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The Effect of Using Flower Writing Strategy on First-Grade Students' Writing Skills in Procedure Text

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ABSTRACT

The purpose of this study was to determine the use and influence of the flower writing strategy on students' writing skills. This study was conducted at SMKN 9 Padang and only took 1 class as a sample with a purposive sampling technique. The sample consisted of 35 students from class X Culinary 1. This study used a quantitative method with a pre-experimental research approach. Data were collected using a test consisting of a pre-test and a post-test. After the data was collected, the researcher analysed the data using the formula listed. This study used the T-Test to analyse the hypothesis test, and the results of the hypothesis test were that the T-Test value was $(3.442) > T \text{ table } 0.05 (1.692)$, and the results showed that H_a is accepted and H_o is rejected. This means that the use of the flower writing strategy can be implemented and has a significant influence on the writing skills of tenth-grade students at SMK N 9 Padang.



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INTRODUCTION

Writing is one of the important skills that students should master in learning English because it involves the ability to communicate and change ideas meaningfully (Mumtazati, 2014). Writing is an activity to convert some ideas into a written form. According to Sofia (2023), writing is another form of expressing ideas in written form, so that the reader can easily understand. According to Dania et al (2024), writing helps students develop their skills in English because, by writing, they can express what they think and feel. The writing involves some language components, there are: vocabulary, content, punctuation, and grammar. Writing can enhance the skill to think clearly. Writing is producing text using thought activity and some ideas from planning, revision, and editing. Writing is really important to students for their critical thinking and their creativity in expressing ideas and opinions in written text.

Writing is not an easy skill to understand. Students need to convey their ideas into a specific form, so that the readers can get the meaning the information. As stated by Safitri (2023), writing is a difficult activity, as the idea must be transferred correctly to the readers by analysing word by word when delivering the information. When the writers need to deliver their ideas, they must create each word and each sentence in accordance with the rules. The writing process is a series of stages carried out by writers in creating a written work. The ability to understand the text by the readers when they read the text is also one of the factors that enable the information can be conveyed correctly. Thus, students are expected to improve their understanding in writing ability, because it helps them in their daily activities, especially to analyse the meaning of the text that they read to get more information and enhance their knowledge.

Their weakness in mastering vocabulary is the biggest problem. On the other hand, students' less interest and motivation to improve their writing ability is because they are unfamiliar, especially in writing texts in English. Sometimes, teachers ask students to write an essay in English, but teachers only give marks to them without doing any evaluation. Thus, students cannot find their mistakes in the essay that they made before. Teachers need to know their position in the class as the main role, and they have some responsibilities to teach and give some evaluation and make the atmosphere of the class more interesting, and lead students to improve their motivation so that they can give attention during the learning process. The weakness of the students' vocabulary skills makes students feel hard to create sentences, and also the methods that teachers have given to students were not interesting, which creates a boring class atmosphere. From the observation, the researcher assumes that students want a fun method from the teachers to help them to improve their

motivation. Thus, students can pay attention during the lesson. The researcher takes advantage of the opportunity to give an alternative strategy based on existing problems to provide some benefits, especially for teachers and students in the classroom in the teaching process.

There is a previous study conducted to improve students' writing strategy, the title is *The Effectiveness of Using Flower Writing Strategy in Teaching Writing Descriptive Text for Tenth-Grade Students at Madrasah Aliyah Negeri (MAN) Tarakan* by Nur Eva (2018). The purpose of the previous study was to investigate any significant difference in students' writing skills before and after giving the treatment using the flower writing strategy. The result of a previous study showed the improvement of students' writing of descriptive text after giving the treatment using the flower writing strategy. The differences between this research and a previous study, such as place, time, sample and also the materials used in the research. Researchers apply the flower writing strategy to improve students' ability to write procedural texts. According to Suaeni (2015), a procedure text is an instructional text that tells how to make something or how a series of sequenced steps or phases. This study offers an effective method for students' interest, especially in writing. This method is called the flower writing strategy. In Flower Writing Strategy, students can gather their ideas before they change it into the full essay. It seems like a mind map, but in flower strategy researcher makes it into fun ways. According to Hayati (2020), Flower Writing Strategy uses some charts like a flower, which has a topic and some supporting details to help students explore their ideas, then change it into a full paragraph. This strategy allows the process of teaching writing to be more enjoyable. In the learning process of using the flower writing strategy, several procedures have to be considered. Students can use their creativity to create a sentence. On the other hand, students can be able to develop their ideas more actively. The unique strategy provided will provide comfort in conveying more enjoyable ideas. Flower writing strategy can also be used at all levels and can be used individually or in groups.

This study examines students' writing skill before and after using the flower writing strategy and evaluates its effectiveness in improving students' skill in writing. In this research, there are differences from the results of research conducted by previous researchers. Even though it takes the same topic, this research uses research subjects in different classes and uses different research methods from previous research.

METHOD

Research Design

This study used a quantitative approach with a pre-experimental research design to investigate the effect of flower writing strategy on students' writing skills. According to Cresswell (2012), the quantitative research approach requires that one explain how one variable affects another. In this research, the researcher used a One-Group Pretest-Posttest Design. This research was conducted at SMKN 9 Padang, academic year 2024/2025. It is located at Jl. Bundo Kanduang No. 18, East Padang, Padang, West Sumatra. The researcher focused on one class and used purposive sampling to assess some needs.

Instruments and Procedures

The authors use tests and observation as instruments to collect the data. The researcher used pre-test and post-test as the instruments to measure the impact of the flower writing strategy on students' writing ability. The pre-test was given before the application of this strategy. On the other hand, the post-test was conducted to determine the improvement in students' learning outcomes after being given treatment by the researcher using the flower writing strategy. By comparing pre-test and post-test scores, the authors can analyse the effect of the contribution of the strategy used by the researcher to improve students' writing skills.

Data Analysis Procedures

In this study, the authors used a test to collect the data. The authors gave 2 types of tests, which were pre-test and post-test. They aimed to assess students' writing skills of the tenth-grade students of SMKN 9 Padang.

FINDINGS

The authors used tests to determine the students' scores. The researcher used a pre-test and a post-test to find the students' scores. A pre-test was given before treatment to determine the students' skill in writing procedure text, and a post-test was given after treatment to determine the students' writing skill in writing procedure text after treatment. The result of this research's post-test will answer the first question of this research.

After giving the treatment by using the Flower Writing Strategy, almost all the students were in a good classification or had a good category in writing skills. There was an increase in each students' score in several aspects compared to before the treatment, using the flower writing strategy was given. In terms of content, most students improved, indicating better idea development and coherence in their writing. Organization and vocabulary also improved significantly, indicating a stronger ability to structure their writing logically and use a wider variety of

vocabulary. Grammar and sentence structure showed marked improvement, reducing the grammatical errors observed in the pre-test. Mechanic, which previously scored low, improved for most students, indicating fewer problems with spelling and punctuation. Overall, the post-test results showed some significant improvements in students' writing skills, indicating that the teaching by using the treatment effectively improved their skill in writing text.

Furthermore, the researcher also calculated the standard deviation and classification between students' pre-test and post-test to show the difference between the scores of the test. Table 1 shows the standard deviation and classification of the scores:

Table 1.
Students' Standard Deviation and Classification

No	Name	T_1	T_1^2	C	T_2	T_2^2	C	ΣD	ΣD^2
1	AFS	45	2025	Poor	83	6889	Good	38	1444
2	ADP	35	1225	Very Poor	78	6084	Good	43	1849
3	ASD	42	1764	Poor	82	6724	Good	40	1600
4	AAA	45	2025	Poor	82	6724	Good	37	1369
5	AA	70	4900	Average	98	9604	Excellent	28	784
6	CR	37	1369	Very Poor	85	7225	Good	48	2304
7	DNP	40	1600	Very Poor	75	5625	Good	35	1225
8	EH	40	1600	Very Poor	75	5625	Good	35	1225
9	FA	55	3025	Poor	80	6400	Good	25	625
10	FP	57	3249	Average	83	6889	Good	26	676
11	GA	60	3600	Average	78	6084	Good	18	324
12	HN	45	2025	Poor	75	5625	Good	30	900
13	KM	25	625	Very Poor	93	8649	Excellent	68	4624
14	KS	45	2025	Poor	75	5625	Good	30	900
15	K	25	625	Very Poor	83	6889	Good	58	3364
16	MH	35	1225	Very Poor	80	6400	Good	45	2025
17	MZ	37	1369	Very Poor	75	5625	Good	38	1444
18	MH	42	1764	Poor	98	9604	Excellent	56	3136
19	MA	62	3844	Average	85	7225	Good	23	529
20	NRP	40	1600	Poor	75	5625	Good	35	1225
21	NSW	50	2500	Poor	80	6400	Good	30	900
22	NAT	45	2025	Poor	75	5625	Good	30	900
23	OH	37	1369	Very Poor	93	8649	Excellent	56	3136
24	PAH	40	1600	Very Poor	83	6889	Good	43	1849
25	RRD	45	2025	Poor	90	8100	Excellent	45	2025
26	RPR	25	625	Very Poor	80	6400	Good	55	3025
27	RD	45	2025	Poor	80	6400	Good	35	1225
28	RAN	32	1024	Very Poor	93	8649	Excellent	61	3721
29	SA	50	2500	Poor	88	7744	Excellent	38	1444
30	SA	60	3600	Average	80	6400	Good	20	400
31	SAD	45	2025	Poor	95	9025	Excellent	50	2500
32	TAP	40	1600	Very Poor	82	6724	Good	42	1764

33	WAP	55	3025	Poor	88	7744	Excellent	33	1089
34	YENS	55	3025	Poor	82	6724	Good	27	729
35	ZNA	40	1600	Very Poor	83	6889	Good	43	1849

According to the table above, the authors found that there were a lot of students who got Poor and Very poor classifications before the researcher gave the treatment. In the pre-test, only several students got the average classification, such as: AA, FP, GA, MA, and SA. It happened because the students had not been given treatment by the researcher. After Giving the treatment by using flower writing strategy, there was an increase in the students' score after giving the treatment. The Authors concluded that the treatment using the flower writing strategy can help students improve their skills in writing text.

The mean score and standard deviation of the students' pre-test and post-test results on the writing test were tabulated in the table below:

Table 2.

Students' Mean Scores and Standard Deviation

Tests	Mean Scores	Standard Deviations
Pre-test	44,17	1,80
Post-test	83,14	1,16

Based on the table above, it indicates that the pre-test result through the writing test was classified as bad classification, and the post-test was good classification. It was proved that the mean score of the post-test (83,14) was better than the mean score of the pre-tests (44,17). The result of the standard deviation of the pre-test is (1,80), it was different from the standard deviation of the post-test (1,16).

To determine the level of significance of the pre-test and post-test, the researcher employed the t-test analysis on the level of significance (p) + 0,05 with the degree of freedom (df) = 35, where $N-2 = 33$, and the value of the t-table is 1,692 for an independent sample. Table 8 shows the t-test of students' scores:

Table 3.

Students' t-test and t-table

Variable	T-Test Value	T-Table Value
Writing	3,442	1,692

Related to the table above, the researcher concluded that the value of t-test (3,442) > t-table (1,692). The researcher indicated that students' writing skill at tenth-

grade students of SMKN 9 Padang have improved through by use of treatment Flower Writing Strategy.

DISCUSSION

The authors found the result before treatment by using the Flower Writing Strategy, the majority of students 43% got very poor classification, 43% got poor classification, and 14% got average classification. Furthermore, there were no students who received either an excellent or a good classification. At this stage, the researcher concluded that students' writing skills were included in the poor category at tenth-grade Culinary 1 students in SMK N 9 Padang. The authors found that the classification of pre-test and post-test indicates that the pre-test result through the writing test was classified as bad classification, and the post-test was good classification. It was proved that the mean score of the post-test (83,14) was better than the mean score of the pre-tests (44,17). The result of the standard deviation of the pre-test is (1,80), which was different from the standard deviation of the post-test (1,16).

After giving the treatment by using the Flower Writing Strategy, almost all the students were in a good classification or had a good category in writing skill. There were 26 (76%) students who got a good classification and 9 (24%) students who got an excellent classification in the writing procedure text. Furthermore, the findings showed that the mean score of pre-tests was 44,17, and after treatment by using Flower Writing Strategy became 83,14. The authors concluded that the result of post-tests was higher than pre-tests. Other findings of this research showed that the value of the t-test was higher than the value of the t-table ($3,442 > 1,692$). When the value of the t-test was higher than the value of the t-table indicated that there 59 was a significant difference between the pre-test and post-test after using the treatment. It meant that *Ha* was accepted. Otherwise, the alternative hypothesis *Ho* was rejected. It was meant that there was an effect of using the Flower Writing Strategy on students' writing skills at tenth-grade students of SMK N 9 Padang because students got an improvement in each component of writing, such as content, organization, vocabulary, grammar, and mechanics. This result also happened in a previous study by Nur Eva (2018) with the title *The Effectiveness of Using Flower Writing Strategy in Teaching Writing Descriptive Text for Tenth-Grade Students at Madrasah Aliyah Negeri (MAN) Tarakan*, where the researcher found some improvements in students' writing descriptive text in any component before and after giving the treatment by using the flower writing strategy. This study and a previous study have proven that the use of the flower writing strategy as a treatment can have an impact on students' writing skills in materials that ask students to write a paragraph because it can help them to determine the important points before they changed the points into a coherent paragraph.

CONCLUSION

Based on the results of the research on the use Flower Writing Strategy towards students' writing skills of tenth-grade students of SMK N 9 Padang. The authors

concluded that the use of the flower writing strategy was effective in improving students' skill in writing skills, especially in writing procedural text. The results of the research were proven by calculating of students' mean scores of pre-tests and post-tests by the researcher. The researcher found that the mean scores of students' post-tests were higher than those of their pre-tests. It can be concluded that there was an improvement in students' writing skills after giving the treatment flower writing strategy.

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