The Use of Flower Writing Strategy on Students' Writing Skills (A Quasi-Experimental Research Design at the Tenth-Grade of SMA Negeri 9 Gowa)

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Abstract

The present research examines the effect of the Flower Writing Strategy on the writing skills of tenth-grade students at SMA Negeri 9 Gowa. Utilizing a quasi-experimental research method featuring a non-equivalent control group, the research featured 68 students separated into experimental and control groups. The experimental group received the treatment using the Flower Writing Strategy, while the control group used the Guided Writing Strategy. Pre-test and post-test data were gathered, and the paired sample t-test was used for analysis. The results showed a significant increase in the experimental group with an increase in the mean score from 61.47 to 74.12 (an increase of 20.57%), compared to the control group which increased from 57.50 to 68.97 (an increase of 19.94%). Using a $p < 0.05$ statistical analysis, the Flower Writing Strategy was found to have improved the writing ability of the students The results show that by using a methodical and ordered visual approach, the Flower Writing Strategy helps students to improve their writing skills.

Keywords: Flower Writing Strategy; Writing Skills; Quasi-Experiment

INTRODUCTION

Learning English at various levels of education places writing skills as one of the dominant and fundamental aspects. Writing skills are not only important in an academic context, but they also have a vital role in the professional and communication fields. The complexity of writing skills involves a variety of components, including the proper use of vocabulary, mastery of grammar, and the skills to organize language structures coherently. Therefore, the development of writing skills is the main focus in the English learning process (Amalia & Abdullah, 2021).

Writing is a very crucial learning instrument in the development of language skills. Ashraf & Jahan (2021) emphasized that writing proficiency has a significant contribution in improving communication skills, integrating understanding of grammar and new vocabulary, as well as complementing other linguistic skills such as listening and analyzing. Furthermore, writing skills play a role in retaining knowledge, refining ideas, and providing valuable feedback for the development of language competence. Abdurakhmonova (2023) added that as one of the four basic language skills, writing enables learners to generate language, develop expressive abilities, and deepen their understanding of language comprehensively.

The variation in writing proficiency among learners can be influenced by a variety of complex factors. Roberts & Nardone (2017) identified that factors such as individual aptitude, language background, and intensity of exposure to writing activities play a significant role in shaping students' writing competencies. This condition is further emphasized by the results of observations at SMA Negeri 9 Gowa, where it was found that students face substantial challenges in learning English, especially in the aspects of writing and speaking. Empirical data shows that the mean speaking score of students reaches 74.11, while the mean writing score

only reaches 63.61. This condition indicates a significant gap in the mastery of writing skills. The main challenge identified through early observation is the lack of exposure to English in the daily context of students, which results in limited opportunities to actively apply English. This problem is exacerbated by the implementation of less interactive teaching methods and limited practical opportunities, which contribute to the low level of familiarity of students with the use of English. Burton (2006) introducing Flower Writing Strategy as an innovative approach in learning to write. This strategy adopts the visual concept of flowers, in which the main idea is placed in the center and surrounded by supporting ideas on the petals, creating an organized and cohesive structure of thought.

Previous research conducted by Kasmaini & Sofyan (2019) investigated the effectiveness of Flower Writing Strategies at the university level, with a focus on improving grammar skills in the production of different types of paragraphs. Using the Classroom Action Research methodology, the research had methodological restrictions, particularly in terms of external validity and generalization of results. Although the results revealed a notable improvement in students' use of grammar and creativity. The effect of the Flower Writing Strategy on eighth-grade students' writing abilities was next investigated by Febrianty (2023) who concentrated on descriptive writings. The results of a quasi-experimental design involving two groups showed that this strategy improves students' descriptive text by encouraging original thought and giving them the freedom to voice their opinions. Furthermore, Wati (2019) evaluated the impacts of the Quick Write and Flower Writing Strategies on seventh-grade students' writing abilities by comparing and contrasting them. According to the research's findings, students are better able to develop their ideas in descriptive text while using the Flower Writing Strategy. This research uses a quasi-experimental design to assess the Flower Writing Strategy's efficacy in enhancing the writing skills of SMA Negeri 9 Gowa tenth graders, particularly when it comes to producing recount texts, in light of the research gap that has been identified.

The focus of the research is directed at content development and vocabulary expansion, with the aim of facilitating students in producing structured, coherent, and expressive writing. It is intended that by putting the Flower Writing Strategy into practice, a more dynamic and engaging learning environment will be produced, encouraging students to actively participate in the educational process. This research's importance stems from its contribution to the philosophy and practice of English writing instruction. Theoretically, this research contributes to a better understanding of how Flower Writing Strategy affect high school writing instruction. It is anticipated that the research's practical findings will offer specific ways to raise the standard of writing instruction and offer substitute teaching methods that teachers may use to help students advance their writing abilities. Through this research, it is believed that a more thorough understanding of how the Flower Writing Strategy and the Guided Writing Strategy affect students' writing skills would be acquired. The results of this research will not only contribute significantly to the literature on the strategy of teaching writing in English but also provide practical solutions to address the challenges students face in the development of their writing skills.

METHOD

This research used a quantitative methodology and a quasi-experimental design, notably using a non-equivalent control group with pre-test and post-tests. McMillan & Schumacher (2014) states that this design is very common and useful in the context of education, given that it is often not possible to do random subject assignments. Utilizing the assembled group of individuals, pre-tests were administered, interventions were administered to the experimental group, and post-tests were conducted. For the 2024–2025 academic year, 136 students from four classes in the tenth grade at SMA Negeri 9 Gowa make up the research population. Using

a purposive sampling technique by considering several criteria: an equal number of students, the same English teachers, and relatively similar levels of English achievement.

On the basis of these criteria, two classes were chosen to serve as the research sample: class X-6 served as the experimental group, while class X-8 served as the control group. Both classes included a total of 34 students, making the total sample size 68 students. The Flower Writing Strategy was used by the experimental group in this research, whereas the Guided Writing Strategy was utilized by the control group. The independent variable in this research was the Flower Writing Strategy. The writing abilities of students in the tenth grade at SMA Negeri 9 Gowa are the dependent variable in this research. A written test in the form of an essay was administered during both the pre-test and the post-test as part of the research instrument. The primary focus of the test was on creating recount texts that narratively describe personal events. The research procedure for the experimental group was carried out in four stages of treatment: (1) learning the structure and characteristics of the recount text, (2) utilizing the Flower Writing Strategy to compose the primary concept as well as the facts that support the direction, (3) developing the main idea and supporting details of events and reorientation, and (4) revising and refining the recount text. Meanwhile, the control group followed the following stages: (1) learning the structure and characteristics of the recount text, (2) developing ideas through brainstorming with Guided Writing Strategies, (3) developing an outline and writing drafts, and (4) revising and perfecting the text.

The Flower Writing Strategy utilized in the experimental group involves organizing ideas visually, where the main idea is positioned at the center and surrounded by supporting ideas represented as petals. This visualization helps students structure their thoughts effectively and promotes coherence in writing, as illustrated in Figure 1. below.
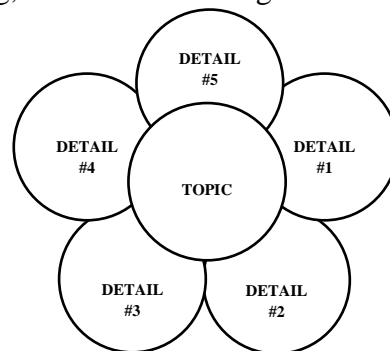

Figure 1. Flower Writing

The data analysis uses an analytical assessment rubric adapted from Brown (2007), covering five aspects: content (score 1-4), organization (score 1-4), vocabulary (score 1-4), language use (score 1-4), and mechanics (score 1-4), with a maximum score of 20. The assessment results are categorized into five classifications: excellent (86-100), good (71-85), average (56-70), poor (41-55), and very poor (0-40). Statistical analysis using the IBM SPSS Statistics program includes three stages of testing. First, the normality test uses Kolmogorov-Smirnov to verify the assumption of data normality. Second, the homogeneity test with Levene statistics to ensure the similarity of variance between groups.

Third, paired sample t-tests were used to determine whether or not the difference between the experimental group and the control group was statistically significant. If ttest is greater than ttable, then the null hypothesis (Ho) is rejected. For the purpose of determining the relative impact of each writing strategy, additional analysis was carried out by comparing the mean scores of the two groups. The purpose of this research methodology is to produce valid and trustworthy results on the effect of the Flower Writing Strategy in developing students' writing

skills, particularly in the context of creating recount texts. It is envisaged that these results will be obtained after the research technique has been implemented. This systematic and comprehensive research design allows for an objective evaluation of the impact of the applied learning interventions.

RESULTS AND DISCUSSION

Results

The Flower Writing Strategy is compared to the Guided Writing Strategy in terms of its impact on students' writing skills, and this research investigates the nature of that impact. The results of descriptive and inferential statistical analysis are presented in the following discussion.

The Effect of Flower Writing Strategy on Writing Skills

After putting the Flower Writing Strategy into practice, the students' writing skills showed a considerable improvement, as demonstrated by the findings of a descriptive statistical analysis. With reasonably consistent standard deviations (10.768 and 10.764), the mean score increased from 61.47 in the pre-test to 74.12 in the post-test, as shown in Table 1. This led to an increase in the overall score.

Table 1. Pre-test and Post-test Descriptive Statistics

STATISTICS	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	34	40	80	61.47	10.768
Post-test Experiment	34	55	95	74.12	10.764
Valid N (listwise)	34	-	-	-	-

This improvement is a reflection of the impact that the Flower Writing Strategy has had on the development of students' overall writing skills. The distribution of students skill levels was analyzed, and the results showed that there was a positive movement in achievement categories. After the adoption of the Flower Writing Strategy, the percentage of students who reached the "Good" category grew to 47%, which was significantly higher than the 15% who had achieved it before to the intervention itself. Even more impressively, the percentage of students who fell into the "Poor" category decreased from 38 percent to only 6 percent, while twelve percent of students attained the "Excellent" category, which had not been available before. A paired sample t-test was performed, and the results showed that the statistical significance of this rise was validated. The p-value for this test was 0.001, and the mean difference was -12.647. Based on these findings, it can be deduced that the increase that has been noticed is not a random increase but rather a systematic effect that has been brought about by the application of the Flower Writing Strategy.

Comperative Analysis of Flower Writing Strategy and Guided Writing Strategy

Before comparing the outcomes of both strategies, the data were subjected to a normality test in order to ensure that they were in accordance with the assumptions included in parametric statistical analysis. For both the experimental and control groups, the Kolmogorov-Smirnov test revealed that all of the pre-test and post-test scores followed a normal distribution. This was demonstrated by the significant values that were greater than 0.05 ($p > 0.05$). For the sake of further comparison, this demonstrated that paired sample and independent t-tests were suitable options.

Table 2. Results of the Pre-test and Post-test Normality Tests

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Learning Result	Pre-test Experiment (Flower Writing Strategy)	0,139	34	0,095	0,956	34	0,184
	Post-test Experiment (Flower Writing Strategy)	0,125	34	0,196	0,964	34	0,318
	Pre-test Control (Guided Writing Strategy)	0,102	34	.200[*]	0,959	34	0,233
	Post-test Control (Guided Writing Strategy)	0,125	34	0,196	0,964	34	0,318

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

By comparing the Flower Writing Strategy to the Guided Writing Strategy, a comparative analysis reveals the relative benefits that the Flower Writing Strategy offers. In spite of the fact that both groups demonstrated progress, the experimental group that utilized the Flower Writing Strategy obtained a greater degree of improvement (20.57%) in comparison to the control group that utilized the Guided Writing Strategy (19.94%).

The experimental group achieved a mean score of 74.12 on the post-test, while the control group had a mean score of 68.97. This comparison demonstrated substantial differences between the two groups; the experimental group achieved a higher score. Following the completion of an independent t-test analysis, a significance value of 0.05 was obtained, which indicates that there is a statistically significant difference between the two procedures. A larger positive impact of the Flower Writing Strategy is indicated by the mean difference of 5.15 points compared to the other strategies.

Table 3. Paired Samples Statistics of Experimental and Control Groups

Group	Mean	N	Std. Deviation	Std. Error Mean
Pre-test Experimental	61.47	34	10.768	1.847
Post-test Experimental	74.12	34	10.764	1.846
Pre-test Control	57.50	34	10.535	1.807
Post-test Control	68.97	34	10.501	1.801

This difference is further highlighted in Figure 2. below, which compares the mean scores on the pre-test and the post-test, as well as the percentage improvement, for both the experimental group and the control group. The group who participated in the experiment and used the Flower Writing Strategy ended up achieving a mean score of 74.12 on the post-test, which is a 20.57% improvement from the score they received on the pre-test. Using the Guided Writing Strategy, the control group, on the other hand, achieved a mean post-test score of 68.97, representing a 19.94% improvement over the previously mentioned group.
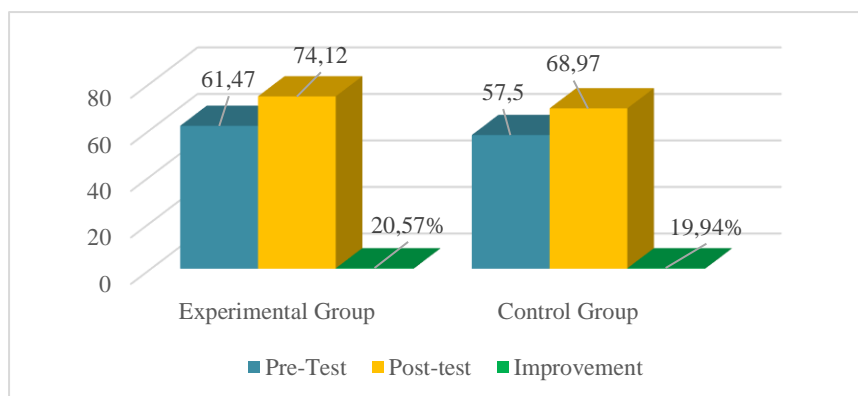
Figure 2. Comparison of Mean Score Increase of the Two Groups

Discussion

The results of this research are consistent with the theoretical foundations that drive the Flower Writing Strategy, which emphasizes systematic organization and visualization of ideas. Kansizoglu (2017) suggests that the success of this strategy lies in its ability to help students systematically organize their ideas. By placing the main idea at the center and linking it to supporting ideas on the petals improves students' understanding and coherence in writing. This structured approach accounts for the significant improvements observed in the experimental group, particularly the increase in the "Good" and "Excellent" categories.

Burton's (2006) theory helps one further understand the efficacy of the Flower Writing Strategy since it implies that organized writing methods enable students create logical sequencing and coherence in their works. According to Jones (2011), the strategy lets students develop their writing gradually by offering a step-by-step structure, therefore simplifying the writing process. Using a flower-shaped diagram lets students see connections between concepts, therefore improving content structure and more coherent paragraphs. Holmes (2007) also advocates this method since, by guiding students to map out ideas before writing complete paragraphs, the Flower Writing Strategy increases their creativity and critical thinking.

Though the Flower Writing Strategy showed a better progress rate than the Guided Writing Strategy, the 0.63% difference in improvement between both approaches was not significant. Although this % seems little, it nevertheless shows that the Flower Writing Strategy gave a more orderly and interesting approach to write than more traditional techniques. This method's disciplined approach helps students to develop their ideas with more clarity and coherence, therefore improving their writing output.

The outcomes of this research likewise match those of earlier studies looking at how well the Flower Writing Strategy works for teaching writing. Yuliana & Rachmanita (2021) and Hendrayani (2022) verified that the approach helps students better arrange their writing, thereby increasing the fluency and coherence of their texts. These results confirm the theory that applying visual frameworks in writing education helps students to grasp how to create coherently structured writings.

Although Flower Writing can help students' writing structure and coherence, Kinanti & Hernawan (2023) contend that students' participation and motivation in learning activities determine their efficacy even if they are quite effective. If students are not actively participating in the process, the effects of planned actions could be limited. Likewise, Muthma et al. (2024) underline how difficulties including inadequate classroom resources and distractions may lower the efficacy of any writing technique. Mulkan & Zunnun (2024) underline even further how

tactics like Flower Writing must be regularly and methodically incorporated into the curriculum instead of being utilized as a one-time intervention if they are to be completely successful.

While the Flower Writing Strategy has shown promise for enhancing writing abilities, various outside variables affected the learning process throughout this research. The research was carried out towards the conclusion of the semester, when students were also getting ready for final tests, therefore influencing their degree of focus. According to Schunk (2012), students' cognitive load rises during demanding academic seasons, which could affect their participation in fresh learning approaches. Certain teaching hours also coincided with celebrations of Teacher's Day, which created classroom disruptions. Slavin (1980) claims that a non-conducive learning environment might impair the efficacy of instructional tactics, which would help to explain certain discrepancies in student involvement throughout the Flower Writing Strategy implementation.

The semester break presented another possible difficulty since it caused a gap in the learning process. According to Ebbinghaus's (1885) Forgetting Curve theory, students often forget newly acquired knowledge over time without reinforcement, which could have explained variances in their writing development. Notwithstanding these difficulties, the approach proved to be more effective than more traditional ones since it gave students a disciplined and interesting way to improve their writing.

Particularly in terms of concept development, paragraph structure, and textual coherence, this research generally supports the case that the Flower Writing Strategy is a useful teaching tool for raising students' writing competency. These findings fit Burton's (2006) and Jones's (2011) theories, which stress how methodically taught writing techniques can greatly improve students' ability to coherently and rationally convey their thoughts. Its efficacy can, however, be affected by outside elements such academic pressure, classroom distractions, and learning time lapses. Therefore, teachers should take strategic implementation techniques into account to guarantee that students profit from this strategy in their writing growth to the most possible extent.

CONCLUSION

Based on quasi-experimental research conducted at SMA Negeri 9 Gowa, students in the tenth-grade demonstrated a considerable improvement in their writing skills as a result of the implementation of the Flower Writing Strategy and its use. The experimental group that used this strategy recorded an increase in the mean score of 20.57% (from 61.47 to 74.12), while the control group with the Guided Writing Strategy experienced an increase of 19.94% (from 57.50 to 68.97). The Flower Writing Strategy was found to be superior in terms of enhancing students' writing skills, as validated by statistical analysis using paired sample t-test ($p<0.05$). The difference in the percentage of increase of 0.63% indicates that the structure of the flower chart is more effective in facilitating the development of students' ideas and creativity compared to the conventional guided approach.

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