ABSTRACT

Radian Maulida, (1314050236) : The Effect of Quick Writing Strategy Towards Student's   Writing Ability In Recount Text At Senior High School 3 Pariaman Grade X

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This study was based on students' low mastery of five components of writing. Students did not know how to start their writing. They got difficulties in generating their ideas and developing it into written form. Then, they also got difficulties in ordering the ideas into coherent and cohesive paragraph. And they 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. Besides that, they also had low mastery of vocabulary, language use, and mechanic. Consequently writing was still hard activity for students. Therefore, it is needed an effort to write not difficult activity anymore for students. One of the efforts is by applying an appropriate strategy that is Quick Writing Strategy. The purpose of this study is to determine whether there is any significant difference on students' writing ability between the students who are taught by using Quick Writing Strategy and those who are taught without using Quick Writing Strategy at class X IPA of Senior High School 3 Pariaman.The design of this research was experiment research.The population was all of the students at class X IPA in Senior High School 3 Pariaman that consist of 130 students distributed into five classes. The sample was chosen by using cluster random sampling. Then, the researcher took class X IPA 4 and IPA 5 as the sample. Where class IPA 4 as the experiment class that consist of 27 students and X IPA 5 as control class that consist of 27 students. In collecting the data, researcher used written test. The test was given to both classes with the same topic. Then, post-test was given after doing treatments for six meetings to determine the effect of using Quick Writing Strategy. This research was analyzed by using statistical procedures. T-$_{test}$ was used to analyze the students' score. The data was analyzed by using simple regression with 5% (0.05). The result of this research showed that mean scores of students' writing in experiment class (79.59) is higher than the mean score of students' writing in control class (69.29). While, t-$_{calculate}$ (4.697) is also higher than t-$_{table}$ (2.000). Moreover, each components of writing both of classes are different. It can be seen from the comparison of students' mean scores of post-test. Statistically, it is showed that teaching writing by using Quick Writing Strategy gives significant difference on students' writing skill. The use of Quick Writing Strategy is one of English teaching Strategy to solve the student's problem on writing. This strategy can be to improve students' writing skill.