



The Effect of Using Flower Writing Strategy on Students' Writing Skills of First Grade Students in Vocational High School

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Abstract

This study investigated the effectiveness of the Flower Writing Strategy in improving tenth-grade students' writing skills. Employing a quantitative approach with a pre-experimental one-group pre-test and post-test design, the research was conducted at a vocational high school in Padang. A total of 35 students from Class X Culinary 1 were selected as the sample through purposive sampling. Data were collected using a writing test administered before and after the treatment. The collected data were analyzed using a t-test to examine the research hypothesis. The results revealed that the calculated t-value (3.442) exceeded the critical t-table value at the 0.05 significance level (1.692), indicating a statistically significant difference between students' pre-test and post-test scores. Consequently, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected. These findings demonstrate that the Flower Writing Strategy has a significant positive effect on students' writing skills. The study suggests that this strategy can serve as an effective instructional approach to enhance writing performance in EFL classrooms, particularly at the vocational high school level.

Keywords: Strategy, Flower Writing, Writing Skills

INTRODUCTION

Writing is a fundamental skill in English language learning because it enables students to communicate ideas, express thoughts, and construct meaning in written form. As an essential productive skill, writing plays a crucial role in academic success and the development of critical and creative thinking (Mumtazati, 2014). Through writing, students are required not only to convey ideas but also to organize them logically using appropriate vocabulary, grammar, and mechanics so that readers can clearly understand the intended meaning (Sofia, 2023; Dania et al., 2024). Writing is therefore not merely a language exercise but a complex

cognitive process involving planning, drafting, revising, and editing, which contributes significantly to students' intellectual growth and communicative competence.

Despite its importance, writing remains one of the most challenging skills for EFL students. Many students struggle to transform ideas into coherent and accurate written texts, particularly when writing in English, where unfamiliar vocabulary and grammatical rules often become major obstacles. Safitri (2023) emphasizes that writing is difficult because writers must carefully select words and construct sentences that accurately convey meaning to readers. These difficulties are further compounded by students' limited vocabulary mastery, low motivation, and lack of confidence, which often result in poor writing performance. In classroom practice, writing activities are frequently perceived as monotonous, as teachers tend to assign writing tasks without sufficient guidance, feedback, or evaluation, leaving students unaware of their weaknesses and unable to improve effectively.

This situation reflects a pressing instructional problem that requires immediate attention. Ineffective teaching methods and limited use of engaging strategies have contributed to students' low interest in writing, creating a passive and unmotivating classroom atmosphere. Teachers, as facilitators of learning, are expected not only to assess students' work but also to guide, motivate, and provide meaningful feedback to support students' writing development. Observations in the research context indicate that students need a more engaging, structured, and enjoyable strategy that can help them generate ideas, develop sentences, and organize texts more confidently. Without such intervention, students' writing difficulties are likely to persist, hindering their overall English proficiency.

To address this issue, this study proposes the use of the Flower Writing Strategy as an alternative instructional approach to improve students' writing skills, particularly in writing procedural texts. Procedural text is a genre that presents sequenced steps to explain how to do or make something in an organized manner (Suaeni, 2015). The Flower Writing Strategy is a visual, idea-mapping technique that allows students to generate a main topic and supporting details in a structured yet enjoyable way. Unlike conventional mind mapping, this strategy emphasizes creativity and simplicity by using a flower-shaped chart that helps students explore ideas before transforming them into full paragraphs. Hayati (2020) notes that this strategy supports idea development and makes the writing process more enjoyable, encouraging active participation and creativity. Its flexibility also allows it to be applied at various educational levels and used individually or collaboratively.

Previous studies have consistently shown that strategy-based instruction plays a significant role in improving students' writing skills by supporting idea generation, text organization, and linguistic accuracy. From a contemporary theoretical perspective, writing is viewed as a recursive and cognitively demanding process that involves planning, drafting, revising, and editing, particularly in EFL contexts where learners face linguistic and affective challenges (Hyland, 2019). In line with this view, recent studies have demonstrated that visual and structured strategies such as graphic organizers and mind mapping effectively reduce cognitive load and help students organize ideas more systematically before composing texts

(Ojima, 2019; Yunus, Salehi, & Chenzi, 2019). Empirical research has further confirmed that the use of graphic organizers significantly improves students' writing quality, especially in terms of content development, coherence, and organization (Al-Jarf, 2020; Rahmatunisa, 2021). Additionally, interactive and strategy-based instructional approaches have been reported to enhance students' motivation and engagement in writing activities, leading to higher post-test scores compared to pre-test results (Slavin, 2020; Kusumaningrum & Wijayanti, 2020). However, despite the growing body of recent research on writing strategies, limited studies have specifically examined the Flower Writing Strategy as a distinct visual planning tool, particularly for procedural text writing at the tenth-grade level using a pre-test and post-test design.

Therefore, this study addresses this gap by investigating students' writing performance before and after the implementation of the Flower Writing Strategy and evaluating its effectiveness as a pedagogical intervention. The novelty of this research lies in its focus on procedural texts, its application within a secondary school EFL context, and its emphasis on the Flower Writing Strategy as a visually supported and motivational instructional approach that integrates cognitive, linguistic, and affective dimensions of writing instruction.

LITERATURE REVIEW

Definitions of Writing Skills

Writing skill is the capacity to produce a written message from words into sentences, into text, and with coherence. According to Budiarta (2016), writing skill allows students to express their ideas or thoughts in a more controlled manner because they can refine the written draft.

Writing skills are an important ability that students should master in their learning process. Writing skill includes the ability to convey information, ideas, and emotions effectively and structured manner through writing. Giving Information is essentially a communication process. It involves the understanding of grammar, vocabulary, and writing style appropriate to the purpose and audience. Writing skill is not about composing words, but also creating the meaning from information or ideas in written form. It is also improving students critical thinking and creativity in producing written form.

Definitions of Flower Writing Strategy

Flower Writing is one of the writing strategies that can be used by teachers in creating the fun way in the learning process. Hendrayeni (2022) states that flower writing strategy carried out by writing the main idea written in the middle of the flowers circle and the supporting ideas are written on the flower petals that surround the flower circle where these ideas must be related to each other so that a complete text is created. This strategy helps students organize their ideas by finding supporting sentences for an object before changing them to a more complete and more perfect sentence. Eva (2018) defines that flower writing strategy

uses a graph like a flower which has topic and supporting details to help the students to explore their ideas into paragraph.

Definitions of Procedure Text

Procedure text is a text that contains steps in solving a problem or in creating something in an organization manner. Procedure text is a text that explains or show to someone how to do something, that someone have to be done and shows the process in order to describe how something is completely done (Saputri, 2019). While, according to Abdullah (2023), procedure text describes how something is accomplished through a sequence of actions or steps.

Procedure text is a text that tells the steps of making something to the readers, so that the readers can create something correctly and precisely. It means that, readers get clearer and more structured information so that they can complete things according to the way they were created.

METHODOLOGY

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 one of public vocational high school in Padang, West Sumatra, academic year 2024/2025. The researcher focused on one class and used purposive sampling to assess some needs.

The researcher used test and observation as instruments to collect the data. The researcher used a pre-test and a post-test as the instruments to measure the impact of flower writing strategy on students' writing ability. The pre-test was given before the application of this strategy. In 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, researcher can analyse the effect of the contribution of the strategy used by the researcher to improve students' writing skills.

FINDINGS AND DISCUSSION

The research used tests to determine the students' scores. The researcher used pre-test and post-test to find the students' scores. A pre-test was given before treatment to determine the students' skill in writing procedure text and 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.

The post-test findings indicate that the Flower Writing Strategy positively contributed to students' improvement in writing procedure texts, as shown by higher scores after the treatment compared to the pre-test. This improvement is pedagogically plausible because students in EFL contexts often experience writing as one of the most challenging language

skills, requiring explicit support and focused instructional intervention. Previous studies have demonstrated that learners frequently struggle with idea generation, organization, grammatical accuracy, and appropriate vocabulary use in writing tasks, which underscores the importance of structured strategies that can guide learners through the writing process (Nawawi et al., 2023). The Flower Writing Strategy addresses these challenges by providing a visual and systematic framework that supports students in planning and expanding ideas before composing full texts. As a result, students were better able to conceptualize the sequence of steps required in procedure texts and maintain coherence throughout their writing.

Following the implementation of the Flower Writing Strategy, students' gains in content and coherence suggest that the strategy effectively facilitated deeper cognitive engagement with the writing task. By encouraging students to break down ideas into manageable components, the strategy helped them elaborate main ideas and supporting details more clearly. Improvements in organization and vocabulary further indicate that students developed a stronger awareness of text structure and lexical choice, enabling them to present procedural steps in a more logical and reader-friendly manner. These findings are consistent with previous research showing that targeted instructional interventions can significantly enhance students' writing outcomes, as reflected in measurable improvements between pre-test and post-test scores (Dwi et al., 2024). Similar results have also been reported in cooperative and interactive learning contexts, where structured techniques such as Teams Game Tournament (TGT) were found to promote active participation and result in meaningful gains in students' writing performance (Ananda et al., 2024).

Importantly, the observed improvement in grammar and mechanics highlights the broader instructional impact of the Flower Writing Strategy beyond idea development alone. As students became more familiar with the structure and content of their texts through systematic planning, they were better able to monitor their language use and reduce grammatical and mechanical errors. This suggests that strategy-based instruction not only supports higher-level writing processes, such as organization and coherence, but also contributes to greater linguistic accuracy. Furthermore, the positive impact of the strategy may extend to students' affective dimensions of learning, as the structured and supportive nature of the strategy can reduce writing anxiety and increase learners' confidence and motivation to write. When students perceive writing as a manageable and guided process rather than a daunting task, they are more likely to engage actively and persist in improving their writing skills.

Overall, the improvement across all writing components indicates that the Flower Writing Strategy functions as an effective instructional scaffold that supports students' cognitive, linguistic, and affective development in writing. The findings suggest that this strategy can serve as a practical pedagogical tool for teachers in EFL classrooms, particularly for teaching procedure texts, as it promotes systematic planning, clearer idea development, and greater accuracy in language use. In the broader context of writing instruction, the results

of this study contribute to the growing body of evidence that strategy-based and visually supported approaches can lead to meaningful and sustainable improvements in students' writing performance.

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 researcher found that there were a lot of students who got Poor and Very poor classifications before the researcher gave the treatment. In pre-test, only several students who 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. Researcher concluded that, the treatment using the flower writing strategy can help students improve their skill in writing text.

The mean score and standard deviation of the students' pre-test and post-test results on the writing test were tabulated as 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 pre-test result through the writing test was classified in bad classification and post-test was good classification. It was proved by the mean score of the post-test (83,14) was better than the mean score of 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 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 the tenth-grade students have improved through by use of treatment Flower Writing Strategy.

CONCLUSION

Based on the results of this study, it can be concluded that the Flower Writing Strategy was effective in improving tenth-grade students' writing skills, particularly in writing procedural texts. This was evidenced by the higher mean scores in the post-test compared to the pre-test, indicating a clear improvement after the treatment was implemented. The improvement was observed across all writing components, including content, organization, vocabulary, grammar, and mechanics, suggesting that the strategy supported both idea development and language accuracy. In addition to these measurable gains, the Flower Writing Strategy had a positive pedagogical impact by helping students organize their ideas more systematically and increasing their confidence and engagement in writing activities. However, given the limited context and focus on a single text type, future research is recommended to explore the application of this strategy across different genres, proficiency

levels, and instructional settings to further examine its broader and long-term effects on students' writing development.

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