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## The Effectiveness of Pomodoro Technique on Students' Descriptive Text Writing Quality

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### Abstrak

Penelitian ini dilakukan dengan tujuan untuk mengetahui keefektifan teknik Podomoro dalam pengajaran teks deskriptif di SMP di Sidoarjo. Desain tipe eksperimen semu ini adalah pre-test dan post-test non-equivalent control group design. Hasil uji reliabilitas data menunjukkan instrumen penelitian reliabel karena nilai Cronbach's Alpha sebesar 0,653 dan lebih dari 0,6. Selanjutnya menunjukkan nilai pretest kelompok eksperimen adalah 77,20, kelompok kontrol adalah 79,00. Rata-rata kelompok eksperimen sering lebih rendah daripada kelompok kontrol. Rerata skor post-test kelompok eksperimen adalah 87,40, sedangkan kelompok kontrol adalah 79,20. Rata-rata post-test kelompok eksperimen lebih tinggi dari kelompok kontrol. Peneliti selanjutnya menghitung rata-rata kelompok eksperimen dan kontrol dengan uji-t (uji sampel berpasangan) untuk melihat apakah skor sebelum dan sesudah perlakuan signifikan. Hal ini menunjukkan bahwa teknik Pomodoro bermanfaat dalam membantu siswa dalam meningkatkan keterampilan menulis mereka.

**Kata Kunci:** teknik podomoro, teks deskriptif, menulis, sekolah menengah pertama.

### Abstract

*This research was conducted to investigate the effectiveness of Podomoro technique in teaching descriptive text at junior high school at Sidoarjo. The design of this quasi-experimental type was pre-test and post-test non-equivalent control group design. The results of the data reliability test showed that the research instrument was reliable because the Cronbach's alpha value was 0.653 and more than 0.6. Furthermore, it showed the experiment group pretest score was 77.20, the control group was 79.00. The experimental group's mean was frequently lower than the control group. The experimental group's mean post-test score was 87.40, whereas the control group was 79.20. The experimental group's post-test mean was higher than the control group. The researcher next calculated the mean of the experimental and control groups by t-test (paired sample test) to see if the scores before and after the treatment were significant. It indicated that the Pomodoro technique was beneficial in assisting the students in improving their writing skills.*

**Keywords:** podomoro technique, descriptive text, writing, junior high school.

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## INTRODUCTION

Those who study English should be able to master listening, speaking, reading, and writing. Many individuals have become increasingly concerned about their ability in English. As a result, those who are proficient in English skills have demonstrated that they had mastered the language. It seems to be argued because one of the purposes of learning a language is to communicate with others (Harmer, 2003). People, on the other hand, forget that communication is not limited to simply speaking up. Listening, reading, and writing are also effective modes of communication. Writing, and particularly English writing, is one of the most important skills that students, particularly high school students, must learn to perform well in. It is possible to say that the written product is the final product produced by the students (Slattery & Willis, 2001). It has evolved into evidence that students have mastered the language (Widodo & Slamet, 2021). Students can represent their self-expression through writing; what is in the mind is expressed through writing. Thus, the ability to write is absolute (Zillmer & Kuhn, 2018).

Writing is not as simple as speaking up in front of a group of people. Students should be more concerned with the sentence structure, grammar, punctuation, and other aspects of writing than they should be with speaking skills (Widodo & Slamet, 2020). Students who are aware of this situation may encounter difficulties when composing a passage in their own words (Sabat & Slamet, 2019). One of the issues is that students unintentionally copy work from others (Fatimah, Elzamzami, & Slamet, 2020). As a result of conversations with students, it has been discovered that plagiarism is frequently caused by students' misunderstanding of the rules for using and citing sources, rather than by deliberate theft of others' ideas and writing (Yang, Stockwell, & McDonnell, 2019).

Students' ability to design and produce a straightforwardly functional written text is the most important core competency to achieve in writing an English language subject (Slamet & Sulistyarningsih, 2021). Younger students learn about different types of English text in the seventh grade (Harmer, 2003). The ability to write accurate descriptive text is one of the English proficiency requirements for students in lower secondary school (Tamba, Situmorang, & Ginting, 2020). Descriptive text is the main material for improving students' writing skills.

Furthermore, descriptive text is considered to be the way to learn English in the seventh grade and is suitable for beginners. When writing an explanation, the student is guided by the teacher, but the student faces difficulties. Student difficulties in writing descriptive texts, such as developing ideas, organizing ideas into descriptive texts, grammatical difficulties, and lack of vocabulary (Apriliana, Candra, & Subroto, 2020). There are some efforts the teacher has made to improve the description, such as quieting the classroom before starting the learning process. Provide materials (student handbooks), explain tenses, grammar, vocabulary, sentence structure, and general from student worksheets, until the principal provides various media in teaching English, such as focusing. Provides tasks or assignments to be retrieved individually or in groups. In fact, the students are still struggling to write the explanation (Siregar & Dongoran, 2020).

Understanding this condition, the researchers applied a Pomodoro technique to the students who are discussing the descriptive text. Pomodoro is a learning technique based on time management invented by Francesco Cirillo in the 1980s when he was a university student. The word 'Pomodoro' comes from Italian which means 'Tomato'. This technique divided learning time into intervals called "work windows" for 25 minutes, then interspersed with rest periods. Pomodoro strategies are a way for students to research intensively when taking breaks in between. The Pomodoro Technique establishes clear boundaries between work and rest, allowing us to complete tasks within a fixed amount of time (Costales, 2021).

During the process of this investigation, the researchers formulate the statement of the problem related to the problems faced in junior high school students regarding their writing skills. That is, whether or not the Pomodoro technique is successful in improving the descriptive text writing quality of first-grade children at a

junior high school. Furthermore, the purpose of the study is to determine the efficiency of the Pomodoro technique in improving the descriptive text writing quality of first-grade students at a junior high school.

This research has implications for the study's objectives, which are related to the research's objectives. The study's relevance is explained by the researcher in four ways. The first is that this research will serve as additional consideration for teachers when it comes to teaching descriptive literature in a variety of convenient formats. The second benefit will be that the students will be able to learn a new approach for remaining focused while performing writing tasks. To conclude, the researcher intended to provide useful information to the reader about teaching writing using the Pomodoro technique in the third section. And, last, for the other researchers, this research will provide sufficient information regarding the usefulness of the Pomodoro approach in improving the descriptive text writing quality of first-grade students at junior high school, which will be useful in future research.

Furthermore, the researchers have two previous of the study. The first is conducted by Salman Ahmed Usman, BSc (Hons), MSc, PGCert (LTHE) in 2020. The title of his research is "Using the Pomodoro Technique to Help Undergraduate Students Better Manage Technology-Based Multitasking during Independent Study: A Design-Based Research Investigation". Design-Based Research is the methodology of this research. The findings revealed that participants' reasons for multitasking were varied. Most participants found the Pomodoro technique helpful for addressing their multitasking, but the others are not. The second research is conducted by Dr. J. Sugay in 2021. The title of the research is "The Effects of Pomodoro Technique on Academic-Related Tasks, Procrastination Behavior, and Academic Motivation among College Students in a Mixed Online Learning". This research was a True Experimental research pretest-posttest randomized experimental design to measure and explore the relationship between the variables of the study. The application of the Pomodoro technique resulted in a slight improvement in the respondents' procrastination behavior.

The researcher had found the similarities and the differences between her research and those two research. The similarities of the first and second previous of the study and this research was using Pomodoro as the technique. Meanwhile, the differences are the subjects and the focus. First-grade students of junior high school were chosen by the researcher, while both previous of the study chose university students as their subjects. Moreover, this research focuses on the students' descriptive text writing quality, the first previous study focused on the students' technology-based multitasking management, and the second previous study focused on the students' academic-related tasks, procrastination behavior, and academic motivation.

## **METHODOLOGY**

This research was conducted in one of the junior high schools in Sidoarjo. The students of the school are chosen by the researcher as the population of this research. Moreover, the first-grade students will be the sample in this research. This research is quasi-experimental research, for the researcher need to know the effectiveness of the Pomodoro technique toward the students' descriptive writing quality. The design of this quasi-experimental type is pre-test and post-test non-equivalent control group design (Arikunto S., 2005). This design applied to two groups (Arikunto S., 2013). They are experimental and control groups. In the experimental group, the population produced descriptive texts using the Pomodoro technique, while in the control group, the population produced a text without the Pomodoro technique. These two groups are given the same topic and time limitation. Pre-test and post-test are utilized to measure the students' descriptive writing quality. The pre-test data is gained from the last students' writing scores. It is conducted to cognize the students' writing quality before the treatment. Moreover, post-test data is gained to both the experimental and control groups after the treatment given (Sugiono, 2015). The design of the research is illustrated as follows:

**Table 1**  
**Design of the Research**

Group	Pre-test	Treatment	Post-test
1	Y1	X	Y2
2	Y1	-	Y2

Note:

1 : Experimental Group

2 : Control Group

Y1 : Pre-test

Y2 : Post-test

X : Independent Variable

Two variables were measured in this research. They were independent and dependent variables. The independent variable is the variable that comes first and influences or predicts the result. And the dependent variable is affected and predicted by the independent variable (Sari, 2019). In this research, the independent variable is the Pomodoro technique, while the dependent variable is the students' descriptive writing quality.

## RESULTS AND DISCUSSION

This part aims at discussing the finding of the research based on the result analysis of the effectiveness of the Pomodoro technique in descriptive writing quality of the first-grade students at junior high school in Sidoarjo. This research was conducted to ascertain the effectiveness of the Pomodoro technique in students' writing quality. Two groups were chosen by the researcher to gain the data. They were the experimental group and control group. Each group consists of five students. Thus, the number of the subjects was ten students. The first experiment conducted by the researcher was a pre-test. Then, the treatment was given by the researcher to the subjects. After that, the post-test data was obtained.

There were some steps to research the information of the study. First, the researchers checked the reliability of the pre-test queried before providing it to the students. The results of the reliability test are shown within the table below:

**Table 2**  
**The Result of Reliability Test**

Reliability Statistics	
Cronbach's Alpha <sup>a</sup>	N of Items
.653	5

Based on the data above, the researcher made a conclusion. The results of the data reliability test showed that the research instrument was reliable because the Cronbach's alpha value was 0.653 and more than 0.6.

During this chapter, the researcher solely gifts the result of the calculation of the mean and t-test (Independent Sample T-test) of pretest and post-test legion the control and experimental cluster were given in the following table:

**Table 3**  
**Independent Sample Test**

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	A	5	77.20	3.962	1.772
	B	5	79.00	2.915	1.304
Post-test	A	5	87.40	3.647	1.631
	B	5	79.20	2.049	.917

The table showed the mean of the pretest and post-test legion the control additionally the experimental cluster. The mean pretest score was 77.20 for the experimental group and 79.00 for the control group. It was

often seen that the mean of the experimental group is less than the mean of the control group. The Table also showed that the mean post-test score was 87.40 for the experimental group and 79.20 for the control group. It could be seen that the mean post-test of the experimental group is on top of that of the control group. Then, the researcher calculated the mean of pretest and post-test legion the experimental and therefore the control cluster by victimization t-test (Paired sample test) to understand whether or not or not the scores before giving the treatment and when giving the treatment was significant. The results are given within the following table:

**Table 4**  
**Paired Sample Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experiment- Post- test Experiment	-10.200	2.280	1.020	-13.031	-7.369	-10.002	4	.001
Pair 2	Pre-test Control - Post-test Control	-.200	1.095	.490	-1.560	1.160	-.408	4	.704

From the calculation of the t-test, it was found that the t-value of the experimental group was 1.020 with fifty-eight degrees of freedom and a 5% level of significance. Meantime the t-Table was 0.4. it showed that the results of the pretest and post-test calculation of the experimental group were on top of the t-Table. It means the distinction in pretest and post-test scores of the experimental cluster was significant. From the calculation of the t-test, it's additionally found that the t-value of the control group was 0.490 with fifty-eight degrees of freedom at a 5% level of significance with the t Table 0.4. It showed that the results of the pretest and post-test calculation of the control group were higher than the t-table. It meant that the difference was significant. Though the variations of each group were significant, the difference of the experimental group was way larger than the control group.

The statement of the problem was answered supported the result however it interlinked to the connected literature. The statement of the problem was concerning the effectiveness of corrective feedback because the treatment was conducted to the experimental cluster.

The explanation why the experimental group gets a much higher score in post-test is a result of the effect of the treatments. It was necessary to analyze how these treatments may work for the scholars. From the result, it was often shown that the distinction of the gain between the pretest and post-test scores of the experimental and control cluster was significant. From the check given when every teaching (with the treatment for the experimental group and while not the treatment for the control group), it could be shown that the scores of the experimental group were on top of the control group.

The treatments trained the students to be more focused on doing writing activities. By giving suitable time management to the students, the students could explore more about their views and put them into the written text. First, the teacher explains the descriptive text, then asks the students to create a descriptive text with the title chosen by the teacher. The students had to do it with the time set by the teacher. This time setting was called Pomodoro. The students were explained first about the Pomodoro regulation before doing their task. The impact of doing this technique is that the students could be more focused on their job without any obstacles. They will use their time efficiently to finish their duty.

Supported the reason above, it was shown that there was an important distinction of the students' writing quality between the students who were taught by the Pomodoro technique and the students who haven't been taught by the Pomodoro technique. It means the Pomodoro technique was effective to assist the students in their writing ability.

## CONCLUSION

Based on the result of this study, it could be concluded that there was a significant difference between the students who were taught by using the Pomodoro technique as the experimental group and the students who were not taught by using the Pomodoro technique. The researcher used the result of the statistical computation of the t-test calculated by SPSS Statistics 25. From the distribution of t-table with the level of significance of 5% it is found that the result of t-value is higher than the t-table with the degrees of freedom of 10.

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