

IMPROVING STUDENTS' WRITING ABILITY THROUGH QUICK WRITING STRATEGY TO THE ELEVENTH GRADERS OF SMA MUHAMMADIYAH PAGARALAM

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Abstract. Writing is one of the most difficult skills to be mastered by students and most of students did not have enough ability to write, in order to solve this problem the writer used one of strategy which is quick writing. The main objective of this study was to identify whether or not the use of Quick Writing strategy was effective to enhance the student writing ability. The population was Eleventh grade students of SMA Muhammadiyah Pagaralam. In taking the sample, the researcher used purposive sampling. Sixty students, involved as a participants in this study. The research design used quasi experimental. The data were collected by using writing test. The data were analyzed by using paired sample t-test and independent sample t-test. The value t-obtain was (4.765) at the significant level 0.000. Since the value of t-obtained was higher than critical value of t-table (2.001). The result showed that there was significant difference between the students who were taught by using Quick writing strategy and those were not. In short, the students who were taught by using Quick writing strategy had better improvement in their writing ability. It was effective to use quick writing strategy.

Keyword: Improving, Quick Writing strategy & Writing ability.

Introduction

Language means communication which use by the people to interact each other, by communication people can express their feeling, idea and emotion. A language is human ability to acquire and complex system of communication. According to Brown (2007), language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. There are many languages in the world, one of them is English. English is one of

foreign language which learn in Indonesia, Based on the Minister of Education and culture degree No: 372/ 1989 dated December 12, 2013, it is state English becomes the first foreign language and the compulsory subject that should be taught in Indonesian school and starting from junior high school up to university level.

English is consisting of four language skills that should be learn, they are listening, speaking, reading and writing. writing as the act of picking up a pencil and forming letters either by printing or writing them in cursive. You could think about the act of composing a piece of text. Or you

could think of writing as an act completed by someone else, as in the writings of William Shakespeare. Because writing is multifaceted, it is only logical that it evokes different images. (Nunan 2010). Brown, (2007) also claimed that writing is a thinking process. Because in writing the writer try to bring what is in his/her brain into an information or info which can receive by the reader. Written products are often the result of thinking, drafting, and revising procedures that require specialized skills. Nunan (2010) in writing class, students need to be taught how to use the process and how to produce an acceptable product. But it is difficult for students in any level of English because it's hard to make a word became a good sentence, it is also difficult to combine the sentence into a paragraph at the same time. Harmer (2001), Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities. Students usually did not have good quality in writing because they don't know the function of writing and don't know how to bring it well. In writing skill there are many aspect, must be measure such as content, organization, vocabulary, language use and mechanics Hearton (2010). In teaching writing teacher should teach the students' well, but sometime teachers' strategy is not appropriate with the subject.

There many strategies in improving students writing ability one of them using quick writing strategy. Chapman (2009) quick write are

wonderfully easy and offer illuminating glimpses into students' thinking. According to Antonacci (2011), quick write strategy helps to get students' understanding of informational text through the use of a set of integrated language activities. Jaya et al (2022) Writing is important for human life because by writing people can do communication especially for students to develop their imagination and idea and to build the students habit to express their felling into a writing.

Based on the writer done interview with teacher in SMA Muhammadiyah Pagaralam when did PPL, the writer found the problem of the students that's writing especially in narrative text. Some students' problem in writing are the students do not know how to start their writing, they do not have enough ideas to write, they could not arrange their ideas in writing, or probably they don't understand what must they do. The students had problem in writing a text or essay because they learn writing without using a good approach and treatment. It can be seen from the students' score in their test with English teacher. The score still low under average, the score was 67,5 which the standard is 77.

Literature Review

- **Definition of Writing**

According to Harmer (2007) "writing is a complex skill". It is a kind of multidimensional skill which has many different features. Every human will always learn about this skill and they will use it in many parts of their life. The reason for teaching writing

to students of English as a foreign language include reinforcement, language development, learning style and writing as a skill in its own right (Harmer, 2007). Therefore, writing is important to learn because writing is the way to explore students' idea or information to the reader in a paper.

According to Nunan (2010) writing are physical and mental art, it's about discover idea and thinking how to communicate develop them in statement and paragraph that will be comprehensible to the reader. In conclusion, the writer defined writing as an activity in which person expresses his/her ideas and provides information for one's reader, to persuade one's reader and to create a literary work. Writing is one of the way to make communicate with all of people that written from in which the explore by the writer based on the writer's idea, feeling, and thought to convey a message to the reader.

Writing is probably the most difficult skill for ESL/EFL learners to master. It is difficult not only because it requires junior writers to generate and organize ideas in a language other than their mother tongue but also because it forces them to present their already generated and organized ideas in such a text form that is understandable to readers (Nunan, 2010)

- **The Process of Writing**

Writing is a process that includes several different activities. Although these are usually called "steps" they are not as separate or as linear as that term might suggest. Learning to write is a matter of

learning about the steps and about efficient methods of working through each stage and combining them into an efficient process. The five-step process writing approach described by Oshima and Hogue (2016) such as: 1. Prewriting, 2. Drafting, 3. Revising, 4. Editing, and 5. Publishing and Sharing

Step 1: Prewriting. The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

Step 2: Drafting. Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step .

Step 3: Revising. This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around. Again, not every draft should be taken to this stage. Graves recommends that students be given a choice as to which of these drafts they want to take to the revision step. Generally, students find only one in five drafts worthy of investing the

mental and emotional energy necessary to revise and create a finished product. The rest of the story drafts can be kept in a file folder as a junkyard for other writing ideas or included in a portfolio to document students' writing journeys.

Step 4: Editing. This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics. One last thing about the editing phase: Real writers (of which I am one) edit their writing at the end. Real writers also rely on editors, spell check, and grammar check. In teaching your students to become authors and composers of authentic writing, teach them to approximate the writing process used by real writers. That is, set up peer editing groups and teach students how to use the grammar and spelling functions on a word processor.

Step 5: Publishing and sharing. This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences

become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group.

- **Paragraph of Writing**

Paragraph is containing three different text of sentence: topic sentence, supporting sentences, concluding sentence (Nunan 2010). Moreover paragraph writing provides students with focus on particular aspects, of paragraph writing such as topics, style, and development, writing support to help them find, organize and express their ideas language support to help them with vocabulary, grammar, and punctuation.

Paragraph writing is basic but it has essentials, unity, coherence, transition, and good structure, it is little but adding a few more details to each support would make it a lot more interesting (Heaton 2010). A paragraph is a group related a sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentences or as long as ten sentences (Oshima & Hogue, 2016). Before we develop that sentences become paragraph, we have to know about central idea in order to make us easier to arrange the central idea become supporting sentences. A supporting sentence is development a paragraph and the last we can make a concluding sentences based on the topic sentence and supporting sentences.

In addition, Oshima and Hogue (2016) state all paragraphs have a topic sentence and supporting

sentences, and some paragraphs also have a concluding sentence. The topic sentence states the main idea of the paragraph. It not only names the topic sentence of paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. Supporting sentence the topic sentence. That is they explain or prove the topic sentence by giving more information about it. The concluding sentence signals the end of the paragraph and leaves the reads with important point to remember. Unity means that a paragraph discusses one and only one main idea from beginning to end. Coherence in writing means that the sentence met hold together that is, the movement from one sentence to the next must be logical and

- **Definition of Narrative text**

Narratives were stories. A narrative text was an imaginative story to entertain and educate the reader. Chapman (2009) states that narrative is a meaningful sequence of events told in words. It was sequential in that the events were ordered, not merely random. Sequence always involved an arrangement in time.

According to Richardson (2012), narratives included different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real life adventures. From the stories the students could expect to find some

elements such as the characters, setting, plot, a resolution to the problem, and moral lesson.

The Narrative text type tells a story. Its purpose is to present that entertains or inform the reader or listener. Another purpose are, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions Richardson (2012),

Generic structure of Narrative Richardson (2012), Orientation: Sets the scene and introduces the participants (characters) of the story, the time place the story happened (who, what, when, and where) Complication: A crisis arises. A series of events in which the main the main character attempt to solve the problem. Resolution: The crisis is resolved, for better or worse. Re-orientation : It is optional the ending of story. It sometimes contains the solution. From the definition above, the writer concludes that narrative text is a story telling about the event consists of conflict and conclusion.

- **Quick Writing Strategy**

Barb (2010) explains Quick Write is a strategy that allows students to begin the writing process. It allows students to collect data in a fast way. Next, the student will write as much as they know about the given topic. The teacher is supposed to stress to the students that grammar and spelling do not matter in this portion of writing. This portion of writing is to jog the students' minds with ideas to write about. In addition, Kucer and Cecilia (2013) have shown that

Quick Write is the process of writing itself to discover ideas on which they might further write and develop. This strategy helps the students to organize their ideas to develop their writing to be a good paragraph. The students can write their each idea into a sentence and then collect their sentences to be a paragraph. It can make the students easy to write their ideas in writing.

Moreover, Quick write strategy provides the students to do writing quickly. The experts give several definitions about this strategy. According to Antonacci (2011) quick write strategy helps to get students' understanding of informational text through the use of a set of integrated language activities. The strategy is done as the students briefly write all they know about the topic in certain time. It means the students get a positive feedback for doing writing activity. Such as, the students identify certain topic, then the topic will be developed into a complete writing. Thus, this strategy makes the students become active in writing.

Then Chapman (2009) also states that quick write is a creative strategy to activate prior knowledge before students read. It is structured by the teacher and is done in a brief amount of time. By using quick write strategy, it will give an opportunity to search important information to be shared in the front of the class. It is meant that quick write strategy can be done before starting the lesson. The students are asked to write about whatever

they know related to the topic which will be learnt. Quick write seems to be a strategy which leads the students to identify their prior knowledge and write it quickly. It also can activate the students' ability in writing.

Next, Collins (2016) gives statement that quick write strategy is made to improve students' fluency in writing and help students to prepare and anticipate the material to be read. It means that, quick write strategy makes students improve their ability in doing writing. Writing by using quick write strategy is useful for developing student's readiness to learn about the material. because, before the students start learning about certain topic, they write what they know about the topic first. This activity helps the students to understand the lesson easily.

In conclusion, quick write strategy is giving the students an opportunity to charge and improve their ability in writing. Because by doing quick write strategy the students are provided to do writing based on their knowledge about certain topic. By following the quick write strategy, the students can build writing ability. This strategy is not only helping the teacher to give appraisal to the students' level understanding of how to do writing, but also providing the students to develop their ability in writing.

Procedure of Quick Write Strategy

Kucer and Cecilia (2013) states that the procedures of Quick

Write strategy are generally because they depend on the selection being read and what is to be written. Then the following guidelines should be helpful:

Discuss the purpose of a Quick Write is to help them discover ideas for writing. Before the students write, the teachers' explain the purpose of a Quick Write. Ask the students to start writing about any topic that becomes to their mind. Tell them how much time they will have for the Quick Write strategy lesson. Allow the students the opportunity to share the ideas they have explored in their Quick Write. Discuss with students when it might be helpful for students to engage in Quick Write. After the students write their ideas into paragraph, the teacher discuss their write.

Research Methodology

In the research writer used experimental method to complete this study. According to Fraenkel and Wallen (2012) experimental method is one of the most powerful research methodology researchers can use, of the many types of research, is has the best capability to establish cause and effect relationship between variable. In this study, the writer used quasi experimental design: pretest-posttest non equivalent comparison control group design. (Fraenkel and Wallen, 2012) stated that a quasi experimental design to know cause and effect which engage 2 group which are experimental group and control group, and the study is conducted when random assignment is not possible.

The basic scheme was formulated below Cohen (2015).

O1	X	O2

03	C	04

Where:

- O1 : Pre test of Experimental Group
- O2 : Post test o Experimental Group
- X : Treatment to Experimental Group
- O3 : Pre test of Control Group
- O4 : Post test of control Group
- C : Traditional Method (GTM)

There are two classes in this research. These classes were taken from the students of the eleventh classes of SMA Muhammadiyah Pagaram. Those classes were experimental class where the writer would apply to teaching writing by quick writing strategy. The other class was control class the writer didn't use quick writing strategy.

The data of this research were collected by using test. Brown (2011) test is a method of measuring a person's ability, knowledge, or performance in a given domain. The test was in form of written test. Before the treatment or in pre-test, the students asked to write narrative paragraph that consist of 2 or 3 paragraph. Meanwhile, in post test the students were asked to write a narrative paragraph the same in pre-test but different topic.

- **Validity**

According to Frankle and Wallen (2012), validity refers to the appropriateness, meaningfulness,

correctness and usefulness of the inferences researcher makes. Furthermore, validity is the most important idea to consider when preparing or selecting the instrument for use. In this study, the writer must decide whether the test is a repetitive sample of the content of whatever the test was designed to measure. In this study, the researcher would take the validity base on content validity, the writer would divide the test accordance with the purpose of the test. The writing test will be used in this study will be designed based on teaching materials that are adjusted to the curriculum and syllabus used for the Eleventh graders as the sample of the study.

- **Reliability**

A good test or observation must be reliable “reliable refers to the consistency of the scores obtained hos consistent they are for each individual from one administration to an other and from one set of test to an other frangkel and wallen 1990. In this research, the researcher used inter-rater reliability. Furthermore, Creswell (2008), inter-rater reliability is a procedure used when making observation made by two or more individuals of an individual’s or several individual’s behavior. The criteria being the rater had been teaching, they have good knowledge and also they have experience in teaching.

In this study, there are two rater has choosen by the writer, the writer choose them bacesue they have a good skill in english specially in writing ability and they have taught

english for some years. To determine the reliability of the instument, the writer use formula namely pearson product moment. The calculatiion was analyzed by using SPSS 22(statistical product and service solution).

- **Data Analyses**

The data in this study were analyzed by using Paired Sample t-test and Independent Sample t-test. Paired sample t-test was used to find out whether or not there was significant difference in writing ability of narrative text of the students in the experimental and control groups before and after treatment. In the other side, Independent sample t-test was used to know whether or not there was significant difference in writing ability of narrative text between students’ post-test in the experimental and control group. The data of this study were analyzed by using SPSS 22.

Findings

- The Analyses of Students’ writing Ability (Independent sample t-test)

To find out whether or not there was significant difference on students’ writing ability between two classes, experimental class and control class. The result of students’ writing ability post-test in both classes were compared by the writer by using independent sample t-test. The distributed data was described at table below.

Table 1

The result of independent sample t-test both experimental and control class

Mean exp.	Posttest			Mean defference post exp & cntl
	Mean cntrl	t- obt	Sig	
64,23	59,58	4,765	,000	4,65

Based on the result in table 8 it was found in post test of experimental and control group t-obtained was 4,765 at significance level .000, with df = 58, the critical value of t-table was 2.001 (see apendix J). Since the value of t-obtained was higher than t-table ($t_{obtained} > t_{table}$), it's mean the alternative hypothesis (H_a) which stated that there was significant difference in teaching writing narrative text through quick writing strategy at the eleventh graders students of SMA Muhammadiyah Pagaram would be accepted. On the other hand, the null hypothesis (H_0) would be rejected.

Based on the findings, the result of paired sample t-test of writing ability in experimental class showed that there was a significant difference in the students before and after the treatment by quick writing. After the treatment, the student who got D before got better score which was C. The improvement could be seen by the mean value of pre-test and post-test. It was also strengthened by the result of paired sample t-test in total aspects of writing ability. It showed there was a significant difference in every single

of aspects of their writing ability between before and after the treatment in experimental class. It showed that all aspects such as; content, organization, vocabulary, language use, and mechanics had improvement since quick writing had applied.

From all of the aspects, content, organization, vocabulary, language use, and mechanics that was found that in the significance level of .000 was got t-obtained $4.765 > 2.001$. It's mean there was improvement in writing ability. Overall students' writing ability improved after getting the treatment.

Conclusions

Based on the analysis of the data during the experiment, it could be concluded that the students' writing ability developed after treatment. It meant that the quick writing strategy influenced students' writing ability.

In the previous chapter, the mean score reached in post-test of experimental class was 64.23 it increased from pre-test 51.28 (see appendix H). And in the control class the score in post test was 59.58 (see appendix H). It had concluded on statistical analysis by using Independent t-test. The t-obt 4,765 was higher than t table 2.001 (see appendix J). It meant that alternative hypothesis (H_a) was accepted, while null hypothesis (H_0) was rejected.

In other word, teaching writing by using Quick Writing to the Eleventh Graders of SMA Muhammmadiyah Pagaram is effective.

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