

AN UNDERGRADUATE THESIS

**IMPROVING DESCRIPTIVE WRITING SKILL
THROUGH QUICK-WRITING METHOD
AMONG THE EIGHT GRADE STUDENTS
OF JUNIOR HIGH SCHOOL 5 METRO**

By :

KUKUH MULYADI

Student Number. 1292347



**Tarbiyah Faculty
English Education Department**

**STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1438 H/2017 M**

**IMPROVING DESCRIPTIVE WRITING SKILL
THROUGH QUICK-WRITING METHOD
AMONG THE EIGHT GRADE STUDENTS
OF JUNIOR HIGH SCHOOL 5 METRO**

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

By:
KUKUH MULYADI
STUDENT ID. 1292347

Tarbiyah Faculty
English Education Department

Sponsor : Dr. Mahrus As'ad, M.Ag
Co-Sponsor : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1438 H/2017 M



KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

APPROVAL PAGE

The Title : **IMPROVING DESCRIPTIVE WRITING SKILL
THROUGH QUICK-WRITING METHOD AMONG THE
EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL 5
METRO**

Name : **KUKUH MULYADI**
Student's Number : **1292347**
Study Program : **English Education Study Program (TBI)**
Department : **Tarbiyah**

To be examined in *Munagasyah* in Tarbiyah Department of the State Islamic College
(STAIN) Jurai Siwo Metro

APPROVED BY:

Metro, January 2017

Sponsor

Dr. Mahrus As'ad M.Ag
NIP.19611221 19960310 001

Co-Sponsor

Trisna Dinillah Harva, M.Pd
NIP. 19830511 2009 12 2 004

Dean Tarbiyah

Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 2 005



KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

NOTA DINAS

Number :
Appendix :
Latter : **In Order to Hold *Munaqosah***
Kukuh Mulyadi

Metro, January 2017

To: The Honorable,

Departemen State Islamic College
(STAIN) of Jurai Siwo Metro

Assalamau'alaikum Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name : **Kukuh Mulyadi**
Student Number : 1292347
Study Program : TBI
Department : Tarbiyah
Title : **IMPROVING DESCRIPTIVE WRITING
SKILL THROUGH QUICK-WRITING
METHOD AMONG THE EIGHT GRADE
STUDENTS OF JUNIOR HIGH SCHOOL 5
METRO**

It has been agreed so it can be continued to the Tarbiyah Departement in order to be examined on the *munaqosah*. Thank you very much.

Wassalamu'alaikum Wr. Wb.

Metro, January 2017

1st Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 19960310 001

2nd Sponsor

Trisna Dinillah Harya, M.Pd
NIP. 19830511 2009 12 2 004



KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

NOTA DINAS

Nomor : -
Lampiran : 1 (Satu) Berkas
Perihal : **Pengajuan Munasqosah**

Kepada Yth,
Ketua Jurusan Tarbiyah
STAIN Jurai Siwo Metro
Di-

Tempat

Assalamu'alaikum Wr. Wb

Setelah kami adakan pemeriksaan dan bimbingan seperlunya maka skripsi penelitian yang telah disusun oleh:

Nama : **Kukuh Mulyadi**
NPM : 1292347
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris
Judul : **IMPROVING DESCRIPTIVE WRITING SKILL
THROUGH QUICK-WRITING METHOD AMONG THE
SECOND YEAR STUDENTS OF JUNIOR HIGH SCHOOL
5 METRO**

Sudah kami setuju dan dapat diajukan untuk diseminarkan sebagai syarat untuk kelulusan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pembimbing I,

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 19960310 001

Metro, January 2017
Pembimbing II,

Trisna Dinillah Harya, M.Pd
NIP. 19830511 2009 12 2 004

RATIFICATION PAGE

No: In.28/R/S/001/2017

The undergraduate thesis entitled: IMPROVING DESCRIPTIVE WRITING SKILL THROUGH QUICK-WRITING METHOD AMONG THE EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL 5 METRO compiled by Kukuh Mulyadi, Student Number 1292347 English Education Department, had been examined in *Munaqosah* in Tarbiyah Faculty on Monday, February 6, 2017.

BOARD OF EXAMINERS:

Chairperson : Dr. Mahrus As'ad, M.Ag

Examiner I : Dr. Widhiya Ninsiana, M.Hum

Examiner II : Trisna Dinillah Harya, M.Pd

Secretary : Aisyah Sunarwan, M.Pd



(.....) *[Signature]*
(.....) *[Signature]*
(.....) *[Signature]*
(.....) *[Signature]*

Rector,



[Signature]
Prof. Dr. Hj. Enizar, M.Ag
NIP. 19600918 198703 2 003

ABSTRACT

IMPROVING DESCRIPTIVE WRITING SKILL THROUGH QUICK-WRITING METHOD AMONG THE EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL 5 METRO

By:

KUKUH MULYADI

This research intended to present that the descriptive writing skill can be improved through applying Quick Writing Method. The type of this research was Classroom Action Research (CAR) which involved 22 students in class VIII B and was conducted in two cycles. Cycle 1 consisted of three meetings and cycle 2 consisted of two meetings.

This research is Classroom Action Research (CAR). The data were taken from writing test to figure out the students' knowledge in writing descriptive text. Furthermore, the writer used the observation technique to get the data about student's comprehension in writing, students' activities while writing, and students' participation in the learning process. Their activities were noted by the collaborator. The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general. Moreover, the researcher took field note to understand the classroom situation deeply, classroom management, classroom interactions between teacher and students or students with students.

The results of the research showed that, from two cycles, the average scores of students' descriptive text are (a) 55.23 in pre-test, and (b) 67.50 in post-test 1 as well as (c) 77.27 in post-test 2. It appeared to be increased 22.04 point. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 8 active students (36%) and 14 inactive students (64%) in the first meeting, (b) 14 active students (64%) and 8 inactive students (36%) in the second meeting, and (c) 14 active students (64%) and 8 students (36%) in the third meeting. In cycle 2, the students' activities consisted of 14 active students (64%) and 8 inactive students (36%) in the first meeting as well as 20 active students (91%) and 2 inactive students (9%) in the second meeting. This result also drew conclusions that Quick Writing Method was able to improve the students' descriptive writing skill.

Keywords: Descriptive writing, Quick Writing Method, Writing Skill.

ABSTRAK

MENINGKATKAN KEMAMPUAN MENULIS DESCRIPTIF MELALUI *QUICK WRITING METHOD* PADA SISWA KELAS DELAPAN DARI SMP N 5 METRO

Oleh:

KUKUH MULYADI

Penelitian ini bertujuan untuk menunjukkan bahwa tingkat kemampuan menulis deskriptif dapat ditingkatkan melalui penggunaan *Quick Writing Method*. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang melibatkan 22 siswa kelas VIIB dan dilakukan dalam dua siklus. Siklus 1 terdiri dari tiga pertemuan dan siklus 2 terdiri dari dua pertemuan.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Data diambil dari tes menulis untuk mengetahui tingkat pemahaman siswa dalam menulis teks deskriptif. Penulis juga menggunakan teknik observasi untuk mendapatkan data mengenai data pemahaman menulis, aktivitas siswa selama menulis, serta partisipasi dalam proses belajar. Aktivitas-aktivitas mereka dicatat oleh seorang kolaborator. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan memperoleh informasi terkait dengan pembelajaran Bahasa Inggris pada umumnya. Selain itu, peneliti juga membuat *field note* untuk memahami secara detail kondisi kelas, pengaturan kelas, interaksi selama di kelas antara guru dengan siswa atau antara siswa dengan siswa.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata siswa dalam menulis deskriptif adalah (a) 55.23 di pre-tes, dan (b) 67.50 di post-tes 1, serta (c) 77.27 di post-tes 2. Ini artinya ada peningkatan sejumlah 22,04. Hal yang sama terjadi pada aktivitas siswa. Aktivitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 8 siswa aktif (36%) dan 14 siswa tak aktif (61%) di pertemuan pertama, (b) 14 siswa aktif (64%) dan 8 siswa tak aktif (36%) di pertemuan kedua, serta (c) 14 siswa aktif (64%) dan 8 siswa tak aktif (36%) di pertemuan ketiga. Pada siklus kedua, aktivitas siswa terdiri dari 14 siswa aktif (64%) dan 8 siswa tak aktif (36%) di pertemuan pertama serta 20 siswa aktif (91%) dan 2 siswa tak aktif (9%) di pertemuan kedua. Hasil ini menggambarkan bahwa *Quick Writing Method* dapat meningkatkan kemampuan siswa dalam menulis deskriptif.

Kata Kunci: Karangan Deskriptif, Metode Quick Writing, Keterampilan Menulis

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Kukuh Mulyadi
St. N : 1292347
Study Program : English Education Study Program (TBI)
Department : Tarbiyah

States that this undergraduate thesis is originally the result of the writer's research, unless the certain parts are the paraphrases which refer to the bibliography mentioned.

Metro, January , 2017

The writer



KUKUH MULYADI
St.ID. 1292347

ORISINALITAS PENELITIAN

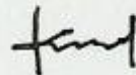
Yang bertanda tangan dibawah ini:

Nama : Kukuh Mulyadi
NPM : 1292347
Program Studi : Tadris Bahasa Inggris (TBI)
Jurusan : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari , 2017

Penulis



KUKUH MULYADI
NPM. 1292347

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

"Verily, with every difficulty there is relief."

(Q.S. Al-Insyirah: 6)

"You have to endure caterpillars if you want to see butterflies."

(Evan D. Saint)

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DEDICATION PAGE

I highly dedicated this undergraduate thesis to my gorgeous parents, Mr.Suenwi and Mrs. Muryati, to my truly understanding friends, and to those who love me and whom I love Mutia Retno Maharti.

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Praises be to Allah SWT, The Most Gracious, The Most Merciful, who has given His mercies and blessing to the writer so that she is able to accomplish this research proposal. *Shalawat* and salaam may always be upon the holy world leader, Prophet Muhammad SAW.

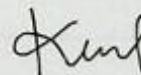
This undergraduate thesis is entitled "Improving Descriptive Writing Skill Through Quick-Writing Method at The Second Year Students of Junior High School 5 Metro." This undergraduate thesis was conducted through Classroom Action Research.

In this chance, the writer would like to express his sincere gratitude to those who have involved in the process of conducting this proposal. The biggest thank goes to his parents who keep supporting him in such intangible ways. His massive thank is also given to both supervisors; Dr. Mahrus As'ad, M.Ag and Trisna Dinillah Harya, M.Pd. All of them have a significant role in giving aid and guidance in the process of compiling this proposal.

Last but not least, may this writing be of some benefits for all the readers in general and for all the knowledge seekers in particular.

Metro, January , 2017

The Researcher,



KUKUH MULYADI

1292347

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language holds an important role in human being. It can be used to communicate, interact, and negotiate with others. Language is needed by all people in their life especially English language. It has become an international language that is almost used by all countries as the first, the second or the foreign language. Moreover, English has been declared as a formal language on International communication for a long time ago.

In Indonesia, English is the first foreign language. It means that English is a compulsory learning subject that must be taught for the students in the school from the elementary school up to university. Mastering English as a foreign language of course is not as simple as learning English as a national language. Teacher must master and understand what the strategy that is suitable to be used in English teaching and learning process. Learning English with suitable strategies can help the students to understand English material well.

Teaching Writing is a tool for expressing students' ideas. Writing is one of language skills which are important for students in learning English. It becomes very important because with writing the teacher can know all of about English skills of student including speaking, reading, and listening. Commonly the students write what they got from their environment even in school, home, or their neighborhood.

Writing becomes interesting activity when the teacher knows how about teaching it. One of important points the teacher can be an inspiration about their writing and becomes good supporter in writing learning process. Actually writing is a tool for students to express their ideas through the paper, book, and file until blog that is provided in internet facility. As a teacher we have to guide their writing based on the purpose of the teaching and learning process. Therefore, the students also have to pay attention on grammatical language including what kinds of tenses that should be used for their writing, how about the sentences are structured, and also how about the appropriate words that is used in their writing. In this research, just talk about descriptive text, the tense that commonly used is simple present tense or past tense, and its pattern is not difficult to remember by student. To make them easy in learning descriptive, the strategy that is used to help writing process is using Quick writing method, because the students usually write about something around them that is interesting for them.

The facility that is used is all things around them that are interesting to write. Because when the students put their writing according to all thing of their rounding, it will be the useful way for the students. They will be easy to get idea to write something because the sources are from their rounding.

Moreover, the strategy is very useful because it helps the students easy to make a descriptive text, so they will know about the lack and surplus of their writing. From the strategy the students are hoped, they can improve their writing more and more because the strategy in teaching is very important beside some theories.

There are many techniques, methods, strategies, and approaches that can be applied in teaching English especially Quick Writing Method. Quick writing method is considered effective in improving writing skill and performance of the students. However, English teachers have not yet introduced the method to the students.

Students of SMP N 5 Metro have learned the Descriptive text, but their ability in writing this text is poor. These problems are: (1) The students are difficulties to construct the descriptive text, (2) The students have low understanding in writing a descriptive text, (3) The students are unfamiliar with Quick Writing Method and the teacher does not yet use the appropriate strategy in teaching descriptive text writing ability. Furthermore, the data of pre survey on February 8, 2016 at the eighth graders of SMP N 5 Metro illustrates the levels of Descriptive text writing ability.

Table 1.1
Writing score of class VII B students

No	Name	Score
1	AQ	65
2	ARZ	70
3	AMPD	70
4	AA	65
5	BDP	75
6	BEM	75
7	CAK	70
8	CAP	65
9	DH	75
10	DAS	60
11	EF	70
12	EDH	85
13	F	30
14	IA	70

15	IK	40
16	KSCP	60
17	LAA	65
18	NAL	70
19	PP	75
20	PMV	70
21	RDS	70
22	RTP	70
23	RA	55
24	RAY	20
25	RI	50

The writer held the data of pre-survey on February 8, 2016 among the eighth grade students of SMP N 5 Metro to know the students' writing ability. The passing grade for English subject is 70. It can be seen from the table above, there are 28 students who had gotten the minimum score; there is only one student how had gotten the highest score that is 75; and one student had gotten the lowest score that is 60.

Based on the pre-survey result, the writer found among the eighth grade students of SMP N 5 Metro are categorized into poor category. The writing ability is still poor because there were 21 students get low score. Occasionally, the writer wants to develop the students' writing ability notably in description text.

Based on these conditions, the writer would like to conduct a research "Improving Descriptive Writing Skill through Quick-Writing Method among The Eight Grade Students of Junior High School 5 Metro".

B. Problem Identification

Referring to the background of the study above, the problems can be identified as follows:

1. The students find difficult to construct the descriptive text.
2. The students have low understanding in writing a descriptive text
3. The strategies which are used in teaching and learning process are not effective yet.

C. Problem Limitation

Based on the problem identifications above, the researcher limits this research to the problem that students find difficulties in constructing the descriptive text. Therefore, the researcher used quick-writing method in improving the students' descriptive text writing ability among the eight grade students of SMP N 5 Metro in academic year 2016/2017.

D. Problem Formulation

Based on the previous background, the writer formulates the research questions, namely: "Can the Quick Writing Method improve the students' descriptive writing skill among the eighth grade students of SMP N 5 Metro in academic year 2016/2017?"

E. Objective and Benefit of the Study

1. Objective of the Study

The objective of the study is to know that Quick Writing Method can improve the students' descriptive writing skill among the eighth grade students of SMP N 5 Metro in academic year 2016/2017.

2. Benefit of the Study

a. For the teacher

This research is expected to add the method for teacher in teaching-learning process especially in teaching writing skill. Besides, teacher can make the class more active to reach the aim of the study.

b. For the students

For the students, this research is expected to increase the result of the students' learning. In addition, it is hoped that the students would get easy strategy to write descriptive text by using Quick-writing method.

a. For researcher

This research is expected to give a reference that is suitable with the research and make this paper more correct and complete.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

This chapter contains some related theories on writing and Quick Writing Method. It includes the concept of writing, paragraph, writing strategy, and writing evaluation. At the same time, it embraces the concept of Quick Writing Method and the strategy of how to implement Quick Writing Method within the instructional context.

1. The Concept of Descriptive Writing Skill

This subtitle entails the basic definition of writing and types of writing proposed by the experts on the field.

a. The Definition of Descriptive Writing Skill

According to Jordan, writing is a method used by human to conduct intercommunication by means of conventional visible marks or symbols. It is also used to deliver or to communicate nonverbal message, idea, expression, feeling, or thought. Through a piece of writing, human being constructs their communication in various ways.¹ Meanwhile, Ahmed argued that writing is a reflective activity which takes time to think about a specific topic. It also deals with

¹ R.R Jordan, *Academic Writing Course*, (England: Longman,2003),p. 41

analyzing and classifying any background knowledge possessed by a writer.²

In addition, Brown explains that writing is a process of composing multiple drafts in order to make an effective product. It can be organized a thought, idea, and feeling. In composing process, the draft is crucially needed as a first step to develop ideas. Without drafting it is hard to begin that process. After developing the thought or ideas, the revision should be applied in order that it gained a good product. Written products are frequently produced from the result of thinking, drafting, and revising procedures.³

Furthermore, Davies stated that writing is probably the linguistic skill that is least used by most people in their native language. Everyone has some ways to interpret their knowledge including by linguistics. Through writing, people make use of their linguistics skill in presenting what they think. In other words, by writing people are able to sharpen their competencies in linguistics continually.⁴

According to Marianne, writing is the process to gain a product. The product of writing is the written word that results in a text but the text must be readable and comprehended in order to make

²Abdel Hamid Ahmed, "Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives", *Literacy Information and Computer Education Journal (LICEJ)*, (Egypt: Infonomics Society), Vol. 1/Issue 4, December 2010, p. 211.

³H.Douglas Brown, *Teaching by Principle*, (London: Longman, 1998), p.335

⁴Paul Davies and Eric Pearse, *Success in English Teaching*, (New York: Oxford University Press, 2002), p. 96

communication take place. Similarly, writing is one of the communication tools in various aspects that helps the people in realizing their communication.⁵

Based on the quotations above, it can be inferred that writing is one of nonverbal communication that requires the linguistics skill. It is used by the people to share their thoughts, feelings, and ideas with others. It needs a composing process in order to produce a good product. The products of writing take a form in written result that it should be comprehended so that a good communication takes place.

The writers' description should show to their readers about what the writers mean, not just tell them. Also, sensory details can bring the writers' description to life.⁶ Accordingly, the main point in this text type is the main impression that the writers want to create for their readers. If the writers do not have a main impression about their topic, it usually helps to think about how it smells sounds, looks, tastes, or feels.

George and Julia propose that description is presenting a verbal portrait of a person, place, or thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing

⁵ Marianne Celce-Murcia, *Discourse and Context in Language Teaching*, (United States of America: Cambridge University Press, 2000), p. 142

⁶ Susan Anker, *Real Writing: Paragraphs and Essays for College, Work, and everyday life*, (New York: Bedford/St. Martin's, 2010), p. 159

a picture of "what it looks like".⁷ Moreover, it usually describes merely in one object.

b. The Characteristics of Descriptive Writing

Furthermore, there are two types of description, namely objective description and subjective description.⁸ Objective description tells what the writer actually sees and relies on factual detail without much embellishment. In contrast, subjective description shows how the writer feels and creates an identifiable emotion or impression easily.

Moreover, for making a good descriptive text easier, the writers should know about the generic structure of it. There are two generic structures of descriptive text that are commonly used by some writers⁹:

- 1) Identification (introduction about the subject): it contains introduction about the people, the thing, the animal, or the place generally.
- 2) Description (describing): it contains about the characteristic of the subject (people, thing, animal, or place) like physical, quality, behavior, or other special characteristics that are significantly shown.

⁷ George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing International, 1980), p.379.

⁸ *Ibid*, p. 160

⁹ Alexander Mongot Jaya, et.al, *English Revolution Fourth Edition*, (Kediri: Mawas Press, 2008), p. 14

Every type of writing has some characteristics for distinguished among them. It is usually called as a grammatical feature. Furthermore, according to Alexander, there are some characteristics of descriptive text:

- 1) Having specific or clear word thing like *my dog, my car, my new house*, etc. furthermore, all of the things have some unique characteristics. For example: *My dog doesn't like bones*.
- 2) Using simple present tense. For example: *I live* in a simple house; the house *is* very beautiful; it *has* a wonderful park.
- 3) Using noun phrase for imaging the things specifically. For example: *I have a white skinned girl-friend*.
- 4) Using some adjective for describing, numbering, or classifying the things. For example: *two strong legs*.
- 5) Using action verb. For example: my cat *eats* mouse.¹⁰

Moreover, Susan Anker adds that there are four basic of good writing when the writers make a descriptive text¹¹:

- 1) It creates a main impression an overall effect, feeling, or image about the topic.
- 2) It uses specific examples to support the main impression.
- 3) It supports those examples with details that appeal to the five senses: sight, hearing, smell, taste, and touch.

¹⁰*Ibid.*, p. 14

¹¹Susan Anker, *Real Writing*, p. 155

- 4) It brings a person, place, or physical object to life for the reader.

Therefore, the writers should comprehend the characteristics of descriptive text when they are describing or imaging some things, people, places, or animal in order to their written text will be an excellent text. The following is an example of descriptive paragraph:

New York – The Big Apple

The sights of New York City stimulate the sense; rural Missouri soothes them. From the Empire State Building to the subway system, the sights and sounds of New York City invigorate the spirit. The vision of Lady Liberty standing proudly in the East River with Ellis Island, now silent companion, evokes pride in its visitors. The rich hills and valleys of rural Missouri are lovely, yet they pale in comparison to the stark beauty of New York skyscrapers. A traveler would have to visit more than once to be able to take in all the diverse sights New York City has to offer.¹²

c. The Kinds of Descriptive Writing

Descriptive text aims to translate some experiences of a person, place, or thing into words, often by appealing to the physical senses: sight, hearing, smell, taste, and touch.¹³ Moreover, Gayle says that it is like a painter using color on a canvas, the writer uses word as a color to create pictures in the reader's mind as a canvas.¹⁴ Thus, it is clear that the purpose of descriptive text is for describing a person, place, or thing in order to create images in the reader's mind by using some specific details. Here are the functions of descriptive text specifically:

¹²Gayle Feng-Checket and Lawrence Checket, *The Write Start Sentence to Paragraph Fourth Edition*, (USA: Wadsworth Cengage Learning, 2010), p. 166.

¹³*Ibid.*

¹⁴ Gayle Feng-Checket and Lawrence Checket, *The Write Start.*, p. 159

1) Describing place

When describing some places, the writers try to make the readers understand about the image of the place and they can easily find where the location is placed. Furthermore, when the writers make this text type, they often use some prepositions to tell how a spaces organized.¹⁵ Some common and useful preposition are like *in front of/behind, on top of/on the bottom of, next to, above/below, underneath, to the right of/to the left of, in the middle of, around, between, etc.* For example:

Way Kambas is one of the tourism in Lampung especially in East Lampung. In Way Kambas live so many elephants last holiday. I and my family spent our holiday there. I am very happy to come in Way Kambas.

2) Describing people

Usually, when describing people, the writers describe a particular person through his/her physical and psychological condition. Besides, it can be focused on what the people use, how they walk, how they speak, how their hair color type, how their body, how their face, etc. Moreover, in this text type the writers tell the people look like, the character, and personality. For example:

My favorite idol is Harry Edward Styles. Harry Styles is a singer. He is one of the members of One Direction, a boy-band from United Kingdom.

¹⁵ Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*, (Universidad De Sevilla: MacMillan, 2005), p. 26.

Harry is so gorgeous. He is also tall. He is thin. He has dark afro hair. Then, his skin is tan. His voice is really easy-listening. And in that photo, he wears grey sweater. His smile is very sweet and can melt girls' heart. He is a famous singer. He is very kind, generous, and friendly so he has many fans from all over the world.

When description is mentioned, the writers think mainly about adjectives and perhaps adverbs. Here are some common adjectives for describing people.¹⁶

- a) Personality: *happy, satisfied, relaxed, exciting, nervous, angry, serious, sad, depressed, outgoing, etc.*
- b) Physical characteristics: *big, large, tall, small, tiny, short, thin, heavy, strong, weak, (haired) brown-, black-, blond-, red-, (skinned) light-, dark-.*

3) Describing animal

Commonly, in this text type, the writers describe the physical characteristics of the animal. It is like describing the people, the writers also tell about animal's behavior. Accordingly, the writers should use some adjectives for making a dominant impression in order to be easily understood and not is vague about the animal. For example:

I have a cat. Its name is kitty. It has white fur and brown polka dots all around its body. Its fur is thick, long, and soft. Kitty also has long tail colored brown. Kitty loves eating much food, such as rice, fish. It makes its body fatter and fatter. It seems a bit like Garfield now. However, it still can actively move. Kitty likes playing and running around the house. It sometimes hides under my bed. I like playing with it.

¹⁶*Ibid.*, p. 27

4) Describing thing

In describing thing, the writers illustrate the thing physically and it's features specifically. Besides, the writers can explain about the materials that are used for making some things and the functions of thing. For example:

I love reading book my favorite book is Harry Potter series. I have read all of. I like these books because they are so imaginative the story is so amazing. When read the books, sometimes I imagine myself is studying at hog ward and learn magic. My favorite character of the book is Hermione she is cute and smart. I want to be like her.

It can be concluded that, every types of writing texts have special functions and aims in order to make the differences among them. For example, descriptive text has a function that is describing some people, animals, things, or places. Therefore, by this function both the writers and readers will easily comprehend the text.

Generally, to compose any kinds of writing, there are some abilities which are required to be had by the writer such as spelling, grammar, vocabulary, handwriting, and punctuation.¹⁷ However, in writing descriptive text, the abilities required, according to Alexander, are as follow:

¹⁷ PDST (Profesional Devlopment service For Teachers), Writing genre-A: structured Approach,2013, <http://www.pdst.ie/sites/default/files/Writing%20Booklet%20to%20circulate.pdf>, 21 January 2016, p. 2.

- a. Students have to specify the word thing and the characteristics, for example: *My dog doesn't like bones.*
- b. Students have to comprehend simple present tense. For example: I *live* in a simple house; the house *is* very beautiful; it *has* a wonderful park.
- c. Students have to understand the use of noun phrase for imaging the things specifically. For example: I have a *white skinned girl-friend*.
- d. Students have to understand the use of some adjectives for describing, numbering, or classifying the things. For example: *two strong legs*.
- e. Students have to understand the use of action verb. For example: my cat *eats* mouse.¹⁸

In order to compose a good descriptive writing, students must have deep mastery on the five abilities mentioned above. It is as a cause that in descriptive writing, those five characteristics have to be fulfilled by the students.

2. Quick-Writing Method

a. The Definition of Quick-Writing Method

Temple et.al explain that quick-writing is just what the name suggests, a strategy in which students simply begin to write and let their thoughts flow freely without focusing on mechanics or revision. In quick-writing, students focus on content, and later, if they choose,

¹⁸Alexander, *English Revolution*, p. 14

- a. Students have to specify the word thing and the characteristics, for example: *My dog doesn't like bones.*
- b. Students have to comprehend simple present tense. For example: I *live* in a simple house; the house *is* very beautiful; it *has* a wonderful park.
- c. Students have to understand the use of noun phrase for imaging the things specifically. For example: I have a *white skinned girl-friend*.
- d. Students have to understand the use of some adjectives for describing, numbering, or classifying the things. For example: *two strong legs*.
- e. Students have to understand the use of action verb. For example: my cat *eats* mouse.¹⁸

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¹⁸Alexander, *English Revolution*, p. 14

they can revise and polish their composition using the writing process.¹⁹

Quick-Writing Method is talking about how to write freely. It is similar to free writing; means that let 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. Furthermore, Dickson has described that quick-writing is an opportunity for students to write freely for a brief period in each class, usually 10 minutes or thereabouts. The nature of quick-writing is having three important aspects "concentrating on content, not worrying about form, and writing without stopping."²⁰

Quick-writing is an opportunity for students to write freely for a brief period in each class, usually 10 minutes or thereabouts. This offers students a rewarding experience of writing because it can avoid the inhibition which is normally influence writing, inhibition they have developed since first grade of elementary school, i.e. write had to be clear, correct and neat. To be successful through quick-writing, free for the students, still requires the teacher to be organized, disciplined and methodical. The method of this strategy is at beginning of each class, allocate about 15-20 minutes for the whole free writing exercise.

¹⁹ Temple, Charles A, et al, *The Beginning of Writing, Second Edition*, (United States of America: Allyn and Bacon, Inc., 1982), p. 36.

²⁰ Dickson Kenneth j. 2008. *Free Writing, Prompts and Feedback*. <http://iteslj.org/techniques/Dickson-freewriting.html>, May 17th, 2016.

In writing form, especially the quick-writing strategy is not carrying out about organization, vocabulary, language use, and mechanic. Moreover, according to Jacobs (2008) that quick-writing has three features: concentrating on content, not worrying about form, and writing without stopping in this case, only one component of writing, namely content.²¹

b. The Procedures of Quick-Writing Method

Elbow, in Temple, et.al has developed into two types of quick-writing. The followings are the types of Quick-Writing method along with the procedures:²²

1) Unfocused Quick-Writing

In unfocused quick-writing, students let their thoughts ramble from topic to topic. Quick-writing can end after the first quick-write and then students write again for a period of 5 to 10 minutes or students can write the second time. This time, students try to write on a single topic, probing as many of the topic as possible. In this case, the students mentioned variety of topics and then selected one topic.

For example, in the first quick-write, the students are given some topics, such as describing person, describing animal, or describing place. After they write about 5 or 10 minutes, they can choose one topic to describe.

²¹ Jacobs, G. 2008. *Quick Writing: A Technique for Invention in Writing*, article. <http://scholar.google.com/scholar?q=May, 17th, 2016>.

²² Temple, *The Beginning*, p. 36.

2) Focused Quick-Writing

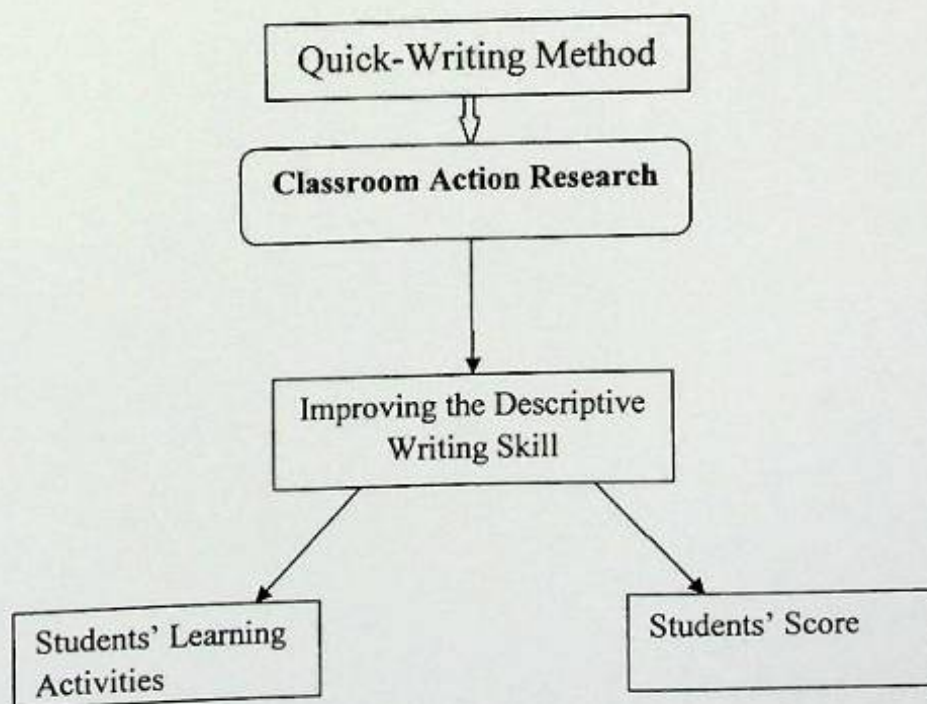
More focused quick-write develops and expands one of the ideas mentioned in the first attempt. If students are going to continue, they reread what they have written and choose one idea to develop in the second try. Students should circle a word, phrase, or sentence to specify the topic.

For example, the students are given several topics to write. Firstly, they write all the topics. For the second time, they choose only one topic. They have to deepen the topic they choose from rereading their writing.

It seems that students will be more interested and stimulated to write about something which is related to students' lives. Writing about students' experience will be very interesting, however, the quick-writing experience is valuable because students are developing within fluency, learning a strategy to use when they do not know how to start a writing assignment, and learning that they usually do have something to say on almost any topic. Moreover, the students will be more interested in writing when they are given certain topics. Through quick-writing they will be able to express their ideas, vocabulary and sentences easily to write. Quick-writing can help students overcome the sense of block. It gives them writing power.

3. The Use of Quick-Writing Method to Improve the Descriptive Writing Skill

The conceptual framework shows the process of the research to improve the students' descriptive writing skill by using Quick-Writing method that students will be more interested in writing when they are given certain topics. Through quick-writing they will be able to express their ideas, vocabularies, and sentences easily to write. Quick-writing can help students overcome the sense of block. It gives them writing power. In applying that method, firstly the teacher makes planning, action, and observation and prepares teaching material. In the action, the teacher will apply steps of Quick-Writing method to improve the students' learning activities and the students' score in descriptive writing skill.



B. Action Hypothesis

Based on the above theoretical framework, the writer formulates the action hypothesis that the use of Quick Writing Method can improve the student's descriptive writing skill among the eighth graders of SMP N 5 Metro in academic year 2016/2017.

CHAPTER III

RESEARCH METHOD

A. Operational Definition of Variables

The variables of the research consisted of quick-writing method as the independent variable and the dependent variable that consisted of the students' scores in descriptive writing skill.

B. Research Setting

The researcher followed the principal working of Classroom Action Research (CAR) that contains four steps; they are planning, action, observation and reflection. This research was held around two cycles namely the first and the second cycle. Each cycle is the series of activities which have close relation. The realization of the second cycle is continued and repaired from the first cycle.

This research was conducted in SMP N 5 Metro which is located in Budi Utomo Street, Rejomuyo, Metro Selatan, Metro City 34123.

C. Research Subjects

The subject in this research is the 31 students of class VIII B in the academic year of 2016-2017.

D. Research Procedures

In this classroom action research (CAR), the observer used CAR principle to collect the data. The research was divided into two cycles of which each cycle consisted four phases, namely; planning, action, observation, and reflection.

Cycle I

The first cycle in this classroom action research consisted of planning, action, observation and reflection as follows:

1. Planning

- a. Researcher analyzed syllabus to know basic competency to be conveyed to student by using quick-writing method.
- b. Researcher made lesson plan of using quick-writing method, and also made instrument evaluation that is used in classroom action research cycles ending.
- c. Researcher arranged instruction evaluation instrument
- d. Researcher prepared observation forms to observe the students' activities in learning process.

2. Action

This activity is the scenario of learning process; it is based on the quick-writing method in learning English especially in writing comprehension through quick-writing method. After giving pre-action, the student was given English materials by using Quick-Writing method for five times of meeting. Each meeting spent 90 minutes. The activity was expected to be:

- a. The teacher explained about Quick-Writing method used in learning process.
- b. The teacher made a paragraph for students, includes the following steps:

- 1) Students chose topic
- 2) Students wrote for 5 to 10 minutes without pausing to think, rereading and writing, and making correction for any other reasons.
- 3) Students wrote "I don't know what to write about" or similar phrase over and until a new idea come.
- 4) Students shared writing with classmates or a small group of classmates.
- 5) Optional: at the end of the writing time, reread the writing and circle a specific and promising idea that can be expanded in another quick-writing session.
- 6) Optional: write again for another 5 to 10 minutes on the circle idea without pausing for any reason.

3. Observation

- a. Researcher identified and made note all the problems needed when teaching and learning process based on observation paper that has been arranged.
- b. Researcher conducted evaluation by using the result of the study to know how far they have improvement.
- c. Researcher gave the students a chance for giving suggestion in action research.

4. Reflection

The results of the data that have been done continued in the analysis until reflection after research. The reflection was discussed with a

guidance lecturer while researcher made research planning for the next cycle. The research plan is planned for the next cycle.

Cycle II

Cycle II was conducted in two meetings including one time for test in cycle II. The main activities are:

1. Planning

- a. Researcher continued the activities that have done in the first cycle.
- b. Researcher improved the weakness in the first cycle.
- c. Researcher made planning again in the scenario earning process from the result of cycle I reflection.
- d. Action research is repaired.

2. Action

- a. The teacher explained about Quick-Writing method used in learning process.
- b. The teacher made a paragraph for students, includes the following steps:
 - 1) Students chose topic
 - 2) Students wrote for 5 to 10 minutes without pausing to think, rereading and writing, and making correction for any other reason.
 - 3) Students wrote "I don't know what to write about" or similar phrase over and until a new idea come.
 - 4) Students shared writing with classmates or a small group of classmates.

- 5) Optional: at the end of the writing time, reread the writing and circle a specific and promising idea that can be expanded in another quick-writing session.
- 6) Optional: write again for another 5 to 10 minutes on the circle idea without pausing for any reason.

3. Observation

In the reality, the observation done at the cycle II is almost the same with the observation at the cycle I.

4. Reflection

According to the achieved result of the observation that has been collected and analyzed. From the result of the research, the researcher can make conclusion that quick writing method can improve the students' writing skill.

E. Data Collection

In collecting the data, the researcher will use the following technique:

1. Test

The writer used writing text test of some texts to measure students' prior knowledge in writing descriptive text. Furthermore, the writer used tests to collect the data that consist of pre-test and post-test as data collection method to measure of the students' writing descriptive text performance.

a. Pre-test

The writer will give the pre- test to the students. This step will be done before give presenting the special treatment to find out the capability and to know how far the students' descriptive text writing ability.

b. Post-test

The post-test will be employed in the last meeting after doing treatments to find out whether the treatments give any contribution to the students' achievement in the class or not.

2. Observation

The writer uses the method to get the data about student's activities such as students' comprehension in question answer, students' writing activity, and students' good participation. The lecturer and students' activities will be observed and noted by the observer.

3. Documentation

The writer will use the documentation method to support and obtain the detail information about the history of SMP N 5 Metro, the number of teacher, official employer, and structure of organization. Also, this method is used to collect the valid data of the students' reading comprehension ability in pre-test and post-test.

4. Field Note

In this research, the writer will use field notes to focus on a particular issue or teaching behavior over a period of time. Moreover, The researcher

will take field note related to the classroom situation, classroom management, classroom interactions between teacher and students or students with students, etc.

F. Data Analysis

The data collected will be analyzed by using the criteria scoring as follows:

Table 3.1
Writing classification

Classification	Score	Criteria
Excellent	90 – 100	Mastery of grammar taught on course only 1-2 minor mistakes
Very good	88 – 89	A few minor mistakes only (preposition, articles, etc.)
Good	70 – 79	Only 1 or 2 major mistakes but a few minor ones
Fairly good	60 – 69	Major mistakes lead to difficulty in understanding. Lack of mastery of sentences construction
Fairly	50 – 59	Numerous serious mistakes. No mastery of sentences of construction almost unintelligible

Table 3.2
Content classification

Classification	Score	Criteria
Excellent	90 – 100	Shows a clear understanding of writing, topic and main idea
Very good	80 – 89	Shows a good understanding of writing, topic, and main idea development
Good	70 – 79	Shows some a good understanding of writing, topic and main idea, less development
Fairly good	60 – 69	Shows a little evidence of discourse understanding
Fairly	50 – 59	No evidence of concept of writing

Table 3.3
Scenario Rank

Range of scores	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly good
56-65	Fair

36-55	Poor
0-35	Very poor

To find out the mean score, the following formula is applied:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$: The mean score

$\sum x$: the sum of all scores

N: the number of students

To calculate the percentage of the students' score, the formula which is used is as follows:

$$P = \frac{f}{N} \times 100$$

Notation: P : Rate Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students

G. Indicator of Success

The indicator of success is taken from minimum passing grade (KKM) in SMP N 5 Metro for English subject namely 70.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Setting

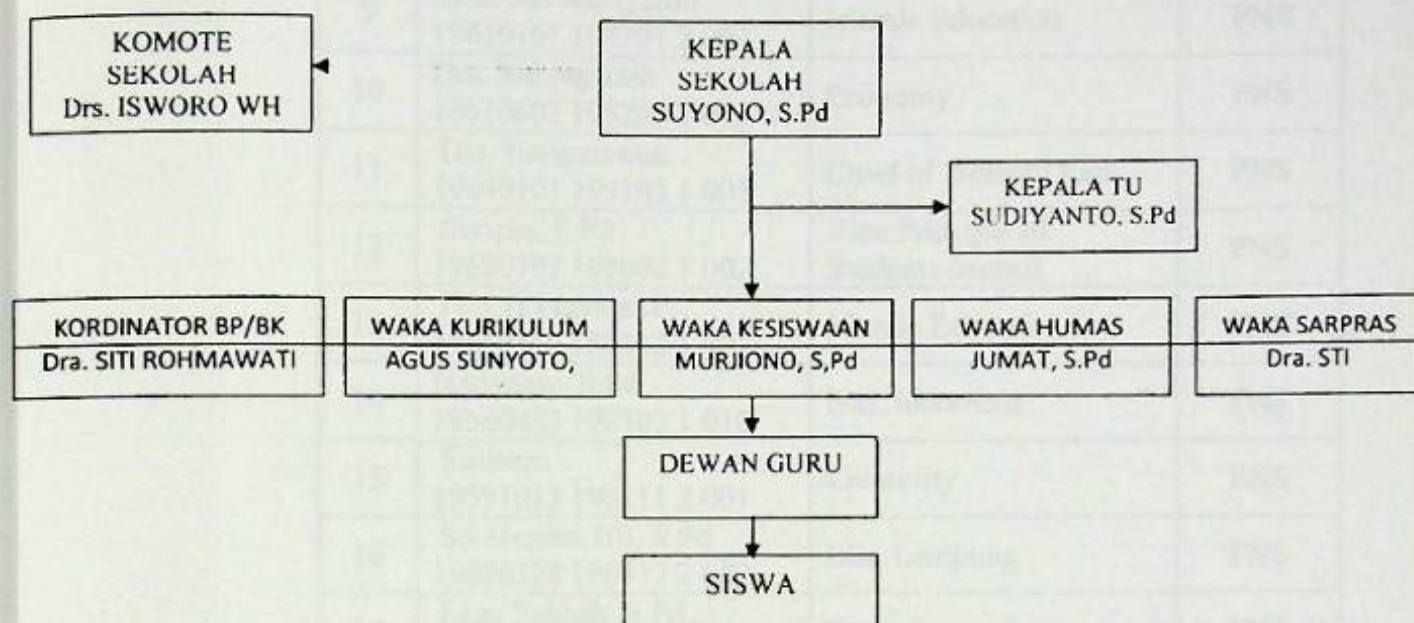
a. The History of Junior High School 5 Metro

Junior High School 5 Metro is the state Junior High School that is located in Budi Utomo street, Rejomulyo, Metro Selatan. It was built in 1986 covering 16000 m² which was the donation result from the community of Rejomulyo. At the beginning of accepting new students, Junior High School 5 Metro accepted 120 students. At first establishment, Junior High School 5 Metro was led by Mrs. Samsimar in academic year 1986-1999. The name of the principles of Junior High School 5 Metro is shown in the following table.

Table 4.1
Names of Principles of Junior High School

Name of Principle	Year
Samsimar	1986-1999
Hermansyah	1999-2000
Sri Rahayu, S.Pd	2000-2004
Drs. Suwilan	2004-2006
Suwarno	2006-2009
Ponira, S.Pd	2009-2012
Suyono, S.Pd	2012-present

Figure 4.1
The organization structure of Junior High School 5 Metro



d. The Condition of Teachers and Staff of Junior High School 5 Metro

There are 66 teachers and staff of Junior High School Metro that can be shown in the following table.

Table 4.2
List of Names of Teachers and Staff

NO	NAME	OCCUPATION	STATUS
1	Suyono, S.Pd 19630717 198403 1 008	Principle	PNS
2	Drs. Pardi 19610517 199702 1 005	Vice Principle of Curriculum	PNS
3	Jumat, S.Pd 19640703 198803 1 005	Vice Principle of Community Relationship	PNS
4	Dra. Siti Rohmawati 19601125 198403 2 004	Counseling Board	PNS
5	Dra. Endang Rini R. 19570520 198403 2 002	Vice Principle of facilities	PNS
6	Dra. Tri Heni W 19640104 199903 2 001	Counseling Board	PNS
7	Margo Widagdo, S.Pd	Bhs. Indonesia	PNS

	19550926 198003 1 003		
8	Tugino, S.Pd 19580712 198703 1 001	Mathematic	PNS
9	Dra. Siti Maisyaroh 19610101 198701 2 002	Islamic Education	PNS
10	Dra. Siti Ngaisah 19610602 198203 2 008	Economy	PNS
11	Drs. Hargunawan 19640101 199103 1 005	Chief of Science Lab	PNS
12	Suripto, S.Pd 19620707 198602 1 002	Vice Principle of Students council	PNS
13	Drs. H.Prayitna P. 19660506 199512 1 003	Islamic Education	PNS
14	Hariyanto, S.Pd 19560403 198303 1 010	Bhs. Indonesia	PNS
15	Sutinem 19591013 198111 2 001	Creativity	PNS
16	Sri Herlina HS, S.Pd 19620328 198412 2 002	Bhs. Lampung	PNS
17	Imas Sabnah, S.Pd 19590613 198103 2 006	English	PNS
18	Suparmi, S.Pd 19630810 198502 2 002	PPKn	PNS
19	L. Supartini, S.Pd 19610630 198403 2 001	Music	PNS
20	Sugiarti, S.Pd 19640507 198601 2 003	Mathematic	PNS
21	Dra. Tri Maretyawati 19680301 199412 2 001	History	PNS
22	Sarinah, S.Pd 19640307 198703 2 005	Bhs Indonesia	PNS
23	Daryatun, S.Pd 19630502 198412 2 001	Bhs Indonesia	PNS
24	Muryati, S.Pd 19641116 198502 2 001	Mathematic	PNS
25	Aida Aini, S.Pd 19630714 198412 2 002	Mathematic	PNS
26	Ari Estiarsih, S.Pd 19690329 199103 2 004	Physics	PNS
27	Asih Kusminah, S.Pd 19651221 198803 2 007	English	PNS
28	Yulida Sari 19630705 198602 2 004	Local Language	PNS
29	Wasti, S.Pd 19620528 198701 2 002	History	PNS

30	Dra. Tri Wihar Susilowati 19680311 199302 2 001	English	PNS
31	Sri Supadmi, S.Pd 19620409 199002 2 002	Bhs Indonesia	PNS
32	Sri Hawati, S.Pd 19610819 199011 2 001	Sport	PNS
33	Nanang Priyatna 19670302 199002 1 001	Painting	PNS
34	Syahril 19591102 199002 1 001	Biology	PNS
35	Murjio, S.Pd 19620527 199002 1 001	Geography	PNS
36	Margini 19601115 198111 1 002	Librarian	PNS
37	Dra. Suratmi 19680909 199012 2 001	Bhs Indonesia	PNS
38	Eni Retno S, ST 19710121 200604 2 015	Physics	PNS
39	Untung Basuki, S.Pd 19680222 200801 1 007	Economy	PNS
40	Susanti, S.Pd 19710612 200604 2 009	Economy	PNS
41	Ridwan Yusuf, ST 19790704 200804 1 002	IT	PNS
42	Cindya Vitarani, S.Pd 19840222 200804 2 002	Counseling Board	PNS
43	Amalia Sari, S.Pd 19681201 199903 2 003	Geography	PNS
44	Robertus Viky D, S.Kom 19830812 201001 1 015	IT	PNS
45	Agus Sunyoto, S.Pd 19720809 200003 1 008	Mathematic	PNS
46	Budi Raharjo, S.Pd 19730703 200604 1 002	Art	PNS
47	Hj. Asmonah 19601027 198112 2 002	Counseling Board	PNS
48	Zaenal Arodin	IT	Honorar
49	Gideon	Gardening	Honorar
50	Desy Octaviani, S.Pd	Librarian	Honorar
51	Refly Dwiyanah, S.Kom	Librarian	Honorar
52	Ernawati, ST	Librarian	Honorar
53	Ingka Rikiana, S.Pd	Librarian	Honorar

54	Mayang Puspa Sari S.SI	Science Laboran	PNS
55	Herlinawati, SE	Chief of Library	Honorar
56	Inka Rikiana S.Pd	Librarian	Honorar
57	Sri mundarini S.E	Chief of Administration	PNS
58	Sukadji	Administration Runner	PNS
59	Andarno Tamtomo	Administration Runner	PNS
60	Pardi	Administration Runner	PNS
61	Sugiyono	Administration Runner	PNS
62	Purwanti	Administration	Honorar
63	Safrudin	Administration	Honorar
64	Lely Ermayanti	Administration	Honorar
65	Taslim	Security	Honorar
66	Burham	Cleaning Service	Honorar

e. The Condition of Students of Junior High School 5 Metro

The following table shows the condition of students in Junior High School 5 Metro from 2009.

Table 4.3
Total of Students of Junior High School 5 Metro

Academic Year	Class VII		Class VIII		Class IX		Total (Class VII + VIII + IX)	
	Total student	Group	Total student	Group	Total student	Group	Total student	Group
2009/2010	223	7	223	7	195	6	641	20
2010/2011	206	7	207	7	208	7	621	21
2011/2012	224	7	203	7	197	7	624	21
2012/2013	227	7	217	7	189	7	633	21
2013/2014	238	7	217	7	213	7	668	21
2014/2015	240	7	223	7	220	7	683	21
2015/2016	244	7	229	7	225	7	698	21

f. The Facilities and Infrastructure of Junior High School 5 Metro

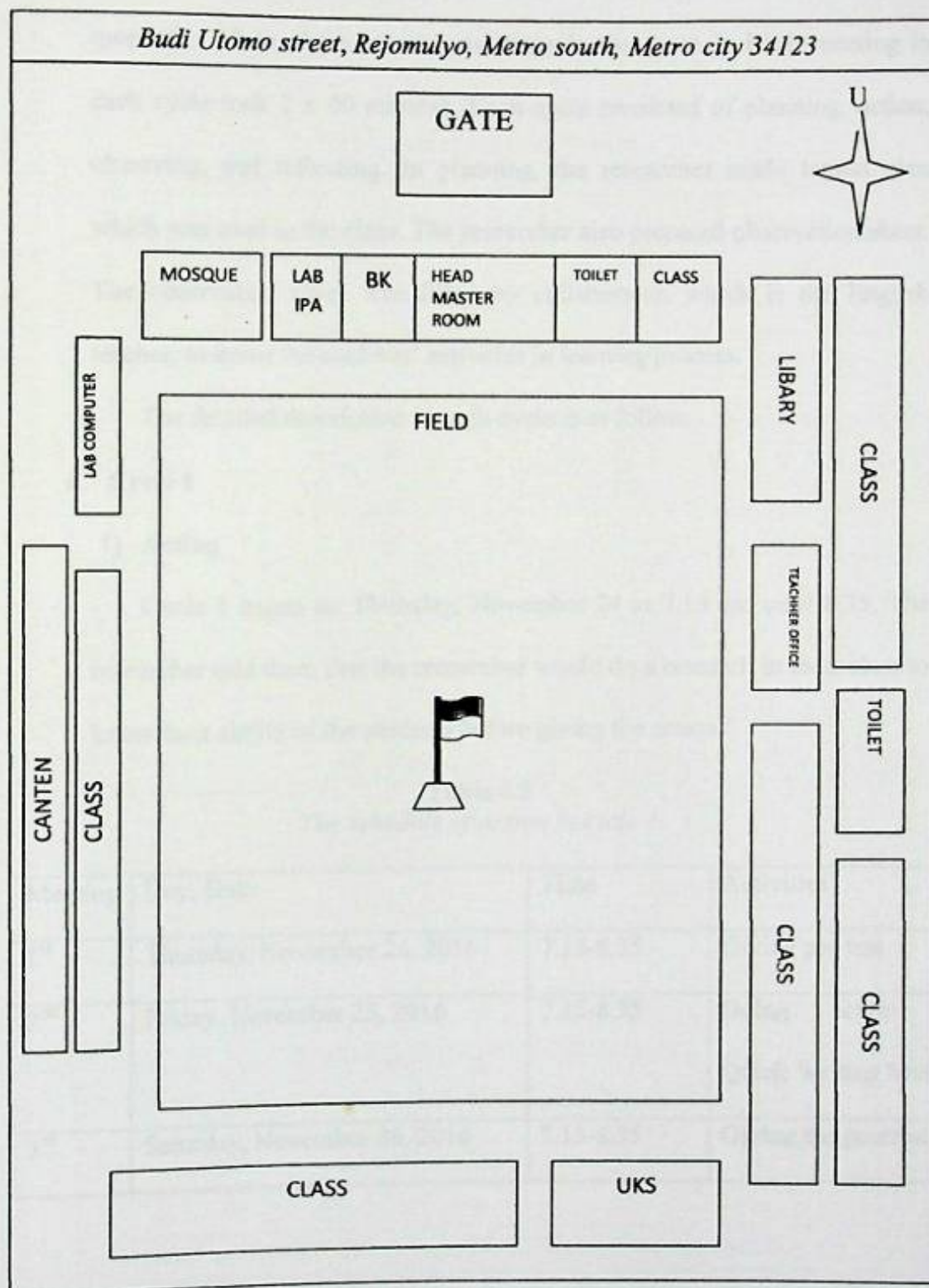
In order to support teachers and students, there are some facilities in Junior High School 5 Metro which is detailed in the following table:

Table 4.4
Facilities and Infrastructure in Junior High School 5 Metro

No	Nama Ruangan	Jumlah	Fasilitas
1	Principle room	1	Table, chair, TV, Laptop, fan
2	Administration room	1	Table, chair, cupboard, computer
3	Vice Principles' room	1	Table, chair, cupboard, computer, UPS
4	Teacher room	1	Table, chair, cupboard, fan
5	Science laboratory	2	Torso, microscope, practicum equipment
6	Computer Laboratory	1	Table, chair, computer, cupboard
7	Library	1	Table, chair, cupboard, books
8	Classroom	21	Table, chair, cupboard, whiteboard
9	Toilet	6	Bucket, brush, scoop
10	Mosque	1	Rug, prayer rug, <i>mukenah</i> , Al-Quran
11	Garden	1	Flowers, pond
12	Cooperation room	1	Table, chair, writing stuff
13	Health Unit	1	Cupboard, medicine box
14	Kitchen	1	Stove, eating utensils
15	Parking lot	1	
16	Counseling room	1	Table, chair, cupboard
17	Cafeteria	3	
18	Basketball yard	1	Basketball ring
19	Hall	1	Flagpole

g. Location Sketch of Junior High School 5 Metro

Figure 4.2
Location Sketch of Junior High School 5 Metro.



2. Description of Research Result

This research was conducted in 2 cycles. In cycle 1, there were three meetings. While, there are two meetings in the cycle 2. Each meeting in each cycle took 2 x 40 minutes. Each cycle consisted of planning, action, observing, and reflecting. In planning, the researcher made lesson plan which was used in the class. The researcher also prepared observation sheet. The observation sheet was filled by collaborator, which is the English teacher, to know the students' activities in learning process.

The detailed description in each cycle is as follow:

a. Cycle 1

1) Acting

Cycle 1 began on Thursday, November 24 at 7.15 am until 8.35. The researcher told them that the researcher would do a research in their class to know their ability of the students before giving the action.

Table 4.5
The schedule of Action in cycle 1

Meeting	Day, Date	Time	Activities
1 st	Thursday, November 24, 2016	7.15-8.35	Giving pre test
2 nd	Friday, November 25, 2016	7.15-8.35	Doing action using Quick Writing Method
3 rd	Saturday, November 26, 2016	7.15-8.35	Giving the posttest 1

In the first meeting, the researcher gave a pretest to all of the students, which had to be done individually. The topics in the pretest were “your favorite food”, “your parents”, “your home”. The students might choose one the topics to make a description about it.

Table 4.6
The students' result in Pre-test

No	Name	Score	No	Name	Score
1	AFS	65	12	LSM	55
2	AMN	65	13	MIB	50
3	AK	60	14	MM	50
4	AAS	50	15	MA	55
5	DKI	55	16	NA	65
6	DY	50	17	NDP	50
7	DAF	55	18	RAS	50
8	FT	60	19	RPK	55
9	F	50	20	RA	50
10	GPM	65	21	SR	60
11	KA	50	22	SA	50
TOTAL					1215
AVERAGE					55.23

Table 4.7
Distribution of Students' score in Pre-test

Score	Frequency	Percentage
50-52	10	45%
53-55	5	23%
56-58	0	0%
59-61	3	14%
62-64	0	0%
65-67	4	18%
Total	22	100%

Based on the table above, it can be seen that all of the students were not successful. From the result of pre-test, the average of the score was 55,23 and the highest score was only 65. Therefore, the result was not satisfactory. It was the reason why the researcher used Quick Writing Method.

The cycle 1 was begun in the second and third meeting. The treatment was given in the second meeting through Quick Writing Method. Afterwards, in the third meeting, the students were provided with post-test 1. The topics in posttest 1 are "your favorite animal", "your favorite sport", and "your favorite artist". The students are supposed to choose one topic and then they made a descriptive text about it. Moreover, the Quick Writing Method was used by the students in making the descriptive text. The result of the post-test 1 can be seen as follow:

Table 4.8
The students' result in posttest 1

No	Name	Score	No	Name	Score
1	AFS	65	12	LSM	70
2	AMN	70	13	MIB	65
3	AK	65	14	MM	77,5
4	AAS	62,5	15	MA	60
5	DKI	65	16	NA	75
6	DY	70	17	NDP	75
7	DAF	65	18	RAS	65
8	FT	80	19	RPK	67,5
9	F	77,5	20	RA	65
10	GPM	65	21	SR	65

11	KA	65	22	SA	70
TOTAL					1485
AVERAGE					67,50

Table 4.9
Distribution of Students' score in Post-test 1

Score	Frequency	Percentage
60-63	2	9%
64-67	11	50%
68-71	4	18%
72-75	2	9%
76-79	2	9%
80-83	1	5%
Total	22	100%

Based on the table above, it can be seen that 13 students (59%) were not success and 9 students (41%) were success. The result showed that its higher than the result of pre-test. However, the result still appeared unsatisfactory.

2) Observing

In each meeting in this cycle 1, the researcher was working together with a collaborator, which was the English teacher of the class. The duty of the collaborator was to observe the students' activities during the learning process.

The result was presented below:

Table 4.10
The Students' Activities Result in Cycle 1

NO	NAME	Meeting 1	Meeting 2	Meeting 3
1	AFS	60	80	80
2	AMN	80	100	100
3	AK	40	60	60
4	AAS	40	60	60
5	DKI	60	80	80
6	DY	80	100	100
7	DAF	60	80	80
8	FT	100	100	100
9	F	80	100	100
10	GPM	60	80	80
11	KA	60	80	80
12	LSM	80	100	100
13	MIB	40	60	60
14	MM	80	60	60
15	MA	20	40	40
16	NA	80	60	60
17	NDP	80	60	60
18	RAS	60	80	80
19	RPK	60	80	80
20	RA	60	80	80
21	SR	60	80	80
22	SA	20	40	40
Percentage of active students		36%	64%	64%
Percentage of inactive students		64%	36%	36%

a) The First Meeting

If the students achieved up-to-70 score, it is categorized as active student. From the table of class observation, it can be seen that in the first meeting the percentage of the active students was 36% (8 students) and 64% (14 students) were inactive.

b) The Second Meeting

In the second meeting, the active students were higher than the first meeting. In this meeting, the active students were 64% (14 students) and 36% (8 students) were not active yet.

c) The Third Meeting

The result of the students' activity in the third meeting was 64% (14 students) as the active and 36% (8 students) were still passive.

3) Reflecting

Concerning on the result in cycle 1, the average of students' score on descriptive writing was increasing namely from 66,14 in the pretest to 67,50 in the posttest 1. Similarly, the students' activity was also increasing. However, the result was unsatisfactory enough since the students who passed the minimum passing grade was only 8 students (37%) in the pretest and 9 students (41%) in the posttest 1. Therefore, the research must be continued to cycle 2.

a) The First Meeting

If the students achieved up-to-70 score, it is categorized as active student. From the table of class observation, it can be seen that in the first meeting the percentage of the active students was 36% (8 students) and 64% (14 students) were inactive.

b) The Second Meeting

In the second meeting, the active students were higher than the first meeting. In this meeting, the active students were 64% (14 students) and 36% (8 students) were not active yet.

c) The Third Meeting

The result of the students' activity in the third meeting was 64% (14 students) as the active and 36% (8 students) were still passive.

3) Reflecting

Concerning on the result in cycle 1, the average of students' score on descriptive writing was increasing namely from 66,14 in the pretest to 67,50 in the posttest 1. Similarly, the students' activity was also increasing. However, the result was unsatisfactory enough since the students who passed the minimum passing grade was only 8 students (37%) in the pretest and 9 students (41%) in the posttest 1. Therefore, the research must be continued to cycle 2.

b. Cycle 2

1) Acting

Cycle 2 began on Wednesday, December 7 at 7.15 until 8.35. Action in cycle 2 was divided into two meetings which can be seen in the following table:

Table 4.11
The schedule on Action in cycle 2

Meeting	Day, Date	Time	Activities
1 st	Wednesday, December 7, 2016	7.15-8.35	Doing action using Quick Writing Method
2 nd	Thursday, December 8, 2016	7.15-8.35	Giving the post-test 2

In the first meeting in cycle 2, the researcher gave deeper material about descriptive text and how to write it correctly. The researcher taught as the teacher and the collaborator followed the class by observing the students' activities. In addition, the Quick Writing Method was applied during the learning process.

After giving treatment in the first meeting which consisted of giving material and giving exercise, the researcher provided the students with post-test 2. The topics for posttest 2 are "your favorite destination in your holiday". The students were supposed to choose one topic and then they made a descriptive text about it. Moreover, the Quick Writing Method was used by the students in making the descriptive text. The result of the post-test 2 can be seen as follow:

b. Cycle 2

1) Acting

Cycle 2 began on Wednesday, December 7 at 7.15 until 8.35. Action in cycle 2 was divided into two meetings which can be seen in the following table:

Table 4.11
The schedule on Action in cycle 2

Meeting	Day, Date	Time	Activities
1 st	Wednesday, December 7, 2016	7.15-8.35	Doing action using Quick Writing Method
2 nd	Thursday, December 8, 2016	7.15-8.35	Giving the post-test 2

In the first meeting in cycle 2, the researcher gave deeper material about descriptive text and how to write it correctly. The researcher taught as the teacher and the collaborator followed the class by observing the students' activities. In addition, the Quick Writing Method was applied during the learning process.

After giving treatment in the first meeting which consisted of giving material and giving exercise, the researcher provided the students with post-test 2. The topics for posttest 2 are "your favorite destination in your holiday". The students were supposed to choose one topic and then they made a descriptive text about it. Moreover, the Quick Writing Method was used by the students in making the descriptive text. The result of the post-test 2 can be seen as follow:

Table 4.12
The students' result in posttest 2

No	Name	Score	No	Name	Score
1	AFS	75	12	LSM	77.5
2	AMN	77.5	13	MIB	72.5
3	AK	75	14	MM	85
4	AAS	75	15	MA	75
5	DKI	77.5	16	NA	80
6	DY	77.5	17	NDP	80
7	DAF	77.5	18	RAS	72.5
8	FT	87.5	19	RPK	77.5
9	F	85	20	RA	75
10	GPM	75	21	SR	75
11	KA	77.5	22	SA	70
TOTAL					1700
AVERAGE					77.27

Table 4.13
Distribution of Students' score in Posttest 2

Score	Frequency	Percentage
70-73	3	14%
74-77	14	64%
78-81	2	9%
82-85	2	9%
86-89	1	4%
Total	22	100%

The above table showed that the result of posttest 2 could fulfill the success criterion in which 100% (22 students) passed the minimum passing grade. The result also showed that the lowest score was 70 and the highest

score as 87,5. The average score as 77,27 which can be told that the students passed the material successfully.

2) Observing

In cycle 2, the researcher was still working with the collaborator to observe the students' activities during the learning process. The result was presented as follow:

Table 4.14
The Students' Activities Result in Cycle 2

NO	NAME	Meeting 1	Meeting 2
1	AFS	60	80
2	AMN	80	100
3	AK	40	80
4	AAS	20	80
5	DKI	60	80
6	DY	80	80
7	DAF	60	80
8	FT	100	100
9	F	80	100
10	GPM	60	100
11	KA	60	80
12	LSM	80	80
13	MIB	40	100
14	MM	80	100
15	MA	20	60
16	NA	80	100
17	NDP	80	80
18	RAS	60	80
19	RPK	60	60
20	RA	60	80

21	SR	60	80
22	SA	20	80
Percentage of active students		64%	91%
Percentage of inactive students		36%	9%

a) The First Meeting

From the above table, it can be seen that in the first meeting the percentage of the active students was 64% (14 students) and 36% (8 students) were inactive.

b) The Second Meeting

In the second meeting, the active students were potentially higher than the first meeting. In this meeting, the active students were 91% (20 students) and 9% (2 students) were not active yet.

3) Reflecting

Concerning on the result in cycle 2, the average of students' score on descriptive writing was increasing successfully namely from 67,50 in the posttest 1 to 77,27 in posttest 2. Similarly, the students' activity was also increasing.

After passing cycle 2, the researcher decided not to continue to forward cycle because the result showed that the students' score had increasingly increased.

B. Interpretation

Regarding to the process in cycle 1 and cycle 2, the result can be summarized as follow:

1. Cycle 1

The following table presented the result of cycle 1:

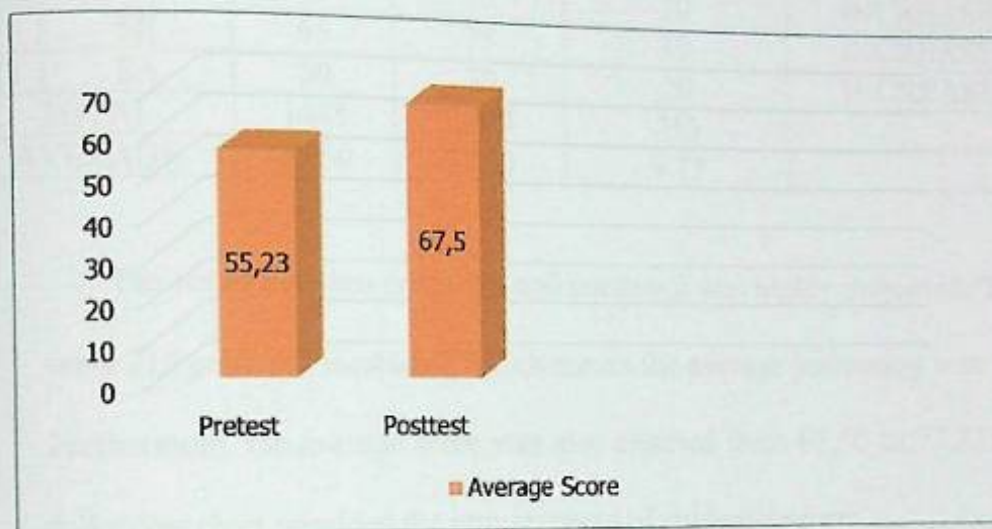
Table 4.15
The Increasing Point of Students' Score between Pretest and Posttest 1

NO	NAME	PRE TEST	POST TEST 1	INCREASING	EXPLANATION
1	AFS	65	65	0	INCREASE
2	AMN	65	70	5	INCREASE
3	AK	60	65	5	INCREASE
4	AAS	50	62.5	12.5	INCREASE
5	DKI	55	65	10	INCREASE
6	DY	50	70	20	INCREASE
7	DAF	55	65	10	INCREASE
8	FT	60	80	20	INCREASE
9	F	50	77.5	27.5	INCREASE
10	GPM	65	65	0	CONSTANT
11	KA	50	65	15	INCREASE
12	LSM	55	70	15	INCREASE
13	MIB	50	65	15	INCREASE
14	MM	50	77.5	27.5	INCREASE
15	MA	55	60	5	INCREASE
16	NA	65	75	10	INCREASE
17	NDP	50	75	25	INCREASE
18	RAS	50	65	15	INCREASE
19	RPK	55	67.5	12.5	INCREASE
20	RA	50	65	15	INCREASE
21	SR	60	65	5	INCREASE
22	SA	50	50	0	CONSTANT
TOTAL		1215	1485	270	
AVERAGE		55.23	67.50	12.27	

In cycle 1, based on the above table, there was an increasing point especially in the average score of 22 students in class VIII B in which in pretest the average was 55.23 and in the posttest 1 was 67.50. There were only 2 students who did not increase their scores in the posttest 1 while the

rest of the class increased their scores. The chart of improvement was presented below:

Figure 4.3
Chart of The Students' Result in Pretest and Posttest 1



2. Cycle 2

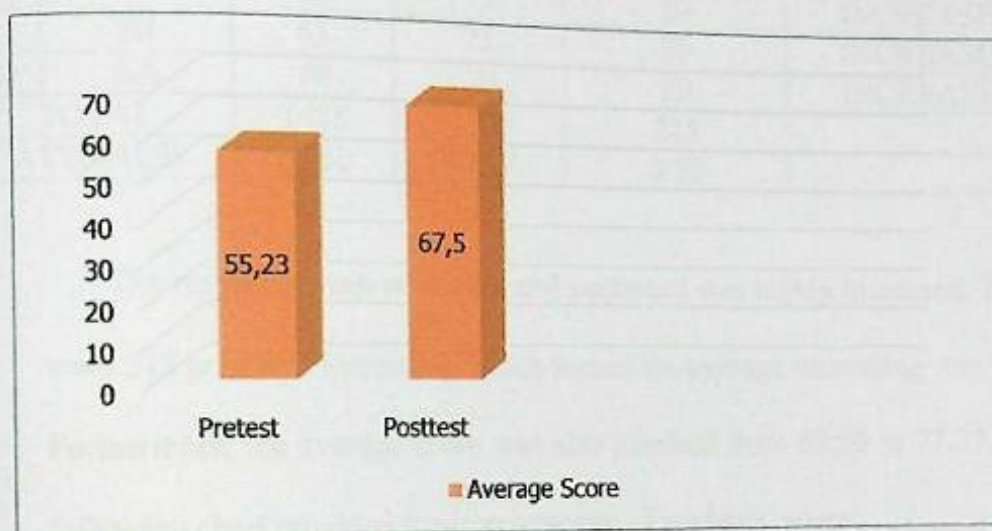
The following table presented the result of cycle 1:

Table 4.16
The increasing point of students' score between pretest and posttest 1

NO	NAME	POST TEST 1	POST TEST 2	INCREASING	EXPLANATION
1	AFS	65	75	10	INCREASE
2	AMN	70	77.5	7.5	INCREASE
3	AK	65	75	10	INCREASE
4	AAS	62.5	75	12.5	INCREASE
5	DKI	65	77.5	12.5	INCREASE
6	DY	70	77.5	7.5	INCREASE
7	DAF	65	77.5	12.5	INCREASE
8	FT	80	87.5	7.5	INCREASE
9	F	77.5	85	7.5	INCREASE
10	GPM	65	75	10	INCREASE
11	KA	65	77.5	12.5	INCREASE
12	LSM	70	77.5	7.5	INCREASE
13	MIB	65	72.5	7.5	INCREASE
14	MM	77.5	85	7.5	INCREASE
15	MA	60	75	15	INCREASE

rest of the class increased their scores. The chart of improvement was presented below:

Figure 4.3
Chart of The Students' Result in Pretest and Posttest 1



2. Cycle 2

The following table presented the result of cycle 1:

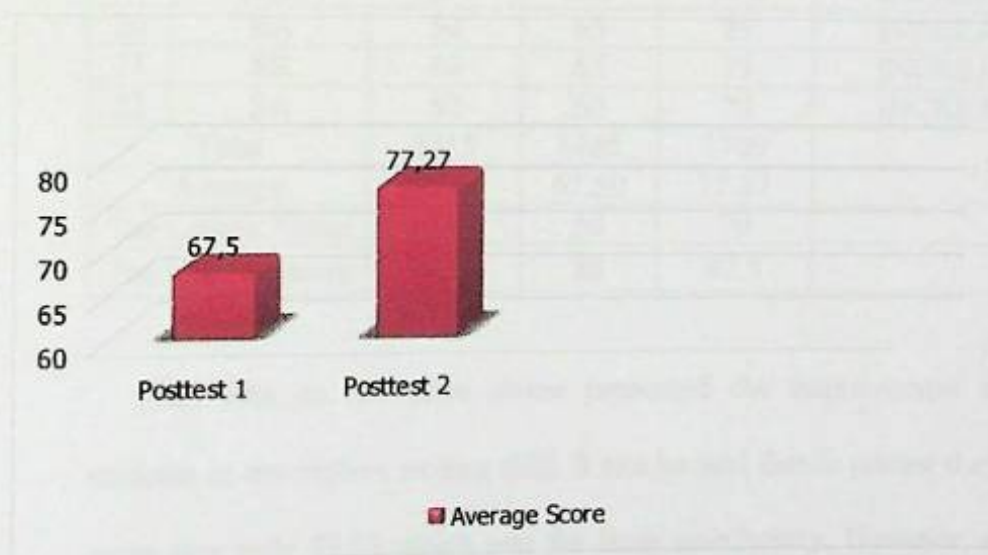
Table 4.16
The increasing point of students' score between pretest and posttest 1

NO	NAME	POST TEST 1	POST TEST 2	INCREASING	EXPLANATION
1	AFS	65	75	10	INCREASE
2	AMN	70	77.5	7.5	INCREASE
3	AK	65	75	10	INCREASE
4	AAS	62.5	75	12.5	INCREASE
5	DKI	65	77.5	12.5	INCREASE
6	DY	70	77.5	7.5	INCREASE
7	DAF	65	77.5	12.5	INCREASE
8	FT	80	87.5	7.5	INCREASE
9	F	77.5	85	7.5	INCREASE
10	GPM	65	75	10	INCREASE
11	KA	65	77.5	12.5	INCREASE
12	LSM	70	77.5	7.5	INCREASE
13	MIB	65	72.5	7.5	INCREASE
14	MM	77.5	85	7.5	INCREASE
15	MA	60	75	15	INCREASE

NO	NAME	POST TEST 1	POST TEST 2	INCREASING	EXPLANATION
16	NA	75	80	5	INCREASE
17	NDP	75	80	5	INCREASE
18	RAS	65	72.5	7.5	INCREASE
19	RPK	67.5	77.5	10	INCREASE
20	RA	65	75	10	INCREASE
21	SR	65	75	10	INCREASE
22	SA	50	70	20	INCREASE
TOTAL		1485	1700	215	
AVERAGE		67.50	77.27	9.77	

The result between posttest 1 and posttest 2 was highly increased. There were 215 points of increasing which means the average increasing was 9,77. Furthermore, the average score was also climbed from 67,50 to 77,27. The following chart provided the improvement of students' score:

Figure 4.4
Chart of The Students' Result in Pretest and Posttest 1



3. Result of the Study

The table below showed the recapitulation of the students' improvement in writing descriptive text in pretest, posttest 1, and posttest 2.

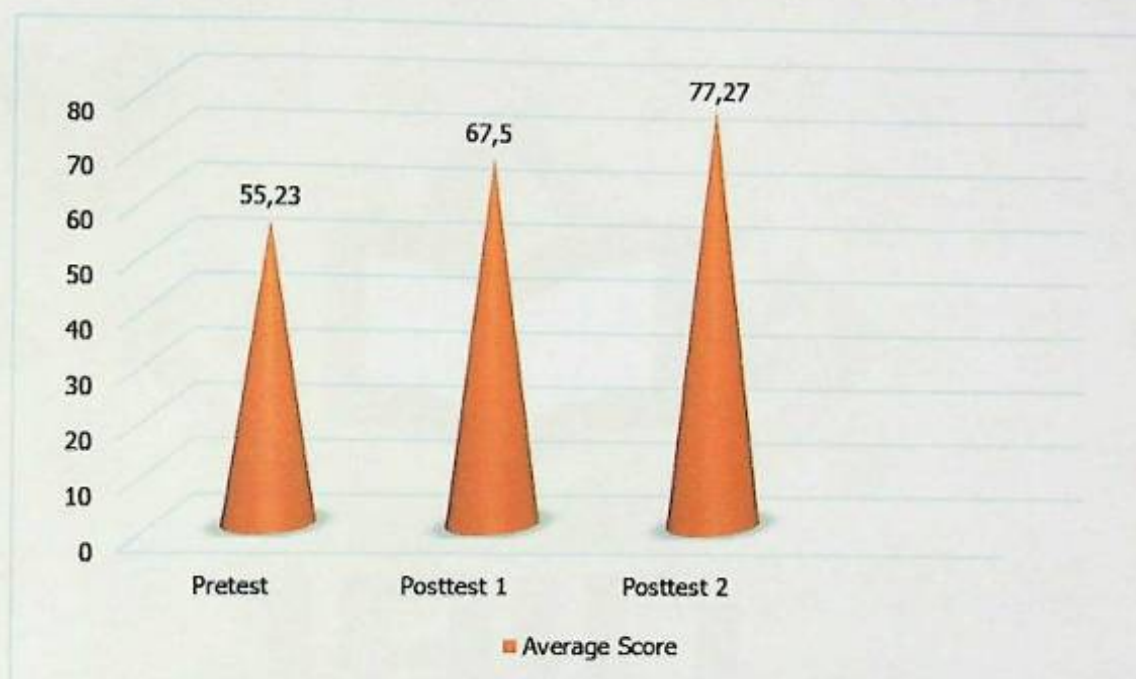
Table 4. 17
The Recapitulation of Students' Improvement

NO	NAME	PRE TEST	POST TEST 1	POST TEST 2	EXPLANATION
1	AFS	65	65	75	INCREASE
2	AMN	65	70	77.5	INCREASE
3	AK	60	65	75	INCREASE
4	AAS	50	62.5	75	INCREASE
5	DKI	55	65	77.5	INCREASE
6	DY	50	70	77.5	INCREASE
7	DAF	55	65	77.5	INCREASE
8	FT	60	80	87.5	INCREASE
9	F	50	77.5	85	INCREASE
10	GPM	65	65	75	INCREASE
11	KA	50	65	77.5	INCREASE
12	LSM	55	70	77.5	INCREASE
13	MIB	50	65	72.5	INCREASE
14	MM	50	77.5	85	INCREASE
15	MA	55	60	75	INCREASE
16	NA	65	75	80	INCREASE
17	NDP	50	75	80	INCREASE
18	RAS	50	65	72.5	INCREASE
19	RPK	55	67.5	77.5	INCREASE
20	RA	50	65	75	INCREASE
21	SR	60	65	75	INCREASE
22	SA	50	50	70	INCREASE
Total		1215	1485	1700	
Average		55.23	67.50	77.27	
The Lowest Score		50	50	70	
The Highest score		65	80	87.5	

The data on the table above presented the improvement score of students in descriptive writing skill. It can be said that in pretest the average score was only 55.23 which was far from satisfactory. However, after the Quick Writing Method was applied, the score increased slightly 12.27 points to 67.50.

After preparing more materials, the students' score increased from posttest 1 to posttest 2 which can be seen from the average i.e. 67.50 to 77.27. The score increased 9.77 point. The improvement can be seen in the following chart:

Figure 4.5
Chart of The Students' Result in Pretest, Posttest 1, and Posttest 2



Based on the chart above, it can be concluded that using Quick Writing Method could increase the students' descriptive writing skill. The chart told about the significant improvement of the students' average score from pretest, posttest 1, and posttest 2. In posttest 2, all of the students successfully passed the minimum passing grade (KKM) namely 70. To sum up, it can be said that using Quick Writing Method could increase students' score in descriptive writing text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and interpretation of the study, the researcher concluded some points as follows:

1. Using Quick Writing Method can improve the learning process of descriptive writing skill among the eight graders of Junior High School 5 Metro. It can be seen from the students' s activities in cycle 1 and cycle 2. The students' activities in cycle 1 can be reported that there were 8 active students (36%) and 14 inactive students (64%) in the first meeting, 14 active students (64%) and 8 inactive students (36%) in the second meeting, and 14 active students (64%) and 8 students (36%) in the third meeting. The students' activities in cycle 2 told that there were 14 active students (64%) and 8 inactive students (36%) in the first meeting and 20 active students (91%) and 2 inactive students (9%) in the second meeting.
2. Using Quick Writing Method can improve descriptive writing skill among the eight graders of Junior High School 5 Metro. The average scores of students' descriptive text score on eight graders of Junior High School 5 Metro are (a) 55.23 in pre-test, (b) 67.50 in post-test 1 and (c) 77.27 in post-test 2. Therefore, the increasing from pre-test to post-test 2 is 22.04 or 22.04%.

B. Suggestion

The researcher would like to give constructive suggestion after finishing the research as follows:

1. The teacher should use Quick Writing Method in teaching narrative writing. Because the technique can probably improve the student narrative writing skill.
2. The teacher should be more creative and innovative in applying Quick Writing Method

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CURRICULUM VITAE



The name of the writer is Kukuh Mulyadi. He was born in Metro, on April, 02, 1994. He is the first and the only one child of a lovely married couple, Mr. Suenwi and Mrs. Muryati. Ethnically speaking, he comes from Javanese family descent.

He started his study by taking elementary school at SD N 5 Metro and graduated in 2006. He continued his study at SMP N 5 Metro and graduated in 2009. He continued his study taking vocational high school in SMK N 2 Metro majoring automotive and graduated in 2012. In the same year of 2012, he was registered as an S-1 student of English Education Study Program of State Islamic College (STAIN) Jurai Siwo Metro.