

DEVELOPING THE STUDENTS' ABILITY IN WRITING  
ARGUMENTATIVE PARAGRAPH THROUGH QUICK-WRITING  
STRATEGY

*(Classroom Action Research at the second year of SMA Guppi Samata Gowa)*



ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH MAAKASSAR

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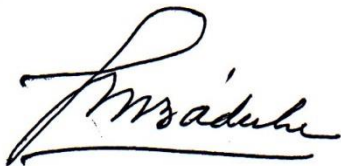
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# CHAPTER I

## INTRODUCTION

### A. Background

Nowadays, the need for English is increasingly felt in almost every face of life in our country, Indonesia. We cannot deny that the mastery of English is quite necessary for Indonesian people.

Writing is one of the language skills that play an important role in human communication. The most important of writing is coming to be more and more recognized. It is the written mark that links with the outside world is formed.

There is no doubt that English writing is important as the other three-language skills. The ability to write is frequently demanded in many occasions in our life. For many reasons writing skill is crucial to most people. In relation about that, Adelstein and Vipal (1980) express that in all subjects in our life or in all profession, the ability to write or express oneself clearly is essential basic for success. Writing is crucial mean of human communication. It is used to communicate with other people in society and to express our feeling and opinions. Writing means of both communication and self expression.

Writing means that how to communicate our opinion to another on the paper. But reality shows that, it cannot be done as well because it is very difficult to express. Furthermore, Heaton in Noni (1984:126) states that many students still encounter difficulties in writing because it is complex and difficult. In studying English, many students who study in the tertiary level still often make errors in writing though they have learned it for many times, even years.

Today, if we are going to write something, we always make an error in writing. So that's why, we need ideas to manage our writing so it can be able to run well. In relation to it, Heaton in Noni (1984) argues that in writing we need a good idea in order to produce a composition or written material. If students do not have good ideas they will get boring and not interesting in it. For writing subject, students must have idea about what they will write and far they know the topic, sometimes they have to choose one theme and then decide one topic, finding the appropriate word to express an idea.

Writing through process helps students become aware of their skills. In addition, Winner and Murray in Indrayani (2007) consider that creative writing is not only to communicate information but also to make the reader cares about that information, makes him understand and has many experiences, must be developed by encouraging students to discover who they are and what they have to say. After that they put words into sentences, into paragraph and paragraphs into free composition.

In relation to the importance of material, the researcher has an alternative to use quick-writing, especially to help the students to express their idea or opinion into written form, but sometimes they have a limited idea and their writing cannot run well. So through quick-writing, it tends to help the students to express their ideas easier. It gives them writing power.

Quick-writing means that how to write freely without stopping. To make clearly, Temple, et. al. (1982:36) define that quick-writing is just what the name suggests, a strategy in which students simply begin to write and let their thoughts flow freely without focusing on mechanics or revisions. So through quick-writing,

it tends help the students to express their ideas easier. It gives them writing power. Based on the explanation above, the writer carried out a research under the title **"Developing the Students' Ability in Writing Argumentative Paragraph through Quick-writing strategy at the Second Year of SMA Guppi Samata Gowa"**

### **B. Problem Statement**

Based on the previous background, the writer formulates a research question as follows:

1. How is the improvement students ability about content through quick-writing strategy in writing argumentative paragraph at SMA Guppi Samata Gowa
2. How is the improvement student's ability about organization through quick-writing strategy in writing argumentative paragraph at SMA Guppi Samata Gowa?

### **C. Objective of the Research**

The objective of the research to find out:

1. The student's improvement about content in writing ability through Quick-writing strategy.
2. The students' improvement about organization in writing ability through Quick-writing strategy.



#### **D. Significance of the Research**

The result of this research was expected to be a piece of useful information for teaching of English writing by hoping that through quick-writing can develop the students' ability in writing argumentative paragraph at SMA Guppi Samata Gowa.

#### **E. Scope of the Research**

This research was focused on the writing argumentative paragraph through quick-writing strategy. In this case the writer limits the research on the content and organization. To develop the students' ability in writing argumentative paragraph at the second year of SMA Guppi Samata Gowa.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

Many studies on teacher profile or characteristics of a good teacher together with learning writing in or outside the classroom had been done to reach certain objectives in learning and teaching process. There are some researchers who have conducted some studies relating to the students' writing ability. They are as follows:

1. Wishonand Burks (1980:128-9) says that a good description (in a paragraph form) usually has three important qualities it has a dominant impression supported by specific details clearly recognizable and logical development.
2. Darwis (1995) concludes that the student of Madrasah Aliyah Negeri 1 Ujung Pandang have not mastered English composition, which has been proved in the writing composition test is 5.2. Thus, this indicates that they have not reached the test as we hope.
3. Arida (1990) find that the seventh semester students of English department of IKIP Ujung Pandang have low ability to write effective sentence. They have low proficiency.
4. Indrayani (2007) concludes that photograph is effective to be used to improve students' writing ability because there is a significant difference between the progresses in writing of the students who were though by using photographs. It can be seen in the mean sore of pre-test was 69.97 and post-test was 86.3. The result oft-test was 13.49.

5. Rasdianah (2006) concludes that there is significant influence of using Collaborative writing to increase students' writing skill. It can be seen from the differences between students' writing skill before and after applying Collaborative writing and the result oft-test. The mean score of pre-test was 2.92 for experimental class and 2.38 for control class. The mean score in post-test was 4.23 for experimental class and 3.15 for control class. The value of t-test was 4.474.
6. Alam (2006) concludes that the ability of the second year students in English writing has improved after applying writing materials based on Community Language Learning. It can stimulate the students in learning writing skill. The result can be seen in the mean score of pre-test was 4.643 and post test was 6.703, with the t-test was 8.68.
7. Amin (2007) concludes that using the student's error in teaching the language use aspect of writing is an effective way. The students interested hi learning writing through the student's error usage in teaching. The mean score of students' pre-test was 6.83 and post-test was 7.55. The result oft-test indicates that the value 4.13.

All research findings above discuss about writing ability with different methods and the other problems in the students' writing ability. Based on the research findings above, the researcher concludes that the students' writing ability still low. Therefore, the researcher considers that the students need many exercise and interesting technique to improve writing ability. On the other side, the writer would like to present his research about the quick writing strategy in developing the students' ability hi writing.



## B. Some Pertinent Ideas

### 1. Quick-writing Strategy

#### a. *What is Quick-writing Strategy?*

Temple, ET. al. (1982:36) explain that quick writing is just what the name suggests, a strategy in which students simply begin to write and let their thoughts flow freely without focusing on mechanics or revisions, hi quick writing, students focus on content, and later, if they choose, they can revise and polish their compositions using the writing process.

In quick writing, we are talking about how to write freely. It is similar to free writing, means that let us our opinion or our feeling are expressed with freely without rushing and stopping. It is under the pressure of time and let the students write whatever they want to write. Furthermore, Dickson (2008) has described that quick writing is an opportunity for students to write freely for a brief period in each class, usually 5-10 minutes or thereabouts. The nature of quick writing as having three important aspects "concentrating on content, not worrying about form, and writing without stopping"

Quick writing strategy is an opportunity for students to write freely for a brief period in each class, usually 5-10 minutes or thereabouts. This offers students a rewarding experience of writing because it can avoid the inhibitions which normally influence writing, inhibitions that have developed since first grade of elementary school, i.e. writing had to be clear, correct and neat. To be successful, though, quick writing, while free for the students, still requires the teacher to be organized, disciplined and

methodical. The method of this strategy is at the beginning of each class, allocate about 5-10 minutes for the whole free writing exercise.

In writing form, especially the quick-writing strategy is not carrying out about organization, vocabulary, language use, and mechanic. Moreover, according to Jacobs (2008) that quick writing has three features: concentrating on content, not worrying about form, and writing without stopping. In this case, only one component of writing, namely content.

**b. *Types of Quick-writing Strategy***

Elbow hi Temple, ET. al. (1982:36) has developed into two types of quick-writing, they are :

1) **Unfocused Quick-writing**

In unfocused quick-writing, students let their thoughts ramble from topic to topic. Quick writing can end after the first quick write and then students write again for a period of 5 to 10 minutes or students can write second. This time students try to write on a single topic, probing as many dimensions of the topic as possible. In this case, the students mentioned variety of topics and then selected one topic.

2) **Focused Quick writing**

More focused quick write that develops and expands one of the ideas mentioned in the first attempt. If students are going to continue, they reread what they have written and choose one idea to develop in the second try. Students should circle a word, phrase, or sentence to specify the topic.

**c. Advantages of Quick-writing strategy**

According to Jacobs (2008), quick writing is a good way to help student develop ideas, and words to express ideas, by separating the creating stage of writing from the editing stage. Other possible advantages of quick writing according to Jacobs (2008) are :

- 1) in generating writing quantity,
- 2) thinking in the target language,
- 3) developing the ability to write under pressure of time,
- 4) warming up for other writing, and
- 5) Understanding the need to edit.

**d. Criteria for Quick-writing**

Elbow in Dickson (2008) describes clearly and simply the philosophy of quick-writing in writing without teacher, they are:

- 1) The idea is simply to write for 5-10 minutes, don't stop for anything.
- 2) Go quickly without rushing.
- 3) Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or to think about what you are doing.
- 4) If you can't think of spelling, just use a squiggle or else write, 'I can't think of it.'
- 5) Just put down something.
- 6) The easiest thing is just to put down whatever is in your mind
- 7) If you get stuck it's fine to write 'I can't think of anything to say' as many times as you want; or repeat the last word you wrote over and over again; or anything else.
- 8) The only requirement is that you never stop.



## 2. Writing

### a. *What is writing?*

There are many resources that have point out some definition about writing. Oshima and Hogue (1997:2) define writing is a progressive activity this means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it.

Kroma (1998) argues that writing is kind of activity where the writer expresses all ideas in his mind in the paper (print) from words to sentences, sentences to paragraph to essay. In relation about it, Lannon (1992) describes that writing is process of transforming the material you discover by research, accident, trial and error, or whatever into message which has a meaning. In short, writing is deliberated process.

Writing is transpiring data or feeling to another as the reader. In another word, it is a communication process by undirected speech or reported speech. In addition, D' Angelo in Indrayani (2007) considers that writing is a form of thinking for a particular audience, and for a particular occasion. According to this concept that one of the most important tasks as a writer is to master the principles of writing and thinking that will help to achieve his goal. The most important of these principles are those of invention arrangement, and style invention is the process of discovering ideas for speaking or writing arrangement.

The definition of writing is how to express our mind as the writer on the paper and let another people read it as the reader. Furthermore,

Lindholm in Supriandi (2004) states that writing is a way of learning to focus our mind on important matters and of learning of them. By writing activity a person can find solution of difficult problem. This process of writing needs a greater attention on the problem.

According to Trimmer and summer (1983:10) that writing is one way to convey something about ourselves or to communicate ideas to people beyond our immediate to learn something you did not know.

***b. Characteristics of Good Writing***

Yarber in Murniati (2006) says that an effective writer agrees that good writing has several important characteristics, they are:

- 1) Good writing is not boring; it keeps your interest by what it says and how to say.
- 2) Good writing is easy to follow because it follows a plan
- 3) Good writing presents ideas that are fresh.
- 4) Good writing is free of serious mistake in grammar, spelling, and punctuation because those errors get in the way of the writers idea and distract the reader.
- 5) Good writing uses language that is right for the job formal when required and informal when appropriate.
- 6) Good writing has a clearly defined purpose.

***c. The Role of Writing***

Halliday in Temple, ET. al. (1982:6) divides into several roles of components in writing. They are learning language, learning about language, and learning through language as the three components in the

language arts curriculum. These components can be rephrased slightly to describe the role of writing. Furthermore, the explanation about it, according to Halliday in Temple, et. al. (1982:6), in the following:

1) Learning to write

Through experiences with writing, students learn to write. Informal writing activities, such as making clusters and quick-writing, provide opportunities for students to acquire writing fluency. For more formal writing activities, such as stories, reports, and poems, students use the writing process. This is a multistep process through which students gather and organize ideas, write rough drafts, and refine and polish their writing before publishing it.

2) Learning about written language

As students learn to write, they discover the uniqueness of written language and the ways in which it differs from oral language and other types of graphics. They develop an appreciation for the interrelations of purpose, audience, and form in writing and learn about the mechanics of writing, including standard spelling and usage, capitalization, and formatting.

3) Learning through writing

Writing is a valuable learning tool that has many applications across the curriculum. Students write informally to analyze and synthesize their learning, and they write formally and apply their knowledge when they write books and other reports.



#### *d. Components of Writing*

There are five significant components of writing according to Jacob in Indrayani (2007) they are content, organization, vocabulary, language use, and mechanic. They are as follows:

##### 1) Content

Content of writing should be clear for the readers so that the readers can understand the message conveyed and get information from it. In order to have a good content of writing, the content should be well unified and completed. This term is usually known as unity and completeness which become the characteristics of the good writing.

##### 2) Organization

In organization, the writing concerns with the ways the writer to arrange and organize the ideas or the messages in the writing. Organizing the material in writing involves coherence, order of importance, and general to specific, specific to general, chronological order that happened from the beginning to the end.

##### 3) Vocabulary

The effective use of words will always result good writing both specific and technical writing, the dictionary is very considerable vocabulary is one in writing. To express ideas we always deal with vocabulary. The lack of vocabulary makes it difficult to express ideas.

##### 4) Language use

Language use in writing description and other form of writing involves correct language and point of grammar. An adequate

grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate items of language function and also grammar can help the students to improve the use of formal language.

#### 5) Mechanics

There are at least two parts of mechanics in writing, namely punctuation and capitalization. Punctuation is important as the way to clarify meaning in English writing capital letters have to participate. First, they are used to distinguish between particular and proper things. Second, it is used as first word in quotations, a formal statement and proper adjective.

#### e. *Writing Forms*

Students often write personal narratives about experiences in their own lives. They may write about a vacation whatever they want to go. Sometimes they may choose to report information about dinosaurs, making candles, or other topics they are knowledgeable about. According to Temple, et. al. (1982:39), many other forms of writing are available to the students, in the following:

#### 1) Journal writing

Students write in personal journals about events in their lives, in dialogue journals to converse with classmates and the teacher, in learning logs to document learning in content area classes, in reading logs to reflect on literature, and in simulated journals in the role of a historical personality or literary character.

## 2) Descriptive writing

Students use observation, sensory words, and comparisons to write descriptions of objects, people and events.

## 3) Letter writing

Students write friendly letters to pen pals and authors, courtesy letters, and business letters to request and share information.

## 4) Biographical writing

Students write biographies of well-known contemporary and historical personalities, personal narratives about experiences in their own lives, and autobiographies to document their own lives.

## 5) Expository writing

Students write reports and other forms of expository writing to share information about social studies, science, and familiar topics.

## 6) Narrative writing

Students retell familiar stories, write stories a well-developed structure, and rewrite stories from different points of view.

## 7) Poetic writing

Students play with words, create word pictures, and write poems.

## 8) Persuasive writing

Students use persuasion techniques and propaganda devices to write persuasive essays and letters and create advertisements and commercials.





### *f. Kinds of Composition*

Writing in many forms varieties the classical rhetoricians classify writing and speech in four forms of the discourse, those are:

#### 1) Narration

Narration is writing which tells a story. When a writer uses this method of development of writing, he intends to tell readers something that happened and how it happened. The story or ideas in narration are ordered chronologically, starting from the beginning up to the end.

#### 2) Description

Description is writing which attempts to create a picture in the readers mind. When a writer uses this method to write, he intends to make the readers vividly aware of what something look like, sounded like, smelled like, felt like, or tasted like. When the writer uses description mode, he is trying to recreate in words something he perceived through his five senses or created in his imagination. Descriptive is common way to present details, but it often appears with others forms or pattern of development.

#### 3) Exposition

Exposition is writing which informs or explains. When a writer uses exposition, he intends that readers will understand the something informed or explained more clearly when they have finished reading the writing. Exposition or expository writing, which is informative writing, designed to explain or clarify facts and ideas. It is the kind of

writing most often required of college students and people holding job that required a college education.

4) Argumentation

Argumentation is writing which are attempts to convince someone else about something. When a writer uses argument to write, he intends to convince readers to believe something, or to have a certain attitude about an issue, or to feel a certain way about a situation, or to do something.

*g. Writing Process*

The writing is a way of looking at writing instruction in which the emphasis is shifted from students' finished products to what students think and do as they write. Furthermore, Temple, et. al. (1982:9-24) state that writing activity generally requires several processes namely prewriting, drafting, revising, editing and publishing. To make it clearer, the explanation is as follows:

1) Prewriting

Prewriting is the getting-ready-to-write stage. The traditional notion that writers have thought out their topic completely is ridiculous. If writers wait for the ideas to be fully developed, they may wait forever. Instead, writers begin tentatively talking, reading, and writing to see what they know and direction they want to go. Prewriting has probably been the most neglected stage in the writing process; however, it is as crucial to writers as a warm up is to athletes. During the prewriting stage, the activities are: (1) choosing a topic, (2)

considering purpose, form, and audience, and (3) generating and organizing ideas for writing.

## 2) Drafting

In the process approach to writing, students write and refine their compositions through a series of drafts. During the drafting stage, students focus on getting their ideas down on paper. Because writers do not begin writing with their compositions already composed in their minds, they begin with tentative ideas developed through prewriting activities.

The drafting stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors. The activities in this stage are: (1) writing a rough draft, (2) writing leads, and (3) emphasizing content, not mechanics.

## 3) Revising

During the revising stage, writers correct their ideas in their compositions. Often students terminate the writing process as soon as they complete a rough draft, believing that once their ideas are jotted down the writing task is complete. Experienced writers, however, know they must turn to others for reactions and revise on the basis of these comments.

Revising is not just polishing writing; it is meeting the needs of readers by adding, substituting, deleting, and rearranging material. The word revision means "seeing again", and in this stage writers see



their compositions again with their classmates and the teacher helping them.

Revising is the examination of the draft to find mistakes, deficiencies or irrelevant points and after that improving the text. Revising should be better done after the completion of the first draft, so that it will not interrupt the flow of writing. The activities in the revising stage are: (1) rereading the rough draft, (2) sharing the rough draft in writing group, and (3) revising on the basis of feedback received from the writing group.

#### 4) Editing

Editing is putting the piece of writing into its final form. Until this stage, the focus has been primarily on the content of students' writing. Once the focus changes to mechanics, students polish their writing by correcting spelling and other mechanical errors. The goal here is to make writing "optimally readable".

Writers who write for readers understand that if their compositions are not readable, they have written in vain because their ideas will never be read. Students move through three activities in the editing stage: (1) getting distance from the composition, (2) proofreading to locate errors, and (3) correcting errors.

Editing means that how to correct the organization of writing and seeing the wrong words. Furthermore, Flower and Hayes in Indrayani (2007) say that there are four types of editing:

- a) Editing for standard language conventions: spelling, grammar, repetitions.
  - b) Editing for accuracy of meaning: wrong words, ambiguities.
  - c) Editing for reader understanding: unusual words, missing contexts.
  - d) Editing for reader acceptance: offensive tone and consistency.
- 5) Publishing

In the final stage of the writing process, students publish their writing and share it with an appropriate audience. As they share their writing - with real audiences of their classmates, other students, parents, and the community, students come to think of themselves as authors. The ways to share writing are students read their writing to classmates, or share it with larger audiences through hardcover that are placed in the class or school library, class anthologies, letters, newspaper articles, plays, filmstrips and videotapes, or puppet shows.

### 3. Argumentation

Argumentation is writing which are attempts to convince someone else about something. When a writer uses argument to write, he intends to convince readers to believe something, or to have a certain attitude about an issue, or to feel a certain way about a situation, or to do something.

The argument is actually the support of the main theme, and is not opinion. The better the support based on facts and evidence, the better the argument. (Charles Dickens, 1998:38)

## 4. Paragraph

### a. *Definition of Paragraph*

Lindbolm in Indrayani (2007) describes that a paragraph is a group of sentences. It is composed by expressing one central idea, complete itself, and also subdivision or a part of something larger such as a composition or a chapter in a book.

Paragraph is a group of sentences. It means there are some sentences are grouped with one central idea. In addition, Barnett (1974: 78) defines that a paragraph is a group or related sentences about a single topic. It has four essential parts: topic, idea, details, and transition.

### b. *Characteristics of Good Paragraph*

Tarigan (1996: 24) explains that a good paragraph should have four characteristics, they are:

#### 1) Unity

A paragraph has a unity if every sentence in it develops one central idea. When a paragraph unity, it sticks to the topic. It develops without getting of track. This means that all developments support the topic sentence.

#### 2) Completeness :

A complete paragraph provides information well enough and it develops the truth for the reader. In complete paragraph, the writers provide the readers with restricted topic sentences and sufficient information to clarify analyze and support the main idea that which is stated in the topic.

### 3) Order

In paragraph can be achieved by presenting the information of paragraph in a desirable sequence. The order of information is a paragraph depends on the subject matter, the purpose of the writing, and the writer's preference.

### 4) Coherence

Means sticking together and in paragraph can be achieved by connecting one sentence to other. Each sentence in a paragraph is closely related to the next. It takes the reader logically and smoothly from one sentence to the next so that ideas stick one another.

## 5. Classroom Action Research (CAR)

### a. *Definition of CAR*

There are some definition of action research which stated by some experts, as follows:

- 1) Lewin in Fitriani (1946: 25) described action research as "a comparative research on the condition and effects of various form of social action" that uses "a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action.
- 2) Jung (1990: 144). Action research something called "practitioner research," is a reflective investigation of a personal interest, problem or challenge.
- 3) Kemmis and Me Taggart (1998: 310). Action research is a form of collaborative self-reflective inquiry undertaken by teachers to improve



their own practice, their understanding of those practice, and the situation in which those practices are called out.

- 4) Tabachnic and Zeichner in Fitriani (1999: 26). Action research is a systematic examination and collaborative analysis of the consequences of some classroom action.
- 5) Bennet (1968: 322). Action research as "doing something in an attempt to find answer for specific questions in students' minds" which all odes to the to the use of a proper set of technique and procedure that are applicable to the individual at students based upon practices used daily in science.

**b. Procedure of CAR**

Kemmis and Me Taggart, (1999) described that action research consist of four phases that take place in a cycle. These four phases are: planning, action, observation and reflection:

a) Planning

Practitioner tries to find' what are' the realities of their particular practices and to search and to search for' what ought to be?

b) Action

The practitioner implements the plan he has developed, addressing all or a particular set of problem.

c) Observation

Simultaneous with action is the collection of data. Observation is important for subsequent and action.

d) Reflection

The practitioner reflect upon what is happening with his project, developing revised action plans based upon what he is learned from the process of planning, acting, and observation.

It seems that, students will be more interested and more stimulated to write about something which is related to students' lives. Writing about students' experience will be very interesting, however, the quick writing experience is valuable because students are developing writing fluency, learning a strategy to use when they do not know how to start a writing assignment, and learning that they usually do have something to say on almost any topic. Moreover the students will be more interested in writing when they are given certain topics. Through quick writing they will be able to express their ideas, vocabulary and sentences easily to write. Quick writing can help students overcome the sense of block. It gives them writing power.



#### D. Conceptual Framework

The conceptual framework in this research is show in the following diagram:



Quick-writing strategy is a good way to help the students to develop ideas, and words to express ideas, by separating the creating stage of writing from the editing stage. This requires the students to write argumentative text in consecutive section those are pre-writing, writing, revising, and editing with external help. Students will follow those steps to conduct quick-writing process. In implementing this strategy, researcher will apply it in classroom action research. The researcher will conduct in two cycles. In cycle I teacher will lead students to follow four steps in quick-writing strategy to write argumentative text. It would be continued to the next cycle, if the teacher gets weakness or target of the students do not achieve yet.





## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Research Design

This research used classroom action research (CAR) that was covered research, location, research time, and classroom action research cycle as follows ;

##### a. Research Location

This classroom action research has conducted at SMA Guppi Samata Gowa regency for English subject. The subject of this research was the second year.

##### b. Research Time

This research was conducted on May 22 until June 9 2011-2012 academic year.

##### c. Classroom Action Research Cycle.

This classroom action research was conducted by two cycles; it is intended to observe the increasing students' ability in writing argumentative paragraph through Quick-writing Strategy.

#### B. Research Variable and Indicators

This research used two variables, they are:

##### 1. Independent Variable

The independent variables would implementation of Quick-writing Strategy. It was a strategy that will use the teacher when teaching the material.

## 2. Dependent Variable

Dependent variables this students' writing skill both, content and organization with the indicators are as follows:

- a. Indicator of the content were ; clear meaningful, and knowledgeable
- b. Indicator of the organization were; unity and coherence.

## C. Research Instrument

In this research, the researcher uses some instruments for collecting data:

### 1. Observation sheet

Observation sheet intended to find out the students' data about their presence and activeness in teaching learning process.

### 2. Evaluation test

Evaluation test intended to get information about students' improvement after teaching learning process ended. Students had given the topic where they write into the paragraph.

## D. The procedure of collecting data

To collected data through the result of the test and observation of each cycle. It was done after teaching the writing material by used quick-writing strategy.

There were two components to be concerned by researcher in this research to measure the students' ability to write argumentative text. The researcher used the following rating scale:

**a. Content**

Score Level		Indicator
Excellent	5	<ul style="list-style-type: none"> <li>- Events, actions or ideas are creative and consistent with the context established by the writer.</li> <li>- Details are precise and consistently effective.</li> <li>- The writing is confident, holds the reader interest.</li> </ul>
Proficient	4	<ul style="list-style-type: none"> <li>- Events, actions or ideas are intentionally chosen and are appropriate for the context established by the writer.</li> <li>- Details are specific and usually effective.</li> <li>- The writing is purposeful, draws the reader interest.</li> </ul>
satisfactory	3	<ul style="list-style-type: none"> <li>- Events, actions or ideas are generally appropriate for the context established by the writer.</li> <li>- Details are general may be predictable but are appropriate.</li> <li>- The writing is straight forward and generally holds the readers' interest.</li> </ul>
Limited	2	<ul style="list-style-type: none"> <li>- Events, actions, or ideas are vague and may not be appropriate for the context established by the writer</li> <li>- Details are view and may be repetitive.</li> <li>- The writing is ambiguous; it does not hold the reader interest.</li> </ul>

Minimal	1	<ul style="list-style-type: none"> <li>- Events, actions, or ideas are undeveloped.</li> <li>- Details are scant.</li> <li>- The writing is confusing or frustrating the reader.</li> </ul>
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(Julia Lee, 2009)

**b. Organization**

Score Level		Indicator
excellent	5	<ul style="list-style-type: none"> <li>- The beginning is purposeful and effectively established events, characters, or setting and provides direction for the writing.</li> <li>- Connections between events, actions details or characters are developed.</li> <li>- The ending effectively ties events or actions together.</li> </ul>
Proficient	4	<ul style="list-style-type: none"> <li>- The beginning clearly established events, character or setting.</li> <li>- Connections between events, actions, details, or character are usually maintained</li> <li>- The ending clearly provides and appropriate finish for events or actions.</li> </ul>
Satisfactory	3	<ul style="list-style-type: none"> <li>- The beginning directly presents information about events, character or setting.</li> <li>- Connections between events, action, details or character are generally maintained.</li> <li>- The ending is predictable or may be contrived but is connected to events or actions.</li> </ul>
Limited	2	<ul style="list-style-type: none"> <li>- The beginning presents information about events, character, or setting.</li> <li>- Connections between events, actions, details are unclear, character are missing.</li> <li>- The ending if present is unconnected to the events or</li> </ul>



		actions. Predictable or may be contrived but is connected to events or actions.
Minimal	1	<ul style="list-style-type: none"> <li>- The beginning provides little information, or is ineffective.</li> <li>- Connections between events, actions, and character are missing.</li> <li>- The ending, if present, it unconnected the events or actions.</li> </ul>

(Julia lee, 2009)



### E. Research Procedure

This research procedure was divided into two cycles, they were: cycle one and cycle two. Each cycle consists of planning, action, observation, and reflection. It is illustrated in the following scheme:



## Description on cycle I

Cycle I consist of planning, action, observation, reflection as follows :

### 2. Planning

- a. The researcher prepared the material about writing argumentative paragraph that would be given to the students.
- b. The researcher making lesson planning for the implementation of action.
- c. Making observation sheet to measure the activeness of students, d. Making the sheet of students' assessment, to measure the students' achievement in wiring content and organization.

### 3. Actionx

- a. The researcher explanation how and what quick-writing strategy,
- b. The students make an argumentative paragraph according the requirement of this method:
- c. '1. Choose a topic
  - 1) The idea is simply to write for 5-10 minutes, don't stop for anything.
  - 2) Go quickly without rushing.
  - 3) Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use. or to think about what the students are doing.
  - 4) If the students can't think of spelling, just use a squiggle or else writes, 'I can't think of it.'
  - 5) Just put down something.
  - 6) The easiest thing is just to put down whatever is in your mind.
  - 7) If the students get stuck it's fine to write 'I can't think of anything to say' as many times as you want; or repeat the last word you wrote over and over again; or anything else.
  - 8) The only requirement is that you never stop.

#### 4. Observation

Observation will collecting data activity related with the learning English process which have solving problem and learning strategy. So, in this stage the researcher ask the students to collect their final writing, to measure the students' achievement after implementing the quick-writing strategy.

#### 5. Reflection

After applying quick-writing strategy in action since four meetings, the researcher gave evaluation to the studenta to know the students' ability in writing argumentative paragraph in cycle I. The result of data analysis from evaluating in cycle I will be reflected in cycle II, the researcher completed something less and will increase something good.

#### **Description on cycle II**

##### 2. Planning

- a. Making the lesson plan for the implementation of action.
- b. Making observation sheet to measure the activeness of students.
- c. Making the sheet of students' assessment to measure the students' achievement in writing content and organization.





### 3. Action

a. The students make an argumentative paragraph according the topic they want.

- 1) The idea is simply to write for 5-10 minutes, don't stop for anything.
- 2) Go quickly without rushing.
- 3) Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or to think about what the students are doing.
- 4) If the students can't think of spelling, just use a squiggle or else writes, 'I can't think of it.'
- 5) Just put down something.
- 6) The easiest thing is just to put down whatever is in your mind.
- 7) If the students get stuck it's fine to write 'I can't think of anything to say' as many times as you want; or repeat the last word you wrote over and over again; or anything else.
- 8) The only requirement is that you never stop.

#### 4. Observation

Observation was collect data activity related with the learning quick-writing strategy which have solving problem and learning strategy. So, in this stage the researcher asked the students' to collect their final writing, to measure the students' achievement after implementing the quick-writing strategy.

## 5. Reflection

In the end of this cycle, the researcher explained the result of the observation that was collect and analyzed in the cycle II. Then conclude the students' improvement after doing the revision planning in the cycle I

### . F. Technique Data of Analysis

For analyzing the data used quantitative analysis knows the effectiveness of quick-writing strategy in improving students' to write argumentative paragraph.

1. To classify the students' score, the researcher used the following classification:

No	Classification	Score
1	Very good to excellent	86-100
2	Average to good	68-85
3	Poor to fair	51-67
4	Very poor	34-50

(Jacobs in burhanudin: 2008)

2. Scoring each the students' answer by using the following formula:

$$\text{Score} = \frac{\text{students' correct}}{XWO} \dots \text{total number of item}$$

(Sudjana in saleha 2008)

3. Calculating the means score of the students' writing text by used the following formula:

$$x > \frac{\sum Li''}{n}$$

Where: X= Mean Score

$\sum X_i$  —= Total Score

N= the total of subject

4. To know the improvement of students' writing ability, the researcher used percentage:

$P =$

$$\frac{X^2 - X^1}{N} \times 100\%$$

Where:

P= Percentage of the students'

$X^1$  ~ the first mean score

$X^2$  ~ the second mean score

5. To know the students' observation hi learning writing ability. The researcher used formula:

$P =$

$$\frac{FQ}{4xN} \times 100\%$$

Where:

P= percentage

FQ= Totally

N= total number subject



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter particularly presents the finding of the researcher with the description of the students improvement in content and organization in the discussion part, the writer described in the finding in detail.

#### A. The Findings

The findings of this classroom action research deal statements which in aimed to improve the students writing skill covers, content and organization. The findings consist of the improvement of the students content and organization in writing skill and the students activeness in teaching and learning process. The findings of the researcher detect that using quick-writing strategy can improve the students ability at the second year in SMA Guppi Samata Gowa.

##### 1. The implementation of quick-writing strategy

The teacher conduct planning before the action where she prepared the lesson plan through implementation of every step the learning. Process through quick-writing which have been arranged in thr planning stage. Firstly. The teacher explain briefly about the content of quick-writing strategy. Secondly. The teacher asks the students choose one of the topics that provide to be developed into argumentative paragraph based on they want involved their sense ; their school, entertainment in indonesia, etc. Fourthly,



the teacher asks them to check organization problems before submit their writing and the last teacher evaluate their writing.

The activities in the second until third meeting are ; firstly ; The students will be given quick-writing strategy of a good argumentative on the topic. Secondly. The teacher control the students in the writing process so they can be fair reviewer. Thirdly. The teacher collage their writing to check for content and organization problem before submit their writing.

Then. The activities in fourth meeting are; firstly the students make self assignment to their paragraph. Secondly, the teacher asks them to check for content and organization problems before submit their writing. Thirdly, the teacher collects all of their writing, and fourthly. The teacher checks and evaluates their assignment. The last, the process of quick-writing strategy teacher is suggested to give correction toward students mistakes if the students do not respond correctly and if the result of the students scored do not achieve the target then cycle II will be taken.

The activity in the second cycle was almost same with the first cycle, where before taking action. The teacher previously makes planning and implies it in the action stages the difficulty that the researcher found in the cycle I was the students still difficulty to get idea and organize their writing to e a good paragraph.

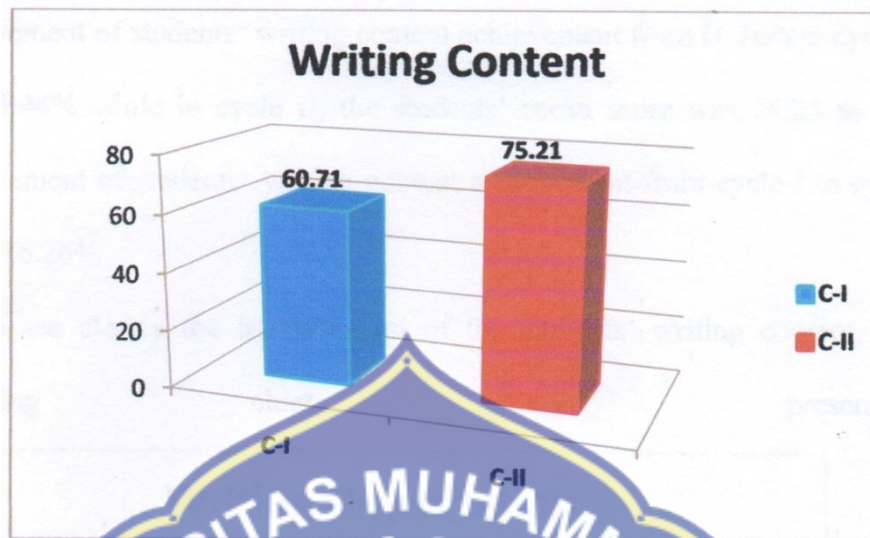
**2. The students' improvement in writing argumentative text in term of content.**

**Tabel: The mean score of the students' writing in content about clear and meaningful and knowledgable**

Indicators	Writing Content			Improvement (%)	
	D-Test	CI	cn	D-test to CI	CItoCII
Mean score	47.28	60.71	75.21	25.74%	18.96%

The table above indicated that there was improvement of the students' writing content from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in writing content was 47.28, but after evaluation hi cycle I the students' writing content became 60.67, so the improvement of students' writing content achievement from D-Test to cycle I was 25.74% while in cycle II, the students' mean score was 75.21 so the improvement of students' writing content achievement from cycle I to cycle II was 18.96%.

To see clearly the improvement of the students' writing content, the following chart:



**Chart 1: The Improvement of the students' writing content**

The chart above showed the improvement of the students' writing content. Cycle I was 60.71 and Cycle II was 75.21.

**3. The students' improvement in writing argumentative text in term of organization.**

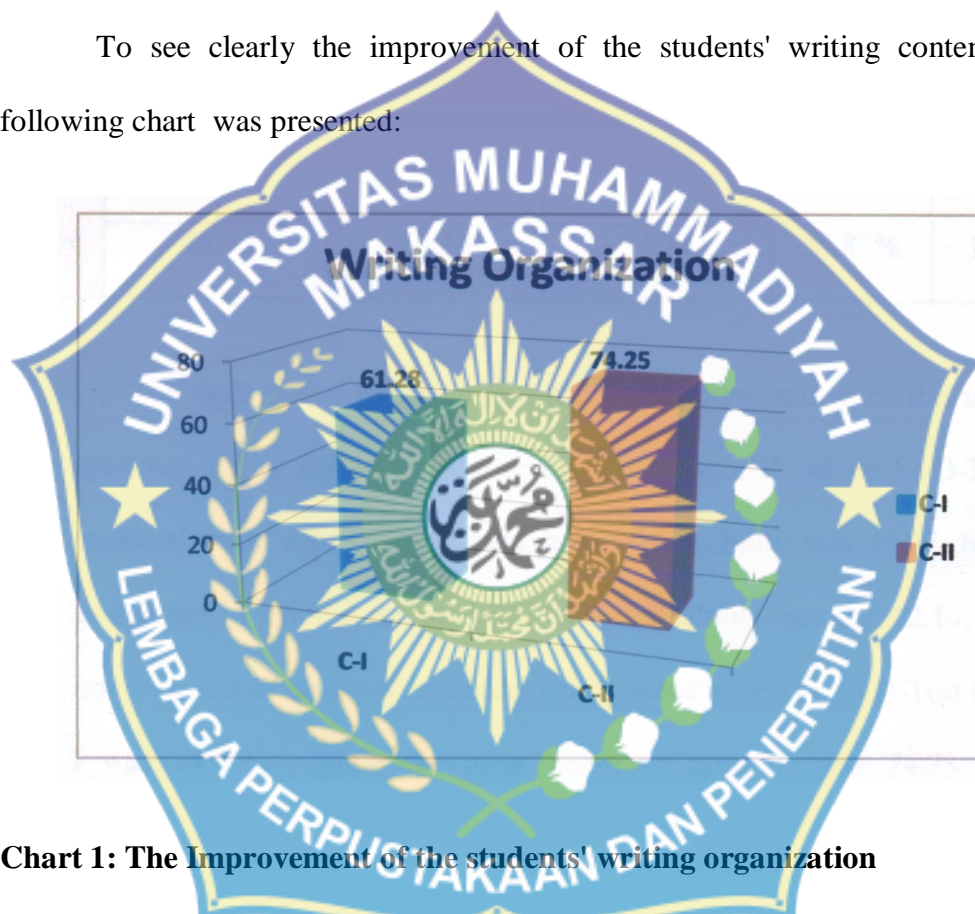
**Table 11: The mean score of the students' writing in organization about unity and coherence.**

Indicators	Writing organization			Improvement (%)	
	D-Test	CI	cn	D-test to CI	CItoCH
Mean score	45.92	61.28	74.25	33.44%	16.26%

The table above indicated that there was improvement of the students' writing content from D-Test to cycle I and cycle II, where in D-Test the students'

mean score achievement in writing organization was 45.92, but after evaluation in cycle I the students' writing content became 61.28, so the improvement of students' writing content achievement from D-Test to cycle I was 33.44% while in cycle II, the students' mean score was 74.25 so the improvement of students' writing content achievement from cycle I to cycle E was 16.26%

To see clearly the improvement of the students' writing content, the following chart was presented:



**Chart 1: The Improvement of the students' writing organization**

The chart above showed the improvement of the students' writing content in Cycle I was 61.28 and to Cycle II was 74.25.

#### **4. The Improvement of the Students' Writing Ability**

The application of Role Reversal Question Strategy in improving the students' speaking fluency deals with self confidence and content. Each indicator had total score and it was divided by sum of students so it resulted

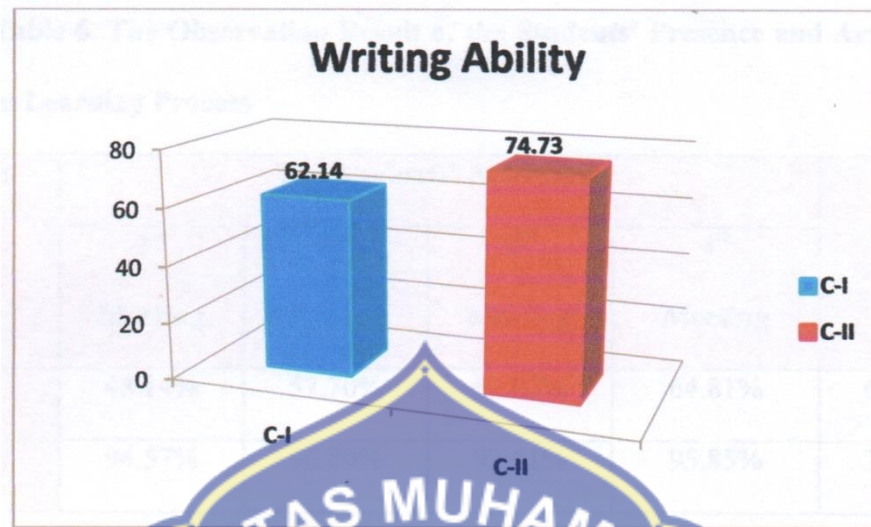


as means score in D-Test, cycle I, and cycle II. So, the improvement of the students' speaking fluency can be seen clearly in the following explanation:

No	Writing ability						Improvement (%)	
	D-Test		Cycle I		Cycle n		D-T- CI	CI to CII
	CNT	ORG	CNT	ORG	CNT	ORG		
<b>Mean Score</b>	<b>47.28</b>	<b>48.75</b>	<b>60.71</b>	<b>61.28</b>	<b>75.21</b>	<b>74.25</b>	<b>24.85%</b>	<b>15.43%</b>
	<b>49.77</b>		<b>62.14</b>		<b>74.73</b>			

The table above indicated that there was improvement of the students' speaking ability from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in speaking ability was 49.77, but after evaluation in cycle I the students' speaking ability became 62.14. So the improvement of students' speaking ability achievement from D-Test to cycle I was 24.85% while the mean score in cycle II was 74.73. So the improvement of students' speaking ability achievement from cycle I to cycle II was 15.43%.

To see clearly the improvement of the students' speaking ability, following chart was presented:



**Chart 3: the Improvement of the Students' writing Ability**

The chart above showed the improvement of the students' writing ability in Cycle I to Cycle II was higher 75.21 than D-Test to cycle I was 62.14. It also showed that the result of D-Test was the lowest achievement. After evaluation in cycle I and cycle II, there was a significant improvement of the students' writing ability that shown clearly in the chart after taking an action in cycle II through Quick-writing strategy.

##### **5. The Result of the Students' Presence and Activeness in Learning Process**

The result of observation of the students' activeness in teaching and learning process toward the application of quick-writing Strategy in developing the students' writing ability at the second year students of SMA Guppi Samata Gowa, class IIIV.2 which was conducted in 2 cycles during 8 meetings was taken by the observer through observation sheet. It could be seen clearly through the following table:

**Table 6. The Observation Result of the Students' Presence and Activeness in Learning Process**

Cycle	The Students' Activeness				Mean score
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	
	Meeting	Meeting	Meeting	Meeting	
I	48.14%	57.70%	62.00%	64.81%	61.44%
II	94.57%	96.89%	93.51%	95.85%	76.25%



**Chart 6: The Students' Presence and Activeness in Learning Process**

## A. DISCUSSION

This part is divided into two elements of writing as follows:

### 1. Content

The improvement of the students' proficiency to write good paragraphs by using Quick-writing strategy had effect that was effective. Where, the researcher found in the data source of content that the students just could get score that was 47.28, it means that it was far from the target, but after implemented the quick writing strategy students could get the indicator score that was 60.67 in the cycle 1.

The researcher taught about the argumentative paragraph in the cycle 1 through implementation of Quick-writing strategy in the class. The researcher found that the students still difficult to write, they are still confused what they want to write in the paper. So, the result of their idea that they write in their writing was still less. For example in the closing paragraph of the theme MY SCHOOL just contained one sentence, it was *all about my school*. The difficulty of the students in writing had been analyzed, so the researcher had to think the solution of the problem. So, the researcher decided to do the cycle 2 by doing revision in the lesson plan which prepared in revision planning of cycle 2.

The result of revision planning to resolve the students' difficulty in getting idea was in the prewriting activity the researcher changed the method free writing to be clustering. Besides changing the method in.



prewriting the researcher also change the teaching material of argumentative text to be descriptive text. It was done to avoid the repetition in learning and teaching process. '

Based on the findings above, the researcher found there was a good response from the students about the implementation revision planning of Quick-writing strategy.

## 2) Organization

Implementation of Quick-writing strategy in the class, the researcher found that the mean score of data source in organization was 48.75. In the cycle 1 was 61.5, and in the cycle 2, the students got 75.25. It means that the target score could be achieved in the cycle 2.

The researcher taught about the argumentative paragraph in the cycle 1 through implementation of Quick-writing strategy in the class. The researcher found that the students had difficulty to organize the idea. The students have less skill in organization element of writing.

Argumentative paragraph consists of introduction, complication and resolution. Meanwhile, the result of the students' writing is still vague the readers. They do not finish one space. They have to tell about certain space then other. For example, the theme of "MY SCHOOL", in the first paragraph the students should finish telling the orientation part of argumentative paragraph then they move to second paragraph as complication. The fact, they had not finished yet the orientation part then

they move to another paragraph. So, their writing was still vague for the readers.

Based on the unsuccessful teaching in the cycle 1, the researcher decided to do cycle 2. In the cycle 2, the researcher revised the lesson plan. Where, when the researcher explained about the kind of paragraph the researcher should explain more clearly, if needed gave the students occasion to ask about the material. Besides that, the researcher had to give better guidance for the student in organizing their idea.

Based on the findings above, the researcher found that the students could be more understand about the space of paragraph, for example: the descriptive paragraph of their "LOSARY BEACH", the students explained about their home regularly (Introduction-body-conclusion).

Finally, the students' mean score could get the target score that was. The researcher concluded that the students' writing mean score based on the elements of organization and content was 74.73. It means that the target that had been said in the chapter 1 could be achieved.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on the research findings in previous chapter, the writer put forward the following conclusion and suggestions.

#### A. Conclusion

1. Applying quick-writing as one of the strategies in teaching is effective and improves the students writing proficiency in term of students' writing content.
2. The implementation of quick-writing strategies as a good way in teaching and also develop students ideas and words to express idea by separating the creating stage of writing from the editing stage.
3. Based on the finding above was shown that there was the significant improvement from the cycle 1 to the cycle 2 where the students' mean score could be increase from 62.14 in the data score to be 74.73 in the cycle II. So, the researcher could be concluded that the indicator in writing could be achieved

#### B. Suggestion

Based on the finding, the researcher stated suggestion as follows:

1. It is suggested the English teacher to apply quick-writing strategy as one of the alternative ways in writing proficiency.
2. The students are expected to increase their intensity hi learning writing through quick-writing strategy.

3. It is suggested to the teacher of English to Maxine in giving guidance to the students in learning and teaching writing process.





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# APPENDIX



(OBSERVATION SHEET



**Diagnostic Test (D Test)**  
**The Score of Students' Writing Content**

Students' Code	Content		Total	Classification
	Clear and meaningful	Knowledgabl y		
Std 01	40	40	40	Very poor
Std 02	60	60	60	Fair to poor
Std 03	52	44	48	Very poor
Std 04	20	60	40	Very poor
Std 05	40	40	40	Very poor
Std 06	40	43	41.5	Very poor
Std 07	40	40	40	Very poor
Std 08	60	44	52	Fair to poor
Std 09	43	60	51.5	Fair to poor
Std 010	60	40	40	Very poor
Std 011	40	60	50	Very poor
Std 012	44	44	44	Very poor
Std 013	44	60	52	Fair to poor
Std 014	60	44	52	Fair to poor
Std 015	60	44	52	Fair to poor
Std 016	44	60	52	Fair to poor
Std 017	44	40	52	Fair to poor
Std 018	60	40	40	Very poor
Std 019	40	60	50	Very poor
Std 020	40	60	50	Very poor
Std 021	60	44	52	Fair to poor
Std 022	40	40	40	Very poor
Std 023	60	43	51.5	Fair to poor
Std 024	43	60	51.5	Fair to poor
Std 025	60	44	52	Fair to poor
Std 026	40	60	50	Very poor
Std 027	40	40	40	Very poor
Std 028	40	40	40	Very poor
<b>Total</b>	<b>1260</b>	<b>1354</b>	<b>1323</b>	
<b>Mean score</b>	<b>45</b>	<b>48.35</b>	<b>47.28</b>	



The Score Diagnostic- test (D-test)

The Score of Students' Writing Organization

Students' Code	Organization		Total	Classification
	Unity	Coherence		
Std 01	60	40	50	Very poor
Std 02	40	60	50	Very poor
Std 03	40	60	50	Very poor
Std 04	40	44	42	Very poor
Std 05	60	44	52	Poor to fair
Std 06	44	44	44	Very poor
Std 07	44	60	52	Poor to fair
Std 08	60	60	60	Poor to fair
Std 09	40	44	42	Very poor
Std 010	60	44	52	Fair to poor
Std 011	44	40	42	Very poor
Std 012	44	60	52	Very poor
Std 013	40	60	50	Very poor
Std 014	40	44	42	Very poor
Std 015	60	40	50	Very poor
Std 016	44	40	42	Fair to poor
Std 017	44	60	52	Fair to poor
Std 018	40	40	40	Very poor
Std 019	40	40	40	Very poor
Std 020	40	44	42	Very poor
Std 021	60	40	50	Fair to poor
Std 022	40	44	42	Fair to poor
Std 023	44	40	42	Fair to poor
Std 024	44	60	52	Fair to poor
Std 025	60	44	52	Fair to poor
Std 026	44	60	52	Very poor
Std 027	40	40	40	Very poor
Std 028	60	60	60	Very poor
<b>Total</b>	<b>1316</b>	<b>1356</b>	<b>1286</b>	
<b>Mean score</b>	<b>47</b>	<b>48.45</b>	<b>45.92</b>	



## The Score of Students' Writing in Content

### CYCLE I

Students' Code	Content		Total score	Classification
	Clear and meaningful	Knowledgably		
Std 01	60	40	50	Very poor
Std 02	60	60	60	Fair to poor
Std 03	60	60	60	Fair to poor
Std 04	40	60	50	Very poor
Std 05	60	64	62	Fair to poor
Std 06	60	64	62	Fair to poor
Std 07	64	60	62	Fair to poor
Std 08	64	60	62	Fair to poor
Std 09	40	64	62	Fair to poor
Std 010	80	60	70	Average to good
Std 011	60	80	70	Average to good
Std 012	60	60	60	Fair to poor
Std 013	60	80	70	Average to good
Std 014	40	60	50	Very poor
Std 015	64	64	62	Fair to poor
Std 016	64	64	64	Fair to poor
Std 017	40	60	50	Very poor
Std 018	60	80	70	Average to good
Std 019	40	60	50	Very poor
Std 020	40	60	50	Very poor
Std 021	60	60	70	Average to poor
Std 022	60	80	70	Average to good
Std 023	64	60	62	Fair to poor
Std 024	64	60	62	Fair to poor
Std 025	80	60	70	Average to poor
Std 026	60	40	50	Very poor
Std 027	60	40	50	Very poor
Std 028	80	60	70	Average to poor
<b>Total</b>	<b>1692</b>	<b>1699</b>	<b>1700</b>	
<b>Mean score</b>	<b>60.42</b>	<b>60.67</b>	<b>60.71</b>	



## The Score of Students' Writing in Organization

### CYCLE I

Students' Code	Organization		Total	Classification
	Unity	Coherence		
Std 01	60	40	50	Very poor
Std 02	60	40	50	Fair to poor
Std 03	80	60	70	Fair to poor
Std 04	64	60	62	Very poor
Std 05	60	64	62	Fair to poor
Std 06	40	60	50	Fair to poor
Std 07	60	60	60	Fair to poor
Std 08	40	60	50	Fair to poor
Std 09	64	60	50	Fair to poor
Std 010	64	60	62	Average to good
Std 011	60	60	60	Average to good
Std 012	40	80	60	Fair to poor
Std 013	60	64	62	Average to good
Std 014	60	80	70	Average to good
Std 015	60	80	70	Average to good
Std 016	40	64	62	Fair to poor
Std 017	40	64	62	Very poor
Std 018	60	80	70	Average to good
Std 019	64	60	62	Fair to poor
Std 020	64	60	62	Fair to poor
Std 021	64	64	64	Fair to poor
Std 022	64	60	62	Fair to poor
Std 023	60	60	60	Fair to poor
Std 024	64	60	62	Fair to poor
Std 025	80	60	70	Average to poor
Std 026	64	60	62	Fair to poor
Std 027	60	60	60	Fair to poor
Std 028	80	60	70	Average to poor
<b>Total</b>	<b>1699</b>	<b>1590</b>	<b>1716</b>	
<b>Mean score</b>	<b>60.27</b>	<b>56.78</b>	<b>61.28</b>	



## The Score of Students' Writing in Content

### CYCLE II

Students' Code	Content		Total score	Classification
	Clear and meaningful	Knowledgably		
Std 01	60	60	60	Fair to poor
Std 02	60	80	70	Average to good
Std 03	60	80	70	Average to good
Std 04	80	60	70	Average to good
Std 05	64	60	62	Fair to poor
Std 06	80	60	70	Average to good
Std 07	64	80	72	Average to good
Std 08	64	60	62	Fair to poor
Std 09	64	64	64	Average to good
Std 010	80	80	80	Average to good
Std 011	64	64	64	Average to good
Std 012	64	60	62	Fair to poor
Std 013	60	60	60	Average to good
Std 014	64	64	64	Average to good
Std 015	60	60	60	Fair to poor
Std 016	64	80	72	Average to good
Std 017	64	60	62	Fair to poor
Std 018	64	80	72	Average to good
Std 019	80	60	70	Average to good
Std 020	60	60	60	Average to good
Std 021	60	80	70	Average to good
Std 022	80	60	70	Average to good
Std 023	80	64	72	Average to good
Std 024	60	64	62	Fair to poor
Std 025	80	60	70	Average to good
Std 026	64	80	72	Average to good
Std 027	80	60	70	Average to good
Std 028	80	80	80	Average to good
<b>Total</b>	<b>2010</b>	<b>1998</b>	<b>2023</b>	
<b>Mean score</b>	<b>71.78</b>	<b>71.35</b>	<b>75.21</b>	



### The Score of Students' Writing Organization

#### CYCLE II

Students' Code	Organization		Total	Classification
	Unity	Coherence		
Std 01	60	80	70	Average to good
Std 02	64	64	64	Average to good
Std 03	80	60	70	Average to good
Std 04	60	80	70	Average to good
Std 05	80	60	70	Average to good
Std 06	60	60	60	Average to good
Std 07	80	60	70	Average to good
Std 08	60	64	62	Fair to poor
Std 09	60	80	70	Average to good
Std 010	80	64	72	Average to good
Std 011	60	80	70	Average to good
Std 012	64	64	64	Fair to poor
Std 013	80	64	72	Average to good
Std 014	64	80	72	Average to good
Std 015	80	60	70	Fair to poor
Std 016	60	80	70	Average to good
Std 017	64	64	64	Fair to poor
Std 018	64	64	64	Fair to poor
Std 019	60	80	70	Average to good
Std 020	64	80	72	Average to good
Std 021	64	60	62	Fair to poor
Std 022	80	80	80	Average to good
Std 023	60	80	70	Average to good
Std 024	80	60	70	Average to good
Std 025	60	64	62	Fair to poor
Std 026	60	80	70	Average to good
Std 027	80	64	72	Average to good
Std 028	80	80	80	Average to good
<b>Total</b>	<b>2011</b>	<b>1970</b>	<b>1996</b>	
<b>Mean score</b>	<b>71.82</b>	<b>70.25</b>	<b>74.25</b>	



### A. The Raw Score of Students' Activeness

The total raw scores of the students' presence and activeness toward the use of quick-writing strategy are presented in the following table:

**The Raw Score of Students' Activeness in Cycle 1 and Cycle 2**

No	Name	Meeting							
		Cycle I				Cycle II			
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
1	Std01	20	40	40	60	40	40	40	60
2	Std02	A	40	20	40	40	40	60	60
3	Std03	40	20	A	40	40	60	60	60
4	Std04	10	40	40	60	60	60	40	60
5	Std05	60	60	60	60	40	80	40	60
6	Std06	40	40	A	40	60	30	40	60
7	Std07	40	80	60	60	60	80	S	60
8	Std08	20	40	40	60	40	60	60	60
9	Std09	40	40	60	40	40	60	60	60
10	Std10	40	60	80	80	60	60	60	80
11	Std11	20	40	40	40	60	60	60	60
12	Std12	40	A	40	A	60	60	A	40
13	Std13	60	60	40	60	60	60	80	80
14	Std14	60	60	60	60	40	60	80	80
15	Std15	40	40	20	60	20	20	60	60
16	Std16	60	60	60	40	30	60	60	60
17	Std17	60	60	60	60	50	A	60	60
18	Std18	60	60	60	60	40	A	60	60
19	Std19	60	60	60	40	40	60	60	60
20	Std20	20	A	40	40	60	60	60	60
21	Std21	40	S	60	60	60	A	60	80
22	Std22	60	60	40	60	40	60	60	60
23	Std23	20	40	40	60	40	60	60	60
24	Std24	40	60	60	40	60	60	60	60
25	Std25	A	40	40	40	A	60	60	60
26	Std26	40	40	A	60	60	60	60	60
27	Std27	40	60	60	60	60	60	60	60
28	Std28	20	40	60	60	60	A	60	80
	Subject (N)	36	32	35	37	36	34	35	37
	Frequency (Fq)	1340	1375	1340	1430	1476	1497	1520	1570
	Percentage (P)	84.14	57.70	62	64.81	94.57	96.89	93.51	80.40

**Notes:**

**4: Sangat Aktif**

**3: Aktif**

**2: Kurang Aktif**

**1: Tidak Aktif**

**Percentage of The Observation Result:**

**1. Cycle I**

a. The First Meeting

$$P = \frac{52}{4 \times 27} \times 100$$

$$P = 48.14\%$$

b. The Second Meeting

$$P = \frac{60}{4 \times 26} \times 100$$

$$P = 57.70\%$$

c. The Third Meeting

$$P = \frac{62}{4 \times 25} \times 100$$

$$P = 62\%$$

d. The Fourth Meeting

$$P = \frac{70}{4 \times 27} \times 100$$

$$P = 64.81\%$$

**2. Cycle II**

a. The First Meeting

$$P = \frac{87}{4 \times 23} \times 100$$

$$P = 94.57\%$$

b. The Second Meeting

$$P = \frac{93}{4 \times 24} \times 100$$

$$P = 96.89\%$$

c. The Third Meeting

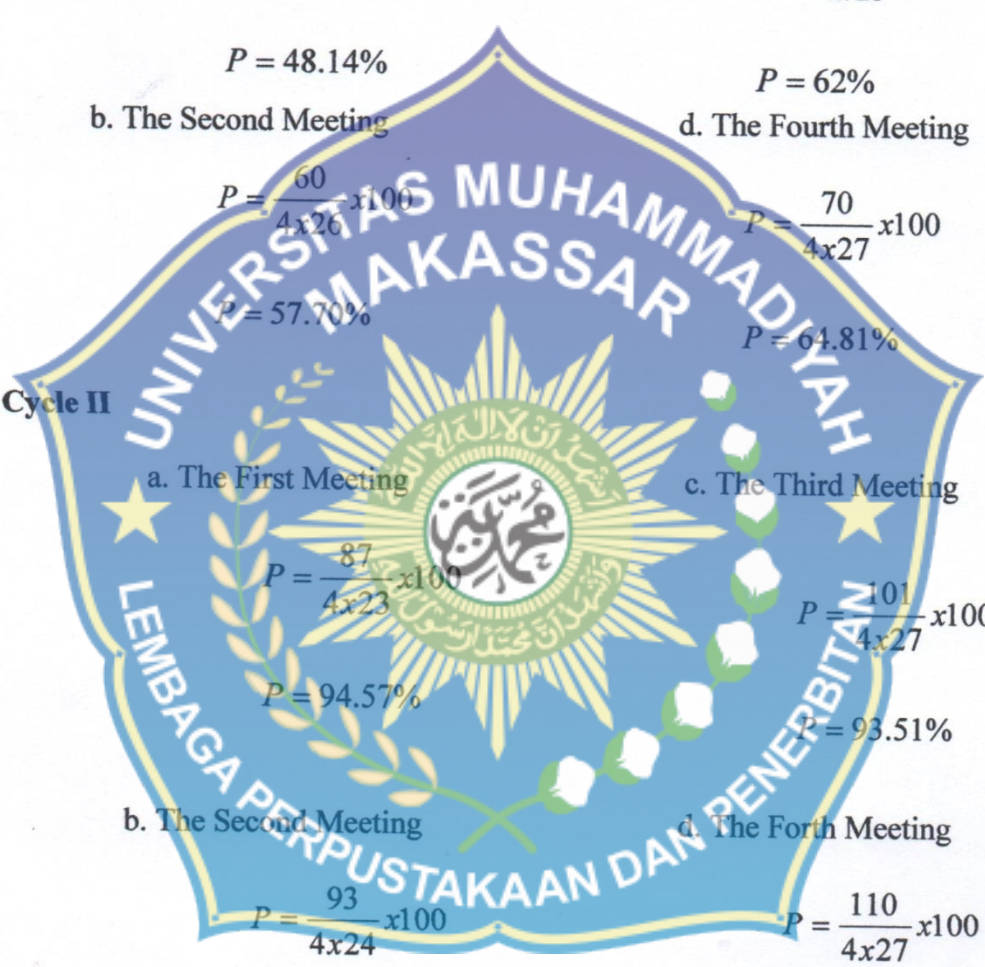
$$P = \frac{101}{4 \times 27} \times 100$$

$$P = 93.51\%$$

d. The Forth Meeting

$$P = \frac{110}{4 \times 27} \times 100$$

$$P = 80.40\%$$





## CURRICULUM VITAE



Siti arah, was born on augustus 12<sup>th</sup>, 1987 in Dompu-Nusa Tenggara Barat. She is the First child from the marriage of his parents Sudirman and Misbah.

In 1993, the writer registered as a student elementary school in SD Negeri 9 Dompu, he graduated in 1999. The next in the same year the writer registered as a student in SMP Negeri I Dompu and graduated in 2002. Then the writer registered in senior high school, MAN and graduated in 2005. In the same year, the writer registered as a student at English Department Faculty of Teacher Training Education Makassar Muhammadiyah University.

