

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

1. Definition of Writing

Writing is one of the four language skill, it communicates ideas by means of conversional symbol that are traced, incised, draw or otherwise formed on the surface of some material. Writing gives performance to men's knowledge and enables them to communicate over great distance. Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Writing is thinking of paper. Thinking is a mood at work, finding fact, seeing relationship, testing, and conclusion and forming opinion. in this case our mind produces a huge variety of ideas and fact that support the materials. Writing can be a way of expressing idea through written form or a process of building large units from smaller ones that is the students use words to make composition or essay writing.

Otherwise, Alice Oshima and Ann Hogue (2006: 265) say that writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.

In addition, Nunan (2003: 88) defines that writing is the mental work of inventing ideas, thinking about how express them, and organizing them into statements and paragraph will be clear to a reader.

Moreover, Coulmas (2003:19), writing is visible. It is a form of communication created by the hand and appealing to the eyes. Thus, this definition states that writing is very important process that has meaning in communication. By writing, the students can also have knowledge about good structure to make a fine writing. Also, writing is a medium for the students to organize their thoughts in an excellent way in writing. Thus, it can be said that writing is a significant skill that must be asked by the students.

2. Component of Writing

Writing process has several components that should pay attention for students to create or produce good written form like paragraph or essay.

According to Jacobs (1981), there are five components of writing namely; Content, organization, vocabulary, language use and mechanics.

a. Content

Content is a substance of a text. It is a core of writing. The content should relate to the topic given. there are four descriptors for content, they are knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.

b. Organization

Organization is related to the appropriate sequence of events or chronological order of an event in a text and appropriate length. It means the idea of the text should be well-organized, the idea must relate from one to another in paragraph, the sentences of paragraph should be connected. There are six descriptors for this component; fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.

c. Language use

Language use refers to grammatical pattern. In writing evaluation language use consists of eight descriptors: effective complex construction, agreement, tenses, number, word order/function, articles, pronouns and prepositions. It is the use of grammatical pattern.

d. Vocabulary

Vocabulary refers to choice of word that is used by the writer to produce sentences. A writer should choose a correct vocabulary. Because of vocabulary is a basic of writing, without vocabulary nothing can be conveyed. It needs the writer ability in selecting vocabulary. Because of not all of vocabulary can put together in the sentences. It should be based on the context of sentences.

e. Mechanics

Mechanic is related to spelling, punctuation, capitalization, paragraphing and handwriting in written product. Writing must use

good spelling, punctuation, tidy and clear writing. Spelling is one of difficult things to do. Harmer (2004:256) stated an issue that makes spelling difficult for some students is the fact that not all varieties of English spell the same words in the same way.

Based on the explanation above, it is concluded that there are five components that should be considered for a good and meaningful writing such as: Content, Organization, Vocabulary, Language Use, and Mechanic. By understanding all of the aspects or components of writing, students can produce a good text, easily to read and understandable for reader.

Harmer (2001:256) states an issue that makes spelling difficult for some students is the fact that not all varieties of English spell the same words in the same way.

3. Writing Assessment

Assessing writing is very important for the teacher, because the teacher can monitors students' writing skill development or their learning process assessment. Assessing writing ability is necessary for the teacher because scoring it the teacher knew the ability of the students and the affectiveness of the strategy that had been used.

To make the writing process communicatively, the writers are expected to understand many indicators of writing. According to Jacob (1981) argue that there are some components in the profile of writing:

a. Content

To measure the content of written product is not easy to do. In order to make the teacher or evaluator to count it, she or he applied several description; knowledgeable, substantive, through development of thesis statement and relevant to be assigned topic.

b. Organization

In organization, six descriptions have to take in good written text. They are fluent expression, ideas clearly state or support succinct, well organized and logical sequencing and cohesive.

c. Vocabulary

The good writers have enriched their vocabularies of their writing's quality. However, it is not enough without chosen the correct vocabulary to the text. In addition the writers are able to use the variation vocabularies from that paragraph or essay, the writer can use the synonym from the word example; the writer can use word "maintain" as synonym from "keep".

d. Language use

As like the vocabulary, in writing evaluation, language use consist of eight description; effective, complex construction, agreement, tense, number, word order or function, article, pronouns and preposition.

e. Mechanics

Mechanics are description about spelling, punctuation, capitalization, paraphrasing and handwriting in written product. It is as basic of the evaluation in the profile of composition

On the other hand (Jacob: 1981) states that there are five indicator of writing such the following table:

Table 2.1
Indicator of writing based on Jacob

C O N T E N T	Score	Criteria
	Level	
	30-27	Excellent to Very Good: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic
	26-22	Good to Average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail
	21-17	Fair to Poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very Poor: does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate

O R G A N I Z A T I O N	Score	Criteria
	Level	
	20-18	Excellent to Very Good: fluent expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive
	17-14	Good to Average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to Poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very Poor: does not communicate; no organization; or not enough to evaluate

V O C A B U L A R Y	Score Level	Criteria
	20-18	Excellent to Very Good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to Average: adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured
	13-10	Fair to Poor: limited range; frequent errors of word/form; choice usage; meaning confused or obscured
	9-7	Very Poor: essentially translation; little knowledge of English vocabulary; idioms, word form, or not enough to evaluate

L A N G U A G E U S E	Score Level	Criteria
	25-22	Excellent to Very Good: effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	Good to Average: effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to Poor: major problems in simple/complex constructions; frequent errors of negations, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	Very Poor: virtually no mastery of sentence construction rules; dominated by errors; doesn't communicate, or not enough to evaluate

M E C H A N I	Score Level	Criteria
	5	Excellent to Very Good: demonstrates mastery of conventions; few errors of spelling, punctuations, capitalizations, paragraphing
	4	Good to Average: occasional errors of spelling, punctuation, capitalizations, paragraphing, but meaning not obscured
	3	Fair to Poor: frequent errors of spelling, punctuation, capitalizations, paragraphing, poor handwriting,

C S		meaning confused or obscured
	2	Very Poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalizations, paragraphing, handwriting illegible; or not enough to evaluate

4. Teaching Writing in Senior High School

Teaching writing is one of some difficulties to be taught by teachers in the classroom. Teacher does not only prepare the strategy and the material to teach but also involve in the activity as well. Teaching writing in senior high school is one of school level that assigns the students to write many kinds of genre. Some of them are descriptive, report, procedure, narrative, recount and others.

According to Brown in (2000:343) there are five major categories of classroom writing performance as following: imitative or writing down, intensive or controlled, self-writing, display writing, real writing,

First, Imitative or Writing Down. At the beginning level of learning to write, students will simply writing down English letter, word and sentence in order to learn the convention of the orthographic code. Brown also said in *Language Assessment: Principles and Classroom Practice' Book* (2004:220) said that imitative is to produce written language, the learner must attain skills the fundamental basic tasks of writing letter, word, punctuation and brief sentence. This ability includes the ability to spell correctly and to perceive phoneme-phoneme-grapheme correspondences in English spelling system.

Second, Intensive or Controlled. Writing is sometimes used as a production mode learning, reinforcing, and testing grammatical concept. This intensive writing typically appears on controlled, writing grammar exercise. In addition, intensive may be thought of as form-focused writing, grammar, and simply guided writing. So intensive in type of classroom performance to control writing the competence in grammar, vocabulary, sentence formation.

Third, Self-Writing. The significant proportion of classroom writing may be devoted to self-writing or writing with only in mind as an audience. Self-writing includes make note, writing journal and diary. By self-writing, students can combine their ideas, feeling, experience and thought into paper alone and then convey to the audience.

Fourth, Display Writing. Display writing has relationship with classroom writing task. For English language students display writing task can do in short answer exercise, essay examination and even research will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing technique.

Fifth, Real Writing. Display and real writing is two categories have connection each other and in real writing there are three subcategories illustrate how reality can be injected: 1) academic, 2) vocational/technical, 3) personal (in virtually any ESL class, diaries, journal, letters, post card,

note, personal message, and other informal writing) especially within the context of an interactive classroom.

Based on the statement above, it can be said that students should be able to write various kinds of text. It means that the students should study these texts and have to consider a number of aspects as content, organization, vocabulary, language use and mechanics. The students need to practice their writing skill clearly, controlled by the teacher.

5. The Concept of Quick Writing Strategy

Quick Writing strategy is a strategy in teaching writing to improve writing ability students. Collins (2007) defines that Quick Write is writing strategy designed to improve fluency in students writing and to help students prepare and anticipate the material to be read. It means that, before the student's write something the students prepare and anticipate the material to be a good writing. The students can improve their fluency in writing process and create general prompts for the students to write about. The teacher gives a lot of options surrounding one idea or theme. According to Guillaume et.al (2007:69) quick write strategy can increase students' fluency in writing. It activates students' relevant experiences or background knowledge on a topic, thus facilitating connections between new and existing knowledge. Elbow (1981: 16) in Jacob(1986) calls quickwriting a 'mysterious underground' process and, comparing it to Zen, says that it has a power to produce ideas not available to the 'conscious controlling self. But if a student has to write a paper about the international

rice market, a quickwrite is not going to take the place of some reading on the subject. However, starting with a quickwrite about what you already know on the topic and why it is of interest might help give focus to your reading. Another possible limitation of quickwriting concerns the question of its

Robin, (2003) cited in Juniatic Pohan (2017), the Quick Write is a basic literacy strategy that can be incorporated across the content areas. In quickwriting, the student get as many of their ideas on paper in a specific time without worrying about the form their writing takes. It usually involves posing a question and giving students a set amount of time (from one to a few minutes) to respond in writing. This writing activity can be used at the beginning, middle, or at the end of a lesson; usually, teachers allocate one minute to a quick-write. Younger and older students can benefit from the quick-write strategy. Punctuation and spelling do not usually count in this type of writing.

In addition, Kucer and Celina (2013:151) cited in Juniatic Pohan (2017) have shown Quick Write is the process of writing itself to discover ideas on which they might further write and develop. Quick Writing is a motivating strategy that can be used to prepare students for reading new material, reviewing previously learned material in preparation for understanding new information to be read, or prepare students to begin the writing process. Quick Write may be used to active student's relevant experiences or background knowledge on a topic, thus facilitating

connections between new and existing knowledge. This strategy helps students to organize their ideas to develop their writing to be a good paragraph. The students can write their each idea into a sentence to be a paragraph. It can make students easy to write their ideas in writing.

In quick writing, we are able 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 (Jacob: 2008). Dickson (2008) has described that quick writing is an opportunity for students to write freely for a brief period in each class, usually about 10 minutes. The nature of quick writing has three important aspect “concentrating on content, not worrying about form and writing without rushing and stopping. Quick writing is an opportunity for students to write freely for a brief period in each class, usually about 10 minutes. This offer students rewarding experience of writing because it can avoid the inhibitions which normally influence writing, inhibitions that have developed since first grade of elementary school. 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 banning of each class, allocate about 15-20 minutes for the whole free exercise. In writing form, especially the quick writing strategy is not carrying out about organization, vocabulary, language use and mechanic.

According to Jacob (2008) that quick writing has three features: concentrating on content, not worrying about form, and writing without stopping and rushing. In this case only one component of writing namely content (Jacob:1986). The purpose of a quick write is to present an informal writing activity where students are asked to respond to a prompt within a short time period (Mason et al.: 2009). Based on the definition above, the writer conclude that quick writing strategy develop writing process and improve fluency in writing. By applying quickly write the students can explore their ideas easily and in fast way. Quick Writing helps students invent, because it turns off the voice inside their heads telling them that their writing is not good enough, the voice nagging them to pause over full stops, prepositions and paragraphs.

So, Quick Writing is a technique that all second-language writers should have a chance to experience, and to make a part of their repertoire of invention strategies. Whether quickwriting is used regularly or only in cases of extreme writer's block, it is a valuable tool for helping learners to discover new ideas by focusing on content and temporarily forgetting about form. Quickwriting can help students see writing as a process which goes through stages of significant growth and change. There are many ways in which it can be used in the classroom; this article has discussed only some of the possibilities. Quickwriting is a technique you may want to consider introducing to your students and even trying yourself.

a. The Advantages of Quick Writing

According to Jacobs (1986) there are some advantages of quick writing they 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.

b. Purpose of Quick Writing

Guillaume (2007:48), the purpose of Quick Writes is:

- 1) a) To increase fluency in students writing, which can be especially helpful for students acquiring English, try these suggestion in isolation or in a combination that suits your purposes:
 - a) Require students to think for a specified amount of time (30 seconds) before pick up their pencils to write.
 - b) Allow students to talk with a peer for a brief amount of time (30 seconds) before they write. Talking first can help students access their memories.
 - c) Allow partners to compose join Quick Writes. One partner might hold the pen, or they may trade off.
- 2) Considering writing again after partner or class discussion.

According to Mason (2009) the purpose of a quick write is to present an informal writing activity where students are asked to respond to a prompt within a short time period. Crawford (2005: 27) The

purpose of the Quick Write is to give students an opportunity to reflect on their learning quickly via writing. It usually involves posing a question and giving students a set amount of time (from one to a few minutes) to respond in writing. This writing activity can be used at the beginning, middle or at the end of a lesson; usually teachers allocate one to a Quick Write

c. Procedure of Quick Writing

There are some experts that suppose the procedures to apply Quick Writing Strategy in teaching writing at the classroom. According to Jacob (1986) Student will need to know the basic procedure for Quick Writing. Here is a list of possible ground rules

- 1) Students concentrate on ideas. Forget about mechanics, grammar and organization.
- 2) Do not stop writing. The pen should be moving at all times. (The emphasis put on speed and writing a lot of words will differ from teacher to teacher.)
- 3) The students don't stop writing
- 4) The students do not stop to correct mistake
- 5) If the students do not know a word in target language, leave a space or write the word in the native language and then go back in writing in the target language.
- 6) The amount of time for each quick write can be fixed according to how long the teacher and the students feel is productive; or quick

writing can continue as long as each student feel that good ideas are developing. Also, students may want to pause to think for a minute what they have written for ideas only before starting another of quick writing.

- 7) One possible preliminary activity is to have learners think about a topic silently before writing. Alternatively, the class can discuss the topic as whole or in groups to help to star thoughts flowing.
- 8) Quick write should not be graded or marked. Grading would defeat the purpose of encouraging students not to worry about form.
- 9) The teacher may want to quick write along with the students to set an example. By taking a single piece of paper and putting it directly on your desk, you can write noisily, thereby providing sound as well as visual modeling.

In addition, Guillaume et.al (2007:48) recommends several procedures of teaching quick write strategy as follow:

- 1) Tell the students about the topic of the upcoming unit of study. You may wish to have the students engage in quick write prior to informing them of the context of the prompt.
- 2) Ask the students to quickly write in response to the prompt you provide.
- 3) Allow students to share their writing with one another. Encourage volunteers to share with the entire class.

Next, Crawford (2005:27) the procedures of Quick Writes are:

- 1) Tell the students if you want them to write very briefly about a topic you will ask them. They are to write without stopping during the allocated time. In this step, teacher explains about how they will write about one topic.
- 2) State the topic. The teacher explains to the students about what that will they write.
- 3) Time the students as they write. (it may help to give them an extra minutes). Students are informed by the teacher how long time they have to do their activities.
- 4) Students may keep the paper in their journal, or you may collect them to use in assessing your lesson. Their result in writing can be collected to the teacher in order to get score from the teacher.

So, the steps of Quick writes here is started by explaining about rules in Quick Writes, and then continued by state the topic that will be written by the students. After that, tell the students how long they have time to write and finally they can collect their writing when the time is over in order to get assessment from their teacher.

Based on steps above, the writer can follow the step that is purposed by Jacob (1986) because he gives clear instruction in using Quick Writes strategy.

d. Teaching Writing Recount Text by Using Quick Writing Strategy

In teaching writing by using Quick Writing strategy the students need to know the basic procedure for quick writing. Here is a list of possible ground rules. According Jacob (1986);

- 1) Teachers gives one topic to the students
- 2) Students concentrate on ideas. Forget about mechanics, grammar and organization.
- 3) The students don't stop writing
- 4) The students do not stop to correct mistake
- 5) If the students do not know a word in target language, leave a space or write the word in the native language and then go back in writing in the target language.
- 6) The amount of time for each quick write can be fixed according to how long the teacher and the students feel is productive; or quick writing can continue as long as each student feel that good ideas are developing. Also, students may want to pause to think for a minute what they have written for ideas only before starting another of quick writing.
- 7) One possible preliminary activity is to have learners think about a topic silently before writing. Alternatively, the class can discuss the topic as whole or in groups to help to star thoughts flowing.
- 8) Quick write should not be graded or marked. Grading would defeat the purpose of encouraging students not to worry about form.

- 9) The teacher may want to quick write along with the students to set an example. By taking a single piece of paper and putting it directly on your desk, you can write noisily, thereby providing sound as well as visual modeling.

Based on explanation above, it can be known that in teaching writing by using this strategy once the students have had a chance to observe and practice quick writing, it can be used in many ways in the lesson. Quick writing can be just an exercise in itself, or it can be used to help in other writing projects. The obvious place for quick writing, when used facilitate other writing, is as a first step to generate ideas. However, learners need to realize that new ideas can be helpful later in the writing process also. The composing process is not a linear one, going from invention to editing final product. Rather writing is often recursive, going back and forth between inventing and editing. Lane and Perrin (1984) advise that quick writing be used for writing draft, revising, and giving peer feedback.

6. Recount Text

a. Defenition of Recount Text

Recount text is one of genres that should be learned in senior high school students. Fathur Rohim in Rizki (2009) says that social function of recount is to retell events for the purpose of informing or entertaining. It consists of orientation, events, and re-orientation. It means the text that tells about something that happened in the past. Orientation content of

introducing participants, events tell what happened in the participant, and re-orientation is the end of the story (closing).

Wirgeyasa (2016:2) says that a recount is the retelling or recounting of an event or an experience; or, recount is a text that retells events or experiences in the past. It means that recount text is a type of text that composed in order to give information about the past activities or last events. According to Mark Anderson and Kathy Anderson in Astuti (2011) recount is a piece of text that retells past events, usually in the order in which they occurred.

From experts' explanation above, it can be concluded recount text is a text to retell or experience in the past, usually in the order in which they happened. Beside, the purpose of recount text is to tell or to retell the past events and experiences.

b. Generic Structure of Recount Text

Every genre has characteristic or generic structures. Wirgeyasa (2016:3) states that the rhetorical structure and textual elements of recount writing consist of: (1) orientation; (2) record of events; and (3) re-orientation.

Table 2.2
The Generic Structures and Textual
Element of Recount Text

Textual elements	Functions
Orientation	<ul style="list-style-type: none"> • It consist of theme or topic to be informed • To show the reader about the topic/theme being informed • To attract reader's attention and interest

	<ul style="list-style-type: none"> • It enables to attract and to provoke the reader so that he/she is enjoying to continue reading the whole text
Record of events or sequence of events	<ul style="list-style-type: none"> • To provide details about the event informed/described chronologically (the type of plot may vary) • It is better to tell chronologically rather than flashback and zigzag in order to have a good chronological order the sequence markers such as first, second, third, etc. are important
Re-orientation	<ul style="list-style-type: none"> • It functions to show personal attitude about the actives or event informed or told of record of event • It is matter of conclusion with personal attitude

c. Language Features of Recount Text

According to Wood and Stubbs (2000:09), there are several of language features in recount text

1) Simple past

It is used in most recount types, but present tense may be used to create immediacy in a diary or journal, for example, future tense is sometimes used in the conclusion of a imaginative or biographical recount to predict what might happen in the future. For example,

This great tennis player will no doubtwin many tournaments.

2) Subject-specific terms

Subject-specific terms are used to record facts and events accurately.

3) Specific descriptive words (adjectives)

It helps the audiences visualizeor imagine events. For example: the butterfly spread out its limp, wet wings to dry.

4) A range of conjunctions

For example: because although, while.

5) Time connectives

It conjunctions (joins phrases or sentences together) that give us an idea of when something happens. Time connectives can make writing flow better. For example: firstly, next, finally.

6) Passive voice

Passive voice is a voice that indicates that the subject is the patient or recipient of the action denoted by the verb. It is used, particularly in factual recount, to give objectivity to the text. For example: the land was worked by the peasants from sunrise to sunset.

7) Adverbs

Adverb is the part of speech (or word class) that's primarily used to modify a verb, adjective, or other adverb. Adverbs can also modify prepositional phrases, subordinate clauses, and complete sentences. Adjective: *adverb*. For example: yesterday, outside.

8) Specific participants

It can be nouns and pronouns, such as Mt Strom Observatory, William place.

9) Pronouns

pronoun is a part of speech that replaces a noun in a sentence, assigning or things as the subject people. For example: Rini, he, she.

10) A range of sentence types (simple, compound and complex)

It is used to add variety and interest.

11) Personal comment

It may be woven into the text or added as a conclusion.

12) Emotive language

It may be used to influence the reader's attitude to the topic.

Moreover, language feature of recount text.

B. Relevant Studies

Quick Write is writing strategy designed to improve fluency in students writing and to help students prepare and anticipate the material to be read. It means that, before the student's write something the students prepare and anticipate the material to be a good writing. The students can improve their fluency in writing process and create general prompts for the students to write something.

This research was supported by several previous researches. The action research had been conducted by Juniatik Pohan (2017) in thesis "A Comparative Between Quick Write and Indirect Feedback Strategies On The Students' Ability In Writing Descriptive Text at MAS Ponpes at-Taufiqurrahman Labuhan Batu Utara". This research was intended to find out the comparative between quick write and indirect feedback on the students ability in writing descriptive text at class X MAS Ponpes At-taufiqurrahman Labuhan Batu Utara. And to know whether comparative between quick write and indirect feedback in writing achievement.

Study was conducted by Supriadi L (2013), "Developing the Students Ability in Writing Paragraph Through Quick writing at The Third Year Students of Madrasah Aliyah Syekh Yusuf Sungguminasa". This research

used Classroom Action Research (CAR) design and it attempted to improve students' achievement in writing paragraph by using Quick Writing. The result of this study showed that students' achievement score in writing paragraph improved in every test. In other word, Quick Writing gave contribution to improve students' achievement score in writing Paragraph.

Second, teaching Putri Aorora (2013), entitle "Teaching reading comprehension by using "quick write" strategy for senior high school students"

Third, Mason (2013), in his Journal "Improving Quick Writing Performances of Middle-School Struggling Learners" This research She states Results of repeated measures analysis indicated that students in treatment (additional instruction time + SRSD + planned practice-testing) significantly improved quick writing performance after instruction when compared to pretest performance, and when compared to eligible comparison, with large effect sizes for number of persuasive elements and organizational quality and medium effects for persuasive quality. When compared to non-eligible comparison, students in treatment had significantly higher scores for organizational quality (large effects) and persuasive quality (small effects).

Fourth, Mason (2011), in his journal "Effects of Quick Writing instruction for High School Student with Emotional Disturbances". The Result High school students with emotional disturbances often struggle with classroom writing tasks. In this study, the effectiveness of Self-Regulated Strategy Development (SRSD) instruction for 10 min timed persuasive quick writes

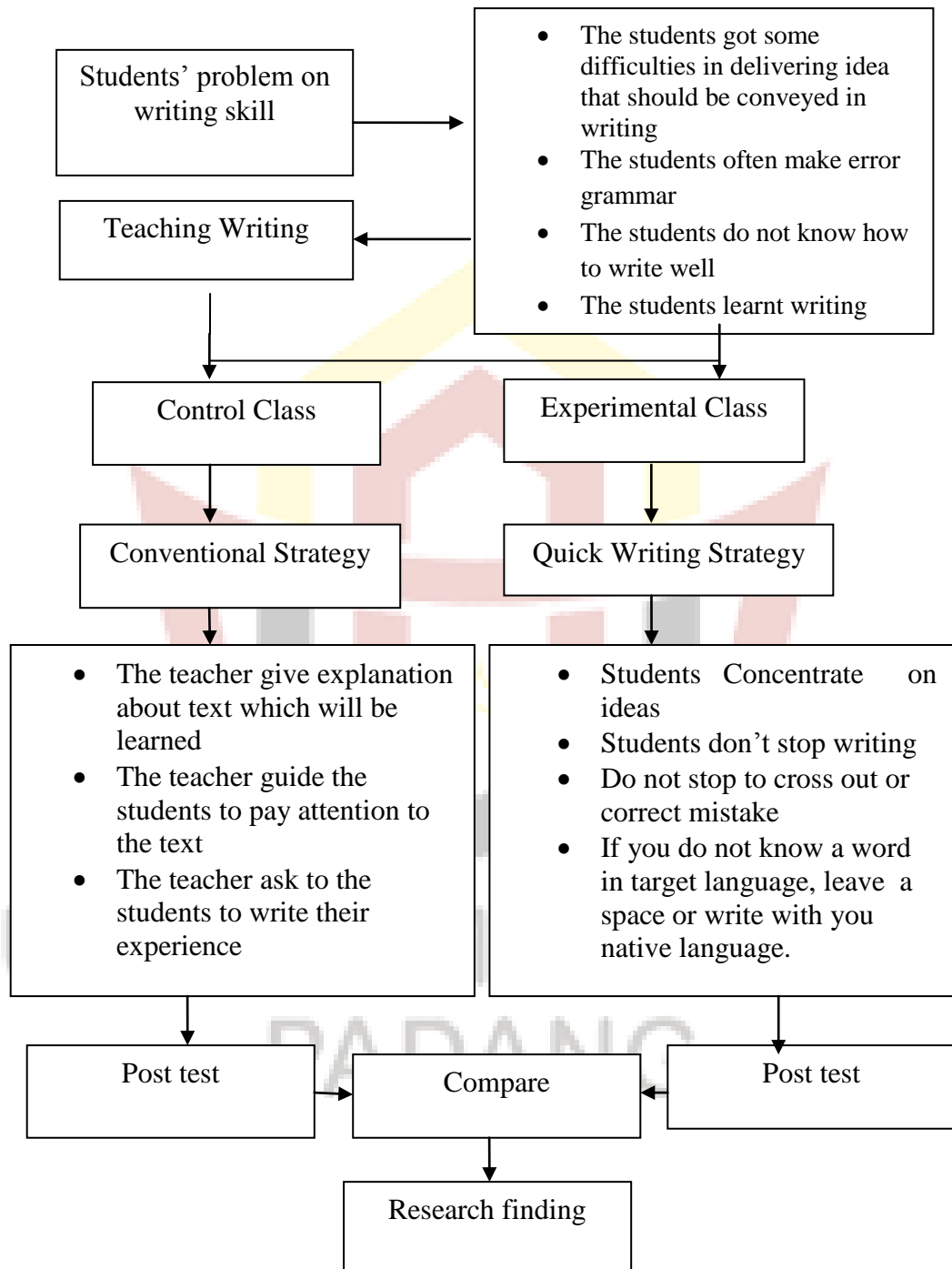
with three high school students with emotional disturbances was investigated. Results indicated improvement in the areas of quality, response parts, and word count. The acceptability of treatment was positive as indicated by student interviews. Implications for SRSD quick writing for high school students with emotional disturbances are discussed.

Fifth, Mason (2014), in his Journal "Experimental examination of quick writing in the middle school science classroom". The result in this research is Results indicated that performance in organizational writing quality and number of words written improved for both students with and without disabilities, with large effects. Student knowledge was improved, but with smaller and more variable effects. Results of a questionnaire indicated that students were positive about the intervention.

The difference of this study with the previous relevant studies discussed above is that in this research, the writer tried to examine the effectiveness of quick writing strategy in teaching writing of Recount text. Although the basic skill that seems to be improved in quick writing strategy is reading, it does not mean that students' other skills, especially writing, will not improve too. It caused in quick writing strategy, the students are not only asked to write what the teachers read, but the students in group are also asked to reconstruct text read by teacher from the notes they took during writing.

C. Conceptual Framework

The conceptual framework of this study will be described as the follow.



D. Hypothesis

This research is hypothesized that the use of Quick Writing Strategy will give significant effect toward students' writing skill at class X IPA 4 SMAN 3 Pariaman.



UIN IMAM BONJOL
PADANG