2) mengembangkan dan menyusun ide secara koheren, (3) memilih kosa kata dengan tepat, (4) memahami topik dengan lebih dalam, (5) mengidentifikasi argumen dengan tepat, (6) menumbuhkan rasa percaya diri dalam menulis dan (7) mengekspresikan ide dengan lancar.

Kata kunci: *students' responses, free writing activity, Basic Writing Class*