

**THE EFFECT OF APPLYING QUICK WRITE STRATEGY ON
STUDENTS' ACHIEVEMENT IN DICTATION AT SMP
NEGERI 05 MEDAN**

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By

RAHMADANI
NPM. 1302050227



**THE FACULTY OF TEACHERS' TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017**

ABSTRACT

RAHMADANI : 1302050227 “The Effect of Applying Quick Write Strategy on Students’ Achievement in Dictation at SMP Negeri 05 Medan”. Skripsi : English Education Program. Faculty of Teacher’s Training and Education University of Muhammadiyah Sumatera Utara Medan,2017.

The objectives of the research were to find out the effect of quick write strategy on students’ achievement in dictation and to find out the students’ difficulties in dictation by using quick write strategy. Quick write strategy helps student to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience. The population of this research was the eighth grade students’ of SMP Negeri 05 Medan Jl. Desa Besar in academic year 2017/2018, which the total population was 148 students. They were divided into two groups : 37 students as experimental group and 37 students as control group. So, the total of the sample were 74 students. The experimental group was given treatment by quick write strategy and control group using conventional strategy. The instrument of the research is written test, which used pre-test and post-test. The result of this research showed that t-observed value was higher than t-table in which $t_{\text{observed}} > t_{\text{table}}$ ($3.62 > 1.99$). The hypothesis was accepted. It means that there was a significant effect of applying quick write strategy on students’ achievement in dictation.

Keyword : Quick write strategy, Writing, Dictation

ACKNOWLEDGEMENTS



Firstly, the researcher would like to express her thanks to Allah SWT, who has given her blessing and mercies, so that she could finish the study. Secondly, the researcher would like to express her thanks to our prophet Muhammad SAW, who has brought human from jahiliyah into islamiyah era. Thirdly, she would like to thanks her beloved parents, **Budi Irianto and Roslirayati Lubis** and also her beloved grandma (**Almh**) **Hj. Rumona Simbolon** for their sincere prayers, love and support in moral and material during her academic year in completing her study and a lot of thanks to my love **Faisal Nasution** and My Brother **Khairil Adnan** who have given much help and support in her study.

In writing this study entitled “The Effect of Applying Quick Write Strategy on Students’ Achievement in Dictation at SMP Negeri 5 Medan”. In writing this skripsi, there were many difficulties and problem faced by her and without much help from the following people, it might be impossible for her to finish it. Further more, she would like to thanks to the people mention below :

1. Dr. Agussani, M,AP as the Rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd as the Dean of FKIP University of Muhammadiyah Sumatera Utara who had recommendation to carry out the study.

3. Dra. Hj. Syamsuyurnita, M.pd and Hj. Dewi Kesuma Nasution, SS, M.Hum as the Vice Dean I and III who has encourage her education in FKIP University of Muhammadiyah Sumatera Utara.
4. Mandra Saragih, S.Pd, M.Hum and Pirman Ginting, S.Pd, M.Hum as a Head and Secretary of English Departement FKIP University of Muhammadiyah Sumatera Utara for their encouragement to the research during the process of writing this study.
5. Khairil, S.Pd,M.Hum as her supervisor who has given her suggestions, ideas, comments, and guidance in writing this study.
6. All lectures especially those of English Departemenr for their guidance, suggestions and encouragement during her academic year at FKIP University of Muhammadiyah Sumatera Utara.
7. Syahbilal, S.Pd as headmaster of SMP Negeri 05 Medan who had given permission for her to conducted the research at the school.
8. Mangisi Bontur Siahaan, S.Pd as the English teacher in SMP Negeri 05 Medan who had given her a lot suggestions and motivation in writing research.
9. Her classmate of A3 evening class of academic year 2013/2017. Especially to her lovely friends Ika Sastari, Puspita Sari, Rizky Umami, and my best friend Dewi Puspita Sari. And for all people who unmentioned in this study, thanks for everything and help, may Allah bless them all.

The researcher realizes that this skripsi is still far from being perfect. So, the researcher hopes suggestions and comments from all the readers or other researchers who want to study this study.

Finally, the researcher hopes that this study will be useful for the readers, especially the students of English Department who want to do similar research and also for researcher herself. May Allah bless all of us.

Medan, Oktober 2017

The researcher

Rahmadani
NPM. 1302050227

TABLE OF CONTENTS

	Pages
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLE	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	1
A. The Background of the Study	1
B. The Identification of the Study	3
C. The Scope and Limitation of Study	3
D. The Formulation of the Problem	3
E. The Objective of the Study	3
F. The Significance of the Research.....	3
CHAPTER II REVIEW OF LITERATURE	5
A. Theoretical Framework	5
2.1 Description of The Effect.....	5
2.2 Description of Students Achievement.....	6
2.3 Description of Dictation.....	6
2.4 Description of Quick Write Strategy	7

2.4.1	Concept.....	7
2.4.2	Procedures of Quick Write Strategy.....	10
2.4.3	Previous Related Study.....	11
B.	Conceptual Framework.....	13
C.	Hyphotesis.....	14
	CHAPTER III METHOD OF RESEARCH.....	15
A.	Location and Time.....	15
B.	The Population and Sample.....	15
C.	Research of Design.....	16
D.	Instrumental Research.....	18
E.	Technique of Collecting Data.....	19
F.	Technique of Analyzing the Data.....	21
G.	Statistical Hypothesis.....	23
	CHAPTER IV DATA COLLECTION AND DATA ANALYSIS.....	25
A.	The Data Collection.....	25
B.	The Data Analysis.....	32
	CHAPTER V CONCLUSION AND SUGGESTIONS.....	41
A.	Conclusion.....	41
B.	Suggestions.....	41
	REFERENCES	

LIST OF TABLES

	Pages
3.1 Population	16
3.2 Sample.....	16
3.3 Research Design.....	17
3.4 The Procedure of Teaching for Experimental Group	19
4.1 The Scores of Pre Test in Experimental Group	25
4.2 The Scores of Pre Test in Experimental Group	26
4.3 The Result of Pre Test and Post Test in Experimental Group	27
4.4 The Scores of Pre Test in Control Group.....	29
4.5 The Scores of Post Test in Control Group.....	30
4.6 The Result of Pre Test and Post Test in Control Group.....	31
4.7 The Defferences Between Pre Test and Post Test in Experimental Group	32
4.8 The Defferences Between Pre Test and Post Test in Control Group.....	33
4.9 The Calculation of Mean and Standard Deviation Score of Experimental Group.....	35
4.10 The Calculation of Mean and Standard Deviation Score of Control Group .	36

LIST OF APPENDICES

	Pages
Appendix I	Lesson Plan of Experimental Group.....44
Appendix II	Lesson Plan of Control Group47
Appendix III	Test Item48
Appendix IV	Students Answer Sheet49
Appendix V	Form K1123
Appendix VI	Form K2124
Appendix VII	Form K3125
Appendix VIII	Surat Izin Riset.....126
Appendix IX	Surat Balasan Riset127
Appendix X	Berita Acara Bimbingan Proposal128
Appendix XI	Lembar Pengesahan Hasil Seminar Proposal129
Appendix XII	Surat Pernyataan130
Appendix XIII	Surat Keterangan131
Appendix XIV	Berita Acara Bimbingan Skripsi132
Appendix XV	Lembar Pengesahan Skripsi133
Appendix XVI	Curriculum Vitae134

CHAPTER I

INTRODUCTION

A. Background of Study

There were four basic skills that are requiring by students in order to be able to communicate well in English namely : Reading, writing, Speaking and Listening. Writing was one of them that important skills in teaching English. Writing was the process of producing words in a form that can be read and understood. Usually someone used writing to express what that can through an idea, opinion, shaping experiences and it is an important for self to expression, for communication and for discovering meaning. According to meyers (2005:2) says that writing is a way to product language, which you do naturally when you speak. Writing is communication with other in a verbal way. Writing is also an action a process of dicovering and organizing your idea, putting them on paper and reshaping and resiving them, (2005:2).

In addition, A quick write is a “brief written response to a question or probe” that requires students to rapidly explain or comment on an assigned topic (Green, Smith & Brown, 2007; Nunan, 2003). Kucer and Cecilia (2013:151) have shown that Quick Write is the process of writing itself to discover ideas on which they might further write and develop. This strategy helps the students to organize

their ideas to develop their writing to be a good sentences. The students can write their each idea into a word and then collect their words to be a sentence. It can make the students easy to write their ideas in writing. Meier (2010:32) explain Quick Write is a strategy that allows students to begin the writing process. It allows students to collect data in a last way. Next, the student will write as much as they know about the given sentence. The teacher is supposed to stress to the students the spelling and pronunciation do not matter in this portion of writing. This portion of wrting is to jog the students'minds with ideas to write about.

Based on the problem explanation above, the researcher assumed that the quick write was a teachnique to increased student's writing achievement especially in dictation. The researcher found out some problem. There were some problem in learning writing. The first, students assume that English was difficult course. For example, when they wrote a sentence. They didn't know what their want to write. They could not recognize the pronunciation in the word. So that is was difficult for them to express what their want to wrote especially in easy sentences. The second, the students' lack of vocabulary. The third, the teacher used conventional method when learning process. The students were not interest and got bored..

One strategy that can be used by teacher is Quick Write Strategy. The strategy may can help students more active especially in learning English especially in writing. Meier (2006) says that Quick Write Strategy as a strategy that can used to develop writing fluency, to build the habit of reflection into a

learning experience and to informally assess student thinking. The strategy asks students to respond in 2-10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading. So, the researcher want to made a research entitle “The Effect of Applying Quick Write Strategy On Students’ Achievement in Dictation at SMP Negeri 5 Medan”.

B. Identification Of Study

The problem of this research were identifying as follow :

1. The students assume that English was difficult course.
2. The students’lack of vocabulary.
3. The teacher used conventional method when learning process. The student were not interested and got bored.

C. Scope and Limitations

This study would be focused on writing. There are 13 types of text in English. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof and news item, and this study would be limited on dictation.

D. The Formulation of Study

The problem of this research formulated as the followed “was there any significant effect of applying quick write strategy on the students’achievement in dictation?”.

E. The Objective of The Study

The objective of this research was “To find out the significant effect of applying quick write strategy the students’ achievement in dictation”.

F. The Significance of The Study

The finding of this study were expected to be useful theoretically and practically.

a. Theoretically

Theoretically the study were given valuable information to develop the writing argumentative text by using Quick Write writing Kucer and Cecilia (2013:151) have shown that Quick write is the process of writing itself to discover ideas on which they might further write and develop. This strategy helps the students to organize their ideas to develop their writing to be a good sentence. The students can write their each idea into a words and then collect their words to be a sentence. It can make the students easy to write their ideas in writing.

b. Practically

1. For teacher, as an input to increase the quality of teaching writing. To found out the solution on the students’ difficulties in learning writing.
2. For students, the result of this study could make students easier to understand, creativity and interested in learning process especially in dictation.
3. For other researcher, to add reference for further research in writing skills, it will use the result of the study as the information for further research in the same interest in applying quick write Strategy in dictation.

4. For readers, especially to the candidate of English teacher, as an input them in the future if they go to field of teaching in the classroom.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research theories are needed to clarify some terms, which are used. A research may be based on existing theories of certain fields' science and need explanation about the concept that used in the research. The clarification on the term would avoid misinterpretation and confusing in understanding the problem. In this case, it provides some terms, which are important to make clear from the start in order to prevent possible misunderstanding between the researcher and readers. The following description of the concepts and terms are consider part of the theoretical framework that will support the analysis data.

2.1 Description of the Effect

The final result of the effect in teaching is the improvement of the ability. The ability of the result of learning process which involve teachers with students which is reflect from the knowledge the students have and effect in positiveregard after doing something.

Brown (1983:15) explains that "the effect a result or product of the course or agency". It is consequence resulting from observation or external impressions. It means that the result existence if cause by multiple actor conducting in a give situation. The students learning depend on the effectiveness of the English teacher

language teaching strategy also determine the process and result of the teaching and learning.

2.2 Description of Students'achievement

Learning a process in individual self who doing an interaction with their achievement to get chance in their behavior. The achievement is measured to reflection the purpose of the teaching learning (Gronlund, 1985 : 20). Students' achievement is a change which involve the people to be change in their attitude and behavior (Winkel, 1996, 51). Teaching purpose is purpose which describe a knowledge, skill, attitude that must be gained by the students as a result (teaching that called in behaviour which can be observed and measured).

2.3 Description of Dictation

Dictation is transcription or spoken text: one person who is "dictating" speaks and another who is "talking dictation" writes down the words as they are spoken. Among speakers of several language, dictation is used as a test of language skill, similar to spelling bees in the English-speaking world. Secondary to teaching language skills, the exercise of dictation has also been used to introduce students to literary works, and to instill morals. In Etymology, the first known written use of the word was in 1581. It derives from Latin, *dictare* (to assert). While this certainly has its uses there are countless variations that can make it more interesting and learner-centred. For example, related activity, sometimes, called 'dictogloss', requires the students to only take notes of the key

words used as they listen and then later reconstruct the text so that it has the same meaning as the original text although perhaps not exactly the same form. There is also emphasis on accuracy, but expectations here can be increased or decreased depending on the level of the class – the main aim is that the students understand and then convey the meaning of the passage, concentrating on the communicative aspect of the activity rather than producing a grammatically perfect text.

2.4 Description of Quick Write Strategy

2.4.1 Concept

Writers frequently use the process of writing itself to discover ideas on which they might further write and develop. According to Cecilia Silvia Stephen B. Kucer (2005:169) “Quick writes are effective in helping students to explore a variety of class subjects. After reading about a social studies or science topic, for example, the teacher can have students engage in a Quick write”. Students are asked to focus on a particular topic or idea and write everything “that comes into their heads”. Again, the purpose here is to keep ideas flowing. Cecilia Silvia Stephen B. Kucer (2005:169) say as that “The Quick write strategy lesson can be added to the

Writing Wall Chart strategy lesson and used by students if they are “stuck” and do not know what to write next when drafting a piece”. A Quick Write allows all students to gather their thoughts (translating if necessary) and have something to share before the teacher begins the oral discussion. A Quick write also provides the teacher with a view moments to pre-teach key vocabulary that will be need

during the oral part of the lesson to a small group of ELL students. One added benefit to this strategy is that a Quick Write provides the teacher with an informal pre-assessment of what each students bring to the discussion (especially if you have students turn them in). According to Barb Collins/Marti Lamar (2009) they said that Quick write is writing strategy designed to improve fluency in student writing and to helps students prepare and anticipate the material to be read.

Thompkins (1994:36) says that Quick write is a strategy in which students simply begin to write and let their thoughts flow freely without focussing on mechanics or revision. Futhermore, Moore in Hausel (2002:18) states that Quick write are an excellent way for preparing students to assimilate new material by having them mentally retrieve and write previously learned material. Meanwhile Nunan (2003:97) describes that Quick Writing is where students begin with a topic, but then write rapidly about it. In addition, Crawford (2005:27) says that Quick Write an informal essay meant to capture thoughts. Then, Guillaume et.all (2007:48) also states that Quick Write is strategy to active students relevant experience or background knowledge on a topic in which students quick write about topic where they should not be concerned with the form of their writing (i.e., spelling, grammar, and organization of ideas). Next, Meier (2010:7) defines that Quick writing is a strategy that allows students to begin writing process. It allows students to collect data in fast way. Meanwhile, Antonacci and Catherine (2011:139) state that the overall goal of quick write strategy is to facilitate the students understanding of informational text through the use of a set integrated language activities. Before students read, they briefly write all they know about

the topic. Last, Ministry of Education (2011:3) points out that quick writing is a form of note making that helps students to remember what they know and understand. It can also be used to help explore and clarify ideas. There are some procedures of quick write strategy in teaching reading.

According to Tompkins (1994:36) the steps in using quick write strategy are choose a topic, write for 5 to 15 minutes without pausing to think, reread the writing, make correction, or for any other reason, write a similiar phrase until a new idea comes and share writing with a classmate by writing it on the board and discucc about that (exchange idea). Then schneider (2010:17) proposes the steps in applying quick write strategy: explain the students about the purpose of the study, create general prompts for students to write about, gives a lot of options surrounding one ideas or theme, post the writing prompt on the overhead or write/chalkboard and share writing with a partner or class if desired.

According to Guillaume et.al (2007:69) quick write strategy can increase students' fluency in writing. It activities students' relevant experiences or background knowledge on a topic, thus facilitating connections between new and existing knowledge. Moreover, Ministry of Education (2011:7) states that quick write strategy gives benefit for students who are not confidant orally, having time to think and write enables them to share more easily in pairs. Also, new learners of English can be encouraged to write in their first language. Moreover, Wood and

Harmoon (2010:77) propose that quick write is a basic literacy strategy that can be incorporated across that content areas. The purpose of the quick write is to give students an opportunity to reflect on their learning quickly via writing.

2.4.2 Procedures of Quick Write Strategy

Kucer and Cecilia (2005:169) states that the procedures of quick write strategy are generally because they depend on the selection being read and what is to be written. Then the following guidelines should be helpful:

1. Discuss with the students the purpose of a quick write as a strategy to help them discover ideas for writing. Emphasize that quick write allow the writer to explore the particular topic or idea by focusing on meaning without concern for spelling or the quality of the piece. The point here is to keep the pen or pencil moving and the ideas flowing. Encourage the students to cover the page with as much writing as possible.
2. Ask the students to start writing about any topic that comes to their mind. Tell them how much time they will have for the quick write strategy lesson.
3. If students have a difficult time thinking of something to write, ask them to write “I cannot think of anything to write” until an idea comes to mind.
4. Allow the students the opportunity to share the ideas they have explored in their quick writes.

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

- a. 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.
- b. Ask the students to quickly write in response to the prompt you provide.
- c. Allow students to share their writing with one another. Encourage volunteers to share with the entire class.

Furthermore, Antonacci (2011:2) says that using quick write strategy before, during and after reading to :

- a. Activating the prior knowledge by preparing the students for reading or discussion.
- b. Helping students to make personal connection
- c. Promoting reflection about key content concepts
- d. Encouraging critical thinking
- e. Organizing ideas for better comprehension
- f. Increasing background knowledge when shared
- g. Synthesizing learning and demonstrate understanding of key concepts
- h. Reinforcing vocabulary
- i. Providing a purpose for reading
- j. Assessing the students' knowledge on the topic prior to reading

Advantages to quick write Barb Collins/Marti Lamar (2009):

1. Gets students into the habit of writing.
2. Focuses students' attention on a topic or concept prior to reading.
3. Motivates students to want to read about a topic.

4. Provides practice responding to prompts.

2.4.3 Previous Related Studies

There are some previous studies that related with the title of this research :

1. The first research has been done Putri Aurora with the title “ Teaching Reading Comprehension by Using Quick Write Strategy for Junior High School Students. This method help students to comprehend the text especially in Dictation. In this research, the result of this concluded that one of the best strategies that can be used by the teacher in teaching reading comprehension for Junior High School students is the quick write. This is in effective strategy to teach reading comprehension for the junior high school students because it can solves the students and the teacher problems in reading a text which have been discussed.
2. The second research has been done by lisa afridona, with the title “ Teaching Writing Hortatory Exposition Text by Combining Hamburger Strategy and Quick Write Strategy for Junior High School students, the result of this concluded that writing is a complex process in expressing ideas, thought, feelings, and judgements about what the students have read, seen or experienced. This strategy helps the students organizing ideas into sentences and arranging the sentences into paragraphs, thus the activities will produce a good writing.
3. The third research has been done by entitled Teaching Writing by Combining Brain Writing Strategy and Quick Write Strategy for Junior High School Students. Her finding showed that the shirt note in teaching

writing is effectived to be used. It increase the students' writing ability. This strategy helps the students to organize their ideas to develop their writing to be a good paragraph. The researcher is in the subject of study and the teaching strategy. Mailida Oviانشا did researcher for Junior High School student and this research used Quick Writes teaching Strategy.

B. Conceptual Framework

By using quick write strategy, students are able to write well. Quick write strategy can help students learn simply to get on writing and not be held by worries about whether they good words or right words. The researcher will ask the students what they already know about quick write strategy. The researcher give the example what the dictation is. The researcher will explain about quick write strategy and its purpose.

Writing helps a person to express about something about their self, to explore and explain ideas, and finding the right words to present them. Dictation is transcription or spoken text: one person who is "dictating" speaks and another who is "talking dictation" writes down the words as they are spoken. To increase students' achievement in writing a text, it is not easy task. Many students find difficulties in writing text. Most of them think it it difficult, they have no ideas to write well and also they are unable to organize they ideas into a text.

To solve those problems the teacher can use some strategy in teaching. One of them is quick write. By using this strategy, the students ability in dictation will increase because quick write offers a new idea how to develop students' achievement in dictation.

Based on the observation which was conducted by the researcher in SMP Negeri 05 Medan in academic year 2017/2018. They still had some problems in studying writing they were : they still cannot express their idea in writing, the students can not to find out the main idea and lack of vocabulary, structure and grammar. Based on the students problems and theoritical reviews of writing above the researcher believed by quick write strategy on the students' achievement in writing dictation will increase, because quick write strategy was supposed very effective.

C. Hypothesis

This researcher will answer the question about whether yes or not the effect of using quick write strategy on students' achievement in dictation. To get the answer of question, the researcher proposed alternative hypothesis (H_a) and null hyphotesis (H_o) as below :

H_a : Alternative hyphotesis was receivable. So, there was any significant difference of using quick write strategy on students achievement in dictation.

H_0 : Null hypothesis was rejected. So, there was no significant difference of using quick write strategy on students achievement in dictation.

CHAPTER III

METHOD RESEARCH

A. Location and Time

This research was conducted at SMP Negeri 5 Medan, on Jalan Desa Besar in academic year 2017 / 2018. The reason for choosing this school as the location of this research because the researcher found out some problems in this school, most of the students still found many difficulties in writing. The students still confused to express their idea and opinion. They don't know what their want to write.

B. The Population and Sample

1. Population

The Population of this research were VIII-3 and VIII-4 grade students of SMP Negeri 5 Medan. That consists of 2 parallel classes. VIII-1 consist of 37 students, VIII-2 consist of 37 students, VIII-3 consist of 37 students VIII-4 that consist of 37 students. So, the total number of the population is 148 students.

Table 3.1
Population

Class	Population	Sample
VIII-1	37	37
VIII-2	37	37
VIII-3	37	37
VIII-4	37	37
TOTAL	148	148

2. Sample

The researcher took all of the students as the sample. The researcher is use total sampling. The researcher only took one class as sample. It is shown in table 3.2

Table 3.2
Sample

Class	Sample
VIII-3	37
VIII-4	37
Total	74

C. Research of Design

This study conducted by using experimental design which applied quantitative method. This means that treatments would follow the concept. This study was conducted by two groups, they were an experimental and control group. The experimental group would receive treatment using quickwrite strategy, while the control group would teach without quickwrite strategy. Both groups got the same from test in the pre test and post test. The design was applied in order to investigate the effect of apply quickwrite strategy on the students' achievement in dictation.

Table 3.3
Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental group	✓	✓	✓
Control group	✓	-	✓

The procedure of research following some steps, they were pre-test, treatment, and post-test. Those techniques used describe as follows :

1. Pre-test

At first the students in the control group and the experimental group gave the pre-test before treatment. The function of pre-test to known the mean scope of experimental and control group.

2. Treatment

Treatment would be given after getting the pre-test scores. The experimental and control group would be taught by some skill but different in treatment. Treatment which was given in the experimental group was quickwrite strategy, while in the control group were taught by conventional method.

3. Post-test

Post-test gave to both group, experimental and control group after treatment. It was intended to discover the mean score of experimental and control group. It also used to find out the students' achievement in dictation. The researcher used the post-test to know the effecr of using quickwrite technique on the students' achievement in dictation.

D. Instrumental Research

The data of this research were collected by using a written test. In the test, the students are ask to write argumentative text based on the topic given. The comulative score was ranging from 0-100.

Scoring of the text :

To know the students achievement in writing there are some criteria considered. The criteria were correct word, punctuation, capital letters and wrong word. The specific criteria are described in detail in the following stage:

a. Correct Word

The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences.

b. Punctuation

The punctuation refers to the students' ability to write ideas, information in good logical order.

c. Capital Letters

Capital letter refers to the students ability in using word or the begin alphabetic with the capital letters to express idea logically.

d. Wrong Word

Wrong word refers to the students ability don't know to writes whatever they hear it.

E. The Technique for Collecting Data

The data of this study were conducted by using test. In collecting the data, this study were use pre-test and post-test that were given to the experimental group:

1. Pre-test

Pre-test are give to classes (experimental class) before giving the treatment or teaching presentation. A pre-test are administrate to the experimental group. The pre-test are use to find out the homogeny of the samples and the mean score of the group.

2. Teaching presentation (Treatment)

The experimental group are teach by applying Quick Write Strategy in Argumentative text. The experimental group are get writing a topic. The activities during the treatment to the experimental group can be briefly described as follows :

Table 3.4
The Procedure of Teaching for Experimental Group

Meeting	Teacher's activity	Student's activity
1 (First)	<ol style="list-style-type: none">1. Teacher was given greeting the students to open the class.2. Teacher checked the attendance list.3. Teacher was given the Pre-Test.4. Teacher was collecting the answer sheet of students.5. The calculated the score.	<ol style="list-style-type: none">1. Students answer greeting from their teacher as respond to the teacher.2. Students did the Pre-Test.
2 (Second)	<ol style="list-style-type: none">1. Teacher was given explanation about Quick Write writing.2. Teacher was given motivation that the lesson no group but for yourself. So, you must do the best.3. Teacher used a	<ol style="list-style-type: none">1. Student listened to the teacher.2. Student do what the teacher want.

	laptop and in-focus to study the material. 4. Teacher was given explanation the materials about dictation from definition, purpose, and example. 5. Distributed the material about dictation. 6. Teacher asked them to write the text with they knowledge.	3. Student followed what the teacher explain. 4. Student try to write what they have know. 5. Student do the test individually.
3 (Third)	1. Same with second meeting but different material.	1. Student listened what the teacher explain.
4 (Forth)	1. Teacher was given direction related to the Post-Test. 2. Teacher was given Post-Test 3. Teacher was Collected the answer sheet of the students.	2. Student do the Post-Test

3. Post-test

After teaching the students writing argumentative text by using Quick Write strategy to the experimental group, the researcher is give the experimental group a post-test in order to see the result whether the strategy in effective or not.

The test of post-test and pre-test are the same.

F. The Technique for Analyze Data

After collecting the data from the test, the data would be calculated. Here were the following procedures :

1. Reading the students' answer sheets.
2. Identifying the students' answer sheets.
3. Giving score to the students' answer sheets.
4. Listing the score in two tables, for experimental group and control group.
5. Calculating the total score pre-test and post-test in experimental group and control group.
6. Finding the mean of the score of pre-test and post-test in experimental group (X) and control group (Y) by using formula :

- a. Mean of variable X by using formula :

$$M_x = \frac{\sum fx}{n} \quad (\text{Sudjono, 2014 P.84})$$

- b. Mean of variable Y :

$$M_y = \frac{\sum fy}{n}$$

7. Finding the standard deviation of variable X and Y by using fx^2 formula :

- a. Standard deviation of variable X

$$SD_x = \frac{\sqrt{\sum fx^2}}{N}$$

- b. Standard deviation of variable Y

$$SD_y = \frac{\sqrt{\sum fy^2}}{N}$$

- c. Standard error mean variable 1

$$SD_{M1} \text{ or } SE_{M1} = \frac{SD1}{\sqrt{N1-1}} \quad (\text{Sudjono, 2014. P.283})$$

d. Standard error mean variable 2

$$SD_{M2} \text{ or } SE_{M2} = \frac{SD2}{\sqrt{N2-1}}$$

e. The difference of standard error between variable 1 and mean variable
2

$$SEM_{1-M2} = \sqrt{SEM1^2 + SEM2^2} \quad (\text{Sudjono,2012. P. 316})$$

8. Testing hypothesis by applying test :

$$t_0 = \frac{M1-M2}{SE_{M1-M2}} \quad (\text{Sudjono, 2014. P. 304})$$

Notes :

M_x = Means for variable 1 or X

M_y = Means for variable 2 or Y

$\sum fx$ = Total multiplication of frequency and students' score

$\sum fy$ = Total multiplication of frequency and students' score

$\sum fy$ = Total multiplication of frequency and students' score

n = Number of cases

SD_x = Standard deviation for variable x

SD_y = Standard deviation for variable y

$\sum fx^2$ = The square of total multiplication of frequency and students' score

9. Giving the interpretation to “ t_0 ” using formula :

$$Df = (N1 - N2) - 2 \quad (\text{Sudjono, 2014. P.322})$$

df = Degrees of freedom

n = number of cases

it was used to know whether the experimental group get the result significantly after apply the strategy.

G. Statistical Hypothesis

In this research, statistical hypothesis was used to describe whether the hypothesis was accepted or rejected. The statistical hypothesis formula :

H_a : $T_{\text{observe}} > T_{\text{table}}$

H_o : $T_{\text{observe}} < T_{\text{table}}$

H_a : There is the effect of applying quickwrite strategy on students' achievement in dictation (the hypothesis is accepted)

H_o : There is no the effect of applying quickwrite strategy on students' achievement in dictation (the hypothesis is rejected)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. The Data Collection

The data were collected by using four indicators that refer to the rules of writing and the following tables are the calculation and the result of the data collected. Both of the experimental and control group were given a test in the form of dictation. The result of pre test and post test were presented in the following tables.

Which :

a: Correct Word

b: Punctuation

c: capital Letters

d: wrong Wotd

Table 4.1

The Scores of Pre Test in Experimental Group

No	Student Initial	Indicators				Pre Test
		A	B	c	d	
1	EMS	25	25	18	0	68
2	FSP	25	20	24	0	69
3	FH	25	20	24	0	69
4	FEA	25	25	24	0	74
5	IS	25	25	24	0	74
6	IA	26	20	24	0	70
7	JJM	26	25	18	0	69

8	JPS	26	25	18	0	69
9	JAA	26	20	18	0	64
10	JT	26	25	12	0	63
11	JV	23	25	24	0	72
12	KA	27	15	24	0	66
13	KTM	26	25	24	0	75
14	LF	26	25	24	0	75
15	MA	26	20	18	0	64
16	MIA	25	25	18	0	68
17	MI	26	25	20	0	71
18	NMS	26	15	24	0	65
19	NAP	25	20	18	0	63
20	NPO	24	20	24	0	68
21	NJ	27	25	18	0	70
22	PDI	27	15	30	0	72
23	PFL	25	25	12	0	62
24	PH	23	25	12	0	60
25	PR	25	35	12	0	72
26	RM	27	25	18	0	70
27	RMD	26	25	18	0	69
28	RYG	26	25	24	0	75
29	RS	25	30	12	0	67
30	RA	26	25	24	0	75
31	RJH	27	20	18	0	65
32	RFM	26	25	24	0	75
33	RF	27	25	18	0	70
34	SM	26	25	18	0	69
35	TKP	26	25	18	0	69
36	VVS	26	25	12	0	63
37	FET	26	25	24	0	75
Total						2554

The result of the students' score post test of experimental class could be seen in the following table :

Table 4.2
The Scores of Post Test in Experimental Group

No	Student Initial	Indicators				Post Test
		a	b	c	d	
1	EMS	30	35	30	0	95
2	FSP	28	25	30	0	83

3	FH	32	30	24	0	86
4	FEA	27	25	24	0	76
5	IS	30	30	24	0	84
6	IA	30	30	24	0	84
7	JJM	30	30	24	0	84
8	JPS	29	25	24	0	78
9	JAA	29	30	18	0	77
10	JT	29	30	30	0	89
11	JV	27	25	24	0	76
12	KA	30	25	30	0	85
13	KTM	29	25	30	0	84
14	LF	28	35	30	0	93
15	MA	29	30	18	0	77
16	MIA	31	30	18	0	79
17	MI	27	30	30	0	87
18	NMS	29	35	30	0	94
19	NAP	28	30	30	0	88
20	NPO	28	20	24	0	72
21	NJ	30	30	18	0	78
22	PDI	28	35	30	0	93
23	PFL	29	35	24	0	88
24	PH	30	30	24	0	84
25	PR	28	30	30	0	88
26	RM	31	30	30	0	91
27	RMD	30	30	24	0	84
28	RYG	28	35	24	0	87
29	RS	31	30	24	0	85
30	RA	31	35	30	0	96
31	RJH	30	30	18	0	78
32	RFM	30	35	30	0	95
33	RF	30	30	24	0	84
34	SM	30	30	24	0	84
35	TKP	30	30	24	0	84
36	VVS	28	30	24	0	82
37	FET	30	30	24	0	84
Total						3136

Table 4.3

The Result of Pre Test and Post Test of Experimental Group

No	Students Initial	Pre Test (X_1)	Post Test (X_2)
1	EMS	68	95
2	FSP	69	83
3	FH	69	86
4	FEA	74	76
5	IS	74	84
6	IA	70	84
7	JJM	69	84
8	JPS	69	78
9	JAA	64	77
10	JT	63	89
11	JV	72	76
12	KA	66	85
13	KTM	75	84
14	LF	75	93
15	MA	64	77
16	MIA	68	79
17	MI	71	87
18	NMS	65	94
19	NAP	63	88
20	NPO	68	72
21	NJ	70	78
22	PDI	72	93
23	PFL	62	88
24	PH	60	84
25	PR	72	88
26	RM	70	91
27	RMD	69	84
28	RYG	75	87
29	RS	67	85
30	RA	75	96
31	RJH	65	78
32	RFM	75	95
33	RF	70	84
34	SM	69	84
35	TKP	69	84
36	VVS	63	82
37	FET	75	84
Total		2554	3136

The higher score pre test for experimental group is 75 and the lowest score pre test in experimental group is 60. The higher score post test in experimental group is 96 and the lowest score post test in experimental group is 72.

Table 4.4

The Scores of Pre Test in Control Group

No	Student Initial	Indicators				Pre Test
		a	B	c	d	
1	ANS	25	25	18	0	68
2	AMS	23	20	12	0	55
3	AAS	23	25	18	0	66
4	ARP	25	25	12	0	62
5	AZP	24	25	18	0	67
6	AKH	24	25	18	0	67
7	AAJ	25	25	18	0	68
8	AP	25	20	12	0	57
9	BSF	22	20	24	0	66
10	BNS	23	25	18	0	66
11	BDS	25	25	18	0	68
12	CSR	25	20	18	0	68
13	DAB	22	20	24	0	66
14	DS	26	25	18	0	69
15	DNR	25	20	18	0	63
16	EPR	25	25	18	0	68
17	ERS	25	20	24	0	69
18	FH	25	25	18	0	68
19	GHU	22	20	12	0	54
20	HS	25	25	18	0	68
21	IDW	25	25	16	0	66
22	MDR	23	25	18	0	66
23	MF	20	25	20	0	65
24	MH	26	20	18	0	64
25	NF	25	25	12	0	62
26	NZA	26	20	18	0	64
27	NPA	23	25	18	0	65
28	NRK	24	25	18	0	67
29	RRS	26	20	18	0	64
30	RF	25	25	18	0	66
31	RSP	27	20	18	0	65
32	RD	24	20	18	0	62
33	RHH	25	20	18	0	63

34	RT	26	20	18	0	64
35	SA	25	25	18	0	68
36	SS	23	25	18	0	66
37	TRA	25	20	18	0	63
Total						2403

Table 4.5

The Scores of Post Test in Control Group

No	Student Initial	Indicators				Post Test
		a	b	c	d	
1	ANS	25	30	18	0	73
2	AMS	26	25	24	0	75
3	AAS	25	30	18	0	73
4	ARP	28	30	18	0	76
5	AZP	27	25	24	0	76
6	AKH	26	20	24	0	70
7	AAJ	26	25	24	0	76
8	AP	27	30	18	0	75
9	BSF	26	25	24	0	75
10	BNS	28	25	24	0	77
11	BDS	26	20	24	0	70
12	CSR	27	25	24	0	76
13	DAB	26	25	24	0	75
14	DS	26	25	24	0	75
15	DNR	27	25	18	0	70
16	EPR	27	25	24	0	76
17	ERS	22	30	18	0	70
18	FH	25	30	24	0	79
19	GHU	27	25	18	0	70
20	HS	25	25	24	0	74
21	IDW	25	25	18	0	68
22	MDR	27	25	24	0	76
23	MF	26	25	24	0	70
24	MH	27	20	24	0	71
25	NF	28	25	24	0	77
26	NZA	26	20	24	0	70
27	NPA	27	25	24	0	76
28	NRK	26	30	18	0	74
29	RRS	25	25	24	0	74
30	RF	27	30	18	0	75

31	RSP	25	30	24	0	79
32	RD	25	25	18	0	68
33	RHH	27	25	24	0	76
34	RT	26	20	24	0	70
35	SA	26	20	24	0	70
36	SS	27	25	24	0	76
37	TRA	28	25	24	0	77
Total						2728

Table 4.6

The Result of Pre Test and Post Test of Control Group

No	Students Initial	Pre Test (Y ₁)	Post Test (Y ₂)
1	ANS	68	73
2	AMS	55	75
3	AAS	66	73
4	ARP	62	76
5	AZP	67	76
6	AKH	67	70
7	AAJ	68	76
8	AP	57	75
9	BSF	66	75
10	BNS	66	77
11	BDS	68	70
12	CSR	68	76
13	DAB	66	75
14	DS	69	75
15	DNR	63	70
16	EPR	68	76
17	ERS	69	70
18	FH	68	79
19	GHU	54	70
20	HS	68	74
21	IDW	66	68
22	MDR	66	76
23	MF	65	70
24	MH	64	71
25	NF	62	77
26	NZA	64	70
27	NPA	65	76
28	NRK	67	74

29	RRS	64	74
30	RF	66	75
31	RSP	65	79
32	RD	62	68
33	RHH	63	76
34	RT	64	70
35	SA	68	70
36	SS	66	76
37	TRA	63	77
Total		2403	2728

The higher score pre test in control group is 69 and the lowest score is 54.

The higher score pre test in control group is 79 and the lowest score is 62.

B. The Data Analysis

Based on the table 4.3 and 4.6 the following table were the defferences score between pre test and post test in both experimental and control group.

Table 4.7

The Defferences Between Pre Test and Post Test of the Experimental Group

No	Students Initial	Pre Test (X_1)	Post Test (X_2)	X ($X_2 - X_1$)
1	EMS	68	95	27
2	FSP	69	83	14
3	FH	69	86	17
4	FEA	74	76	2
5	IS	74	84	10
6	IA	70	84	14
7	JJM	69	84	15
8	JPS	69	78	9
9	JAA	64	77	13
10	JT	63	89	26
11	JV	72	76	4
12	KA	66	85	19
13	KTM	75	84	9
14	LF	75	93	18
15	MA	64	77	13

16	MIA	68	79	11
17	MI	71	87	16
18	NMS	65	94	29
19	NAP	63	88	25
20	NPO	68	72	4
21	NJ	70	78	8
22	PDI	72	93	21
23	PFL	62	88	26
24	PH	60	84	24
25	PR	72	88	16
26	RM	70	91	21
27	RMD	69	84	15
28	RYG	75	87	12
29	RS	67	85	18
30	RA	75	96	21
31	RJH	65	78	13
32	RFM	75	95	20
33	RF	70	84	14
34	SM	69	84	15
35	TKP	69	84	15
36	VVS	63	82	19
37	FET	75	84	9
Total		2554	3136	582

Based on the table 4.7 the mean score of experimental group were calculating as the following :

$$M_x = \frac{\sum x}{n}$$

$$= \frac{582}{37}$$

$$= 15.73$$

Which :

M_x : The mean score of experimental group

$\sum x$: The score of $X_2 - X_1$

N : Sample of experimental group

Table 4.8

The Defferences Between Pre Test and Post Test of the Control Group

No	Students Initial	Pre Test (Y_1)	Post Test (Y_2)	Y ($Y_2 - Y_1$)
1	ANS	68	73	5
2	AMS	55	75	20
3	AAS	66	73	7
4	ARP	62	76	14
5	AZP	67	76	9
6	AKH	67	70	3
7	AAJ	68	76	8
8	AP	57	75	18
9	BSF	66	75	9
10	BNS	66	77	11
11	BDS	68	70	2
12	CSR	68	76	8
13	DAB	66	75	9
14	DS	69	75	6
15	DNR	63	70	7
16	EPR	68	76	8
17	ERS	69	70	1
18	FH	68	79	11
19	GHU	54	70	16
20	HS	68	74	6
21	IDW	66	68	2
22	MDR	66	76	10
23	MF	65	70	5
24	MH	64	71	7
25	NF	62	77	15
26	NZA	64	70	6
27	NPA	65	76	11
28	NRK	67	74	7
29	RRS	64	74	10
30	RF	66	75	9
31	RSP	65	79	14
32	RD	62	68	4
33	RHH	63	76	13
34	RT	64	70	6
35	SA	68	70	2

36	SS	66	76	10
37	TRA	63	77	14
Total		2403	2728	325

Based on table 4.8 the mean score of control group were calculating as the following :

$$M_y = \frac{\sum y}{n}$$

$$= \frac{325}{37}$$

$$= 8.78$$

Which :

M_y : The mean score of control group

$\sum y$: The score of $Y_2 - Y_1$

N : Sample of control group

Based on the mean score of both sample groups, the following tables. The table for calculating the correlation score in both group.

Table 4.9

The Calculation of Mean and Standard Deviation Score of Experimental Group

No	Students Initial	$X_2 - X_1 (X)$	$X - M_x$	$(X - M_x)^2$
1	EMS	27	11,27	127,013
2	FSP	14	-1,73	2,993
3	FH	17	1,27	1,613
4	FEA	2	-13,73	188,513
5	IS	10	-5,73	32,833
6	IA	14	-1,73	2,993

7	JJM	15	-0,73	0,533
8	JPS	9	-6,73	45,293
9	JAA	13	-2,73	7,453
10	JT	26	10,27	105,473
11	JV	4	-11,73	137,593
12	KA	19	3,27	10,693
13	KTM	9	-6,73	45,293
14	LF	18	2,27	5,153
15	MA	13	-2,73	7,453
16	MIA	11	-4,73	22,373
17	MI	16	0,27	0,073
18	NMS	29	13,27	176,093
19	NAP	25	9,27	85,933
20	NPO	4	-11,73	137,593
21	NJ	8	-7,73	59,753
22	PDI	21	5,27	27,773
23	PFL	26	10,27	105,473
24	PH	24	8,27	68,393
25	PR	16	0,27	0,073
26	RM	21	5,27	27,773
27	RMD	15	-0,73	0,533
28	RYG	12	-3,73	13,913
29	RS	18	2,27	5,513
30	RA	21	5,27	27,773
31	RJH	13	-2,73	7,453
32	RFM	20	4,27	18,233
33	RF	14	-1,73	2,993
34	SM	15	-0,73	0,533
35	TKP	15	-0,73	0,533
36	VVS	19	3,27	10,693
37	FET	9	-6,73	45,293
Total				1565,661

Table 4.10

The Calculation of Mean and Standard Deviation Score of Control Group

No	Students Initial	$Y_2 - Y_1 (Y)$	$Y - M_y$	$(Y - M_y)^2$
1	ANS	5	-3,78	14,288
2	AMS	20	11,22	125,888
3	AAS	7	-1,78	3,168
4	ARP	14	5,22	27,258
5	AZP	9	0,22	0,048
6	AKH	3	-5,78	33,408

7	AAJ	8	-0,78	0,608
8	AP	18	9,22	85,008
9	BSF	9	0,22	0,048
10	BNS	11	2,22	4,928
11	BDS	2	-6,78	45,968
12	CSR	8	-0,78	0,608
13	DAB	9	0,22	0,048
14	DS	6	-2,78	7,728
15	DNR	7	-1,78	3,168
16	EPR	8	-0,78	0,608
17	ERS	1	-7,78	60,528
18	FH	11	2,22	4,928
19	GHU	16	7,22	52,128
20	HS	6	-2,78	7,728
21	IDW	2	-6,78	45,698
22	MDR	10	1,22	1,488
23	MF	5	-3,78	14,288
24	MH	7	-1,78	3,168
25	NF	15	6,22	38,688
26	NZA	6	-2,78	7,728
27	NPA	11	2,22	4,928
28	NRK	7	-1,78	3,168
29	RRS	10	1,22	1,488
30	RF	9	0,22	0,048
31	RSP	14	5,22	27,258
32	RD	4	-4,78	22,848
33	RHH	13	4,22	17,808
34	RT	6	-2,78	7,728
35	SA	2	-6,78	45,968
36	SS	10	1,22	1,488
37	TRA	14	5,22	27,258
Total				749,136

Based on calculation of the table X and Y the following formula was implemented to find out the critical value of both group as the basic to the test the hypothesis of this reseach.

SD variable X

$$\begin{aligned}SD_x &= \sqrt{\frac{\sum x^2}{n}} \\&= \sqrt{\frac{1565.661}{37}} \\&= \sqrt{42.32} \\&= 6.51\end{aligned}$$

$$\begin{aligned}SE_{M1} &= \frac{SD_x}{\sqrt{N1-1}} \\&= \frac{6.51}{\sqrt{37-1}} \\&= \frac{6.51}{\sqrt{36}} \\&= \frac{6.51}{6} \\&= 1.085\end{aligned}$$

SD variable Y

$$\begin{aligned}SD_y &= \sqrt{\frac{\sum y^2}{n}} \\&= \sqrt{\frac{749.136}{37}}\end{aligned}$$

$$= \sqrt{20.25}$$

$$= 4.5$$

$$SE_{M2} = \frac{SD_y}{\sqrt{N_1 - 1}}$$

$$= \frac{4.5}{\sqrt{37 - 1}}$$

$$= \frac{4.5}{\sqrt{36}}$$

$$= \frac{4.5}{6}$$

$$= 0.75$$

The conclusion above show the following facts :

$$SD_x = 6.51$$

$$SD_y = 4.5$$

$$N_1 = 36$$

$$M_x = 1.085$$

$$M_y = 0.75$$

Next the following formula was implemented to find out the error of the standard deviation between M_x and M_y

$$SE_{M1-M2} = \sqrt{(SEM1)^2 + (SEM2)^2}$$

$$\begin{aligned}
&= \sqrt{(1.085)^2 + (0.75)^2} \\
&= \sqrt{2.17 + 1.5} \\
&= \sqrt{3.67} \\
&= 1.92
\end{aligned}$$

The result above was applied to test the hypothesis

$$\begin{aligned}
t_o &= \frac{M_1 - M_2}{SEM_{1-M_2}} \\
&= \frac{15.73 - 8.78}{1.92} \\
&= \frac{6.95}{1.92} \\
&= 3.62
\end{aligned}$$

After the data above were calculated by using t- test formula, it was found that the result that t= observed was 3,62. Then after seeking in the table of distribution of t= observed as the basic of counting critical in certain of the degree of freedom (df) the calculation showed that df were :

$$\begin{aligned}
df &= N_1 + N_2 - 2 \\
&= 37 + 37 - 2 \\
&= 72 \text{ (in the line of 74, showed that } t_{\text{table}} \text{ was } 5\% = 1.99)
\end{aligned}$$

From the result above, it showed that final of $t_o = 3.62$ and the number of value of the $t_{\text{table}} = 1.99$. So, the researcher found that $t_{\text{observed}} > t_{\text{table}}$ or $3.62 > 1.99$.

So, it means that H_0 was rejected and H_a was accepted. There was a significant effect of applying quickwrite strategy on the students achievement in dictation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the data analysis above, the researcher was found that there was a significant effect of applying Quickwrite Strategy on students' score in dictation, found that the $t_{\text{observed}} > t_{\text{table}}$ or $3.62 > 1.99$. The result of students' score who were taught by applying quickwrite strategy was higher than those who were taught without quickwrite strategy and taught writing by applying quickwrite strategy become more effective, interactive and easier to the students.

B. Suggestions

Related to the conclusions above, some suggestions were put forward as the following :

1. The English teacher can use this technique to applying in learning process for the students at the same level when learning English in the class.
2. The teachers have to know how to stimulate students' curiosity and must be able to present the lesson so that it was more interested and relevant for the students. One of the technique that can be use is quickwrite strategy.
3. It is suggested to other researcher use this finding as sourcher of the research.

REFERENCES

- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta Rineka Cipta.
- Caswell, Roger and Brenda Mahler. 2004. *Strategy for Teaching Writing*. Virginia: The Association for Supervision and Curriculum.
- Collins, Barb & Marti, Lamar. 2009. English Teaching Article. Retrieved on September 21st 2015;14.20 from <http://15Quick-Write15-pdf>
- Guillaume, Andrea M. 2007. *50 Strategies for Active Teaching*. USA: Person Education, Inc.
- Hughes, 2003. *Testing for Language Teachers* (Ed. 2nd). Cambridge University Press.
- Kucer, Stephanie B and Cecilia Silva. 2013. *Teaching the Dimensions of Literacy*. New York Second Edition Published, Inc.
- Mediana, Conni. 2008: *Successful strategies for reading in the content areas*. U.S.A. Shell Education
- Nunan, D. 2003. *Practical English Language Teaching*. New York: Mc. Graw Hill.
- Richards, J. C & Rodgers, T. 2001. *Approach and Method in Language Teaching*, (2nd. Ed). Cambridge University Press.
- Sneider, Lindsey. 2010. English Teaching Article. Retrieved on September 21 2015 ; 14.20 from <http://15Quick-Write15-pdf>
- Seth, Meier. 2010. *Teaching Children to Write*. China: The Guildford Press.
- Sudjono, Anas. 2014. *Pengantar Statistik Pendidikan*. Depok. Raja Grafindo Persada
- Sugiyono, Dr. 2013. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Penerbit Alfabeta
- Wood, K. & Harmon, M. 2010. *Strategies for Integrating reading & Writing in Middle and High School Classroom*. Newark, DE. The International Reading Association.
- <http://www.google.com>

LESSON PLAN

(EXPERIMENTAL GROUP)

School	: SMP NEGERI 5 MEDAN
Subject	: English
Class	: Experimental Group
Year	: 2017/2018
Standar Competency	: To express meaning in written functional text and short simple essay in the form of report to interact with the surrounding environment.
Basic Competence	: Respond the meaning related to simple monolog procedure and report accurately, fluently and understandably based on the context in daily activity.
Indicators	: 1. Writing procedure text 2. Applying quickwrite strategy
Topic	: Writing
Aspect	: Procedure Text
Time	: 2 x 45 minutes
Learning Objective	: 1, Students know how to compose procedure text

2. Students know how to determine the generic structure of procedure text