

## CHAPTER I

### INTRODUCTION

#### A. Background of Problem

Writing ability is very important for this time, and no one can obtain success without having this ability. Writing is one of the most difficult aspects of language skills. The ability to write involves specific skills, such as; the use of punctuation, structure of sentence, vocabulary, and organization of paragraph. In writing process, learners will always deal with the process of putting ideas into word, then putting words into sentences and putting sentences into paragraphs until they can create a piece of writing. In order to have a good quality of writing, there are some special considerations that have to be taken into account by the writers.

Writing is a language skill needed for improve the quality of learning, with the mastery of skill writing. It is expected that students can express their ideas, thoughts, and feeling he had after undergoing a learning process in various types of writing, both fiction nonfiction. The students often make errors grammar, such as errors in the choice of tenses, nouns, pronouns and vocabulary. It was happen because they are rarely done in writing exercise. In learning language, writing helps the students reinforce the grammatical structure, idioms, and vocabulary. When the students write they also have change to be adventurous with the language, to go beyond that have just learned to say, to take a risk. In other words, they become involved with the language. In the teaching atmosphere becomes very boring and stiff because

the students only and write down what they heard. Talking about writing, we may have assumption that this skill is the last skill possessed by someone compares to the other skill. In detail, we may have assumption that the first skill possess or the first process undergone by someone is listening because this process is experienced by someone from the early time before she is able to speak at all. Sometimes the students could not write their ideas in paper. There are many aspect making the students could not writing, the students do not know how to start their writing, they do not have enough ideas to write, they could not generate their ideas, or probably they understand what must they do.

In Senior High School 3 Pariaman, the students had problem in writing a text or essay because they are learnt writing without using aspect of writing. They were just asked to write based on topic that had been prepared in the text book without checking their ability in mastery aspects of writing. And the student's do ever ask to its friend whereof English language which will at utilizes it, and student always see its friend writing and student so din while write .The students didn't understand about certain instruction of text for example the generic structure, purposes, language feature of the text. The students also didn't really know how to correct their own writing because they had gotten the correct answer from their mistakes, but most of the corrections only for the correction in punctuation and spelling without giving correction in organization, language use, content of writing and vocabulary. Free writing

exercise helps the students generate, organize and express their own sentences by making a paragraph of letter and a long composition or essay.

Quick writing activities are excellent way to help students of all ages improves their writing and creativity. It encourages them to express their feelings, explore questions big and small and learn more about themselves, others and the environment around them. George Jacobs (1986) has described that quick writing has three features: concentrating on pi-content, not worrying about form, and writing without stopping. It is a good way to help students develop ideas, and words to express ideas separating the creating stage of writing from editing stage. Meier (2006) says that Quick Write is a versatile strategy used to develop writing fluency. George Jacobs (1986) has described that quick writing has three features: concentrating on pi-content, not worrying about form, and writing without stopping. It is a good way to help students develop ideas, and words to express ideas separating the creating stage of writing from editing stage.

In Senior High School 3, the researcher has found some problems which related to writing skill. The students' writing skill is still low and so far from the target of score where the students' average score is (60,33 %), meanwhile the successful minimal criteria (KKM) are 78. Beside the observation, students got handicap in writing also looked on analysis of document teaches to learn. The table below is evidence that writing ability is difficult for students in the Senior High School 3 Pariaman.

**Table 1.1**  
**The Mean of Writing Score of Class X IPA 4 (Preliminary Research)**

Mean Score of Component of Writing					
Content	Organization	Vocabulary	Language Use	Mechanic	Total Score
18.4	14.4	14.4	9.8	3.33	60,33

*Source: Preliminary Research at class X IPA 4 of SMA N 3 Pariaman*

On the table above, it can be seen that the students' skill in writing is low (mean score of students' writing test is 60,33). The students are very poor as reflected on the components of writing such as Content (18,4), Organization (14,4), and vocabulary (14,4). Meanwhile, in the mean score of Language Use (9,8), and Mechanic (3,33). The data describe that the students were lack of language use and they still did not understand how to write very well. They get difficulties to write, because they less grammar to write.

In fact, we can see that Senior High School 3 Pariaman students have low achievement on writing, especially in writing a recount text. The lack of student's achievement on writing skill influenced by many factors. The main factor was the students were not interested in learning English. They thought that English is difficult for them especially writing skill. Besides that, other factor that caused student's scores still low was the lack of the desire to learn english they felt that english is boring. They were not motivated because they did not know how to start their writing. Then, they were also still confused to express and organize their writing.

Therefore, to improve the quality of learning, it needs some efforts to make learning more effective. One of them is by effect some techniques or

strategy in learning process, such as by Quick Writing strategy as a teaching strategy. The researcher chose Quick Writing as a strategy in teaching writing recount text because it gives the opportunity for the students to develop their own idea freely by their partner as a guide. Then, they will express the idea in form of writing easily and their piece of writing will be better organized with their partner. It helps them to narrowing down the topic, writing topic sentence, improving their motivation to write in English, making aware of their mistakes in the use of subject-predicate agreement and in supporting topic sentence and organize the sentences in such a way that their readers can easily understand what they are trying to get across to them. With the explanation above, the researcher intends to conduct a research: under the title of **“The Effect of Quick Writing Strategy Towards Student’s Writing Ability in Recount Text at Senior High School 3 Pariaman Grade X”**

### **B. Identification of Problem**

Based on the writer previous observation in Senior High School 3 Pariaman at tenth grade students, the writer found the problems related to the student’s writing ability. First, students found difficulties in writing lesson because they do not know how to start writing and less interested in writing lesson. Second, the student’s could not write well English. Third, they do not have enough ideas to write, they could not generate their ideas, or probably they understand what they must do. Fifth, the students often make errors

grammar, such as errors in the choice of tenses, nouns, pronouns and vocabulary. It was happen because they are rarely done in writing exercise.

Therefore, the researcher was interested to use this strategy that can help students to write and interest provides students with a means of quickly representing their thinking.

### **C. Limitation of the Problem**

Based on identification of the problem above, the writer focuses on writing ability to be solved in this research. Here, writer limits the research on Quick Writing Strategy gives significant effect towards student's writing skill. Writer conduct the research at grade tenth of Senior High School 3 Pariaman.

### **D. Formulation of the Problem**

The formulation of this research is formulated in the following question: "does Quick Writing Strategy give significance effect on students' writing ability in recount text tenth grade?"

### **E. Purpose of the Study**

The purpose this research is to identify whether Quick Writing Strategy gives significance effect on student's writing ability. Then, this research also aims to find whether the students can improve their writing after the teacher uses quick writing strategies in teaching writing or not.

### **F. Significance of the Study**

By doing this research, writer hopes that Quick Writing Strategy will give contribution to the teacher, student's the reader, and writer. First, it is used for the teacher to analyze the student's difficulties in writing. Second, for the

student's it will be used to give the solution how to transfer their idea into written form. Third, for t of her learning in finding whether Quick Writing Strategy gives significance effect on student's writing ability

### **G. Definition of Key Terms**

To avoid miss understanding about the terms used in this study, the writer defines operationally as follow:

1. Writing is a process where the writer expresses their thought, ideas, or any information in written form.
2. Writing ability  
In this process/cognitive-oriented approach is, therefore, defined as the ability to initiate and evolve ideas and then use certain revising and editing practices to develop them to maturity in a given context.
3. Quick writing is an opportunity for students to write freely for a brief period in each class, usually 10 minutes – 20 minutes.
4. Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Means text tells as about events that happened in the past.