

# CHAPTER I

## INTRODUCTION

### A. The Background of Study

English as an international language has become part of our curriculum. According to Kurikulum Tingkat Satuan Pendidikan (Depdiknas, 2006) one purpose of teaching English in Senior High School is to develop ability to communicate in that language, in the form of oral and written. That means students have to master speaking and writing.

Writing refers to one of the four language skills which is very important to learn. It becomes important because writing is one way to communicate. As it is known, writing is not easy. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing ideas, words, sentences, and paragraph at the same time.

In Indonesia, English has become the first foreign language which is taught from elementary level up to university. English is also intensively used in international communication, in written as well as in spoken communication. In addition, many books of science and technology, art, and other published issues are written in English. That means we have to master writing because all the information relating to knowledge already achieved can be expressed by writing.

In line with the importance of writing skills in communication, especially English, teachers should give special attention to students' writing achievement in learning process. That means every teacher should think of technique or strategy for students in order to master writing. Harmer (2007) said the goal of teaching

writing is for getting students to write, both in and outside class. Teaching writing has been a wide progress of the teacher and the student. The teacher is seen as a facilitator and an active participant in the learning community rather than an expert passing on knowledge. The teacher is also as a motivator to the students.

From writer's experience in Teaching Practice Program in a vocational school, it is found that the students' ability in writing is still low. There are many aspects that make students' ability in writing low. The students do not know how to start their writing, they could not generate their ideas, they do not have enough ideas to write, or probably they do not understand what they must do. Besides, the students think that they must think hard to produce writing.

Spack cited in Jacob (1986:282) states that in the teaching of second-language writing, there is an emerging emphasis on the notion that ideas develop as part of the writing process. According to this notion, writing lessons should not be confined to studying how to transfer already existing ideas from the head to the page; but also, students should become aware that while they are writing, new ideas can emerge, and old ones can grow, change, and sometimes be discarded. Invention is one term for this conception and development of ideas.

According to Jacobs (1986) one invention strategy is Quick Write, also known as Free Write, Loop Write, Speed Write, and Flash Write. There are differences in the ways some people use these five terms, but for the purposes of this article they are treated as equivalent. Quick Write has three main features: concentrating on content, not worrying about form, and writing without stopping.

While Quick Write can be used for a number of purposes, its primary purpose is to generate ideas.

On previous research which is conducted by Tetcher, said that teaching writing by using Quick Write Strategy is one of many strategies which can be used to motivate students. As she knows, using Quick Write Strategy in teaching writing is very useful in improving students' writing because it can be use to provide meaningful practice at stage of lesson.

Next, Afridona (2013) recommended to combine two strategies to make learn be interested. One of the strategies is Quick Write Strategy. She choose Quick Write because this strategy helps students in creating sentences and organizing paragraphs to produce a complete writing text. As a result, this strategy is effective in improving students' writing ability.

In addition, Aurora (2013) concluded that one of the best strategies that can be used by the teacher in teaching reading comprehension is Quick Write. Quick Write is an effective strategy to teach reading comprehension because it can solves students' problem in reading a text. Besides, this strategy is very simple to used.

Based on the discussion above, researcher decided conducted a research to find the effect of using Quick Write Strategy on students' achievement in writing descriptive text.

### **B. The Problem of Study**

As related to the background of the study, the problem of the study was formulated as follows:

“Is there any effect of Quick Write Strategy on students' achievement in writing descriptive text?”

### **C. The Objective of Study**

In line with the research problem formulated on the previous section, this study intended to find out whether or not the Quick Write Strategy significantly affect students' achievement in writing descriptive text.

### **D. The Scope of Study**

The study is focused on applying quick write strategy in teaching descriptive text. So the scope of the study is limited to find out the effect of applying Quick Write Strategy on students' writing achievement particularly writing descriptive text.

### **E. The Significance of Study**

The results of the research are expected to be useful for:

1. Teachers in their attempts to improve students' writing ability.
2. Students in their attempts to improve their writing skill.
3. The readers who are interested in doing related study.