

THE USE OF QUICK-WRITING TECHNIQUE IN TEACHING WRITING OF RECOUNT TEXT

**(A Case Study at the Tenth Grade of a Vocational High School in
Pangandaran)**

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ABSTRACT

This research focused on the use of quick-writing technique in teaching writing of recount text at the tenth grade of a Vocational High School in Pangandaran. A case study was used to find out how the teacher uses quick-writing technique in teaching writing of recount text and to figure out the teacher and the students' perceptions toward the use of quick-writing technique in teaching and learning writing of recount text. Class X TKJ 1 consisting of 30 students and an English teacher were chosen as the participants. The writer constructed the research instruments consisting of the observation, the interview, and the questionnaire. Interpretative approaches were utilized to analyze the data from the observation and the interview which were adapted from Berg (2004, p. 239). Meanwhile, exploratory data analysis was used by the writer to analyze the questionnaire adapted from Cohen, et al. (2007, p. 507). The findings indicated that the teacher used seven steps of teaching writing by using quick-writing. The findings also indicated that the students perceived the use of quick-writing technique connected important ideas, built fluency, and introduced them in writing recount text.

Keywords: *quick-writing technique, teaching writing, recount text*

INTRODUCTION

Writing is considered as one of the beneficial ways to convey information through a language. As the international languages in the globalization era, people also master English writing skill pivotal for communicating to others. Vocational High School students should master writing skill to communicate what they want to say through their writing. Spratt, Pulverness, and Williams (2005, p. 26) state that, in writing, a message communication or saying something is involved through signs creation on a page. Students at Senior High School level are required to be able to write various kinds of

genre texts which one of those texts is recount text. Recount text is a kind of texts that retells the writers' activities or experiences in the past. In line with this, Ahn (2012, p. 11) also states that recount text is purposed to rearrange experiences in the past through retelling sequence of events originally.

However, the writer found that the students faced some difficulties in writing recount texts such as difficulties in understanding the structures of recount text. Besides, they also faced difficulties in using appropriate tenses of recount text. In addition, they faced difficulties in developing the story of the recount text. As a result, they often get stuck in the middle of their writing. In this regard, writing is also a difficult skill to improve in a short term. The students have difficulty in writing a paragraph properly and in conveying their idea at the time they must write (Rohman, 2013, p. 104).

Among those factors, the technique was considered the most crucial problem since teaching and learning writing requires an appropriate technique that guides the students in producing a recount text. To overcome these difficulties, the teachers can encourage their students to apply the techniques in writing recount text. Many techniques can be applied by the teachers in teaching writing of recount text, and one of these techniques is quick-writing. Crawford, Saul, and Mathews (2005, p. 22) state that "quick-writing is a brief reflective essay that has students collect their thoughts and reasons on a topic." Based on these opinions, the writer claims that the utilization of quick-writing as suitable technique can help the students improve their ability in writing recount text. Regarding this, quick writes are used to engage students in thinking about an upcoming topic or lesson and they are useful for helping students to think and write quickly with accuracy, directness, and focus (Ramsay, 2011, p. 39). Furthermore, the use of quick-writing technique can make the students focus on the topics or ideas of their writing. Besides, as one kind of teaching techniques, it also provides the students with interesting activities.

The research on the use of quick-writing technique in teaching writing had been conducted by several researchers. The first research was carried out by Wood (2014) entitled "An Experimental Examination of Quick Writing in the Middle School Science Classroom." Secondly, Mason, Kubina, and Taft (2012) also wrote a research entitled "Developing Quick Writing Skills of Middle School Students with Disabilities." Lastly, Green, Smith, and Brown (2007) also wrote a research entitled "Using Quick Writes as a Classroom Assessment Tool: Prospects and Problems."

The previous studies and this research focused on the use of quick-writing

technique in teaching writing. However, they were carried out to sixth-grade classrooms in the Mid-Atlantic region of the United States, 6 middle school students in a Midsize University city, and five third-grade classes from one elementary school in the rural Southeastern U.S. No one of them who conducted their studies in Indonesia focused on Vocational High School. Moreover, this research was carried out to the students at the tenth grade of a Vocational High School in Pangandaran. Based on the background of the study aforementioned, the writer formulates the two research questions to find out how the teacher use quick-writing technique in teaching writing of recount text; and the teacher and the students' perceptions toward the use of quick-writing technique in teaching and learning writing of recount text.

An Overview of Teaching and Learning Writing in EFL Classroom

To accomplish writing tasks successfully, the students are required to develop their writing skills in learning English. In this case, writing refers to a recursive process involving "planning, generating, translating and editing" (Abadikhah & Yasami, 2013, p. 113). However, teachers view teaching the skill of writing to EFL students is a very challenging task due to the fact that the skill development does not take a short time to achieve the improvement. In addition, teaching writing approaches separately in the class of writing might not match in the Indonesian EFL context for the weaknesses tendency of each writing approach hampers students' writing development. As stated by Al-Buainain (2009, p.1), as a productive skill, writing is not only as one of the most difficult skill but also a frustrating subjects to be taught particularly in an ESL/EFL program. In summary, writing is the most difficult subject for the teachers in teaching to EFL students.

Furthermore, the teachers' difficulties in teaching writing also affected the students' performance in learning writing. In particular, the students becomes weak in motivation, have difficulty in expressing idea, such as finding the topic writing, choosing words, writing a paragraph properly. In short, writing is "considered as the most difficult skill for language learners because they need to have a certain amount of background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers" (Tangpermpoon, 2008, p. 1).

The teachers should use effective techniques in teaching writing in the classroom to improve the process of teaching and learning writing. Actually, some effective

techniques are needed to apply for the teachers during teaching writing to the students. In this case, there are three kinds of techniques for teaching of writing that are proposed by Nunan (2003, p. 96) such as: brainstorming, word mapping, and quick writing. In this research, the writer focuses on investigating quick-writing technique in teaching writing of recount text at the tenth grade of a Vocational High School in Pangandaran.

An Overview of Recount Text

Recount text is a kind of texts that retells the writers' activities or experiences in the past. Knapp and Watkins (2005, p. 223) define recounts as the simplest text type of the genre at which the texts are sequential and do little more sequence a sequentially series of events. In addition, The National Literacy Strategy (2000, p. 154) also states that "the purpose of recount text is to retell events." In this case, there are three schematic structures of a recount text which are adapted from the National Literacy Strategy (2000, p. 154) as follows. The first is orientation which scene setting opening. The second is events which recount of the events as they occurred. Lastly is reorientation as a closing statement. Furthermore, there are two linguistic features of a recount text which are adapted from Knapp and Watkins (2005, p. 221). First of all, when sequencing people and events in time and space, recount typically employs action verbs and temporal connectives for sequencing people and events in space and time. Secondly, both recounts and stories are written in the form of past tense, except for quoting direct speech.

An Overview of Quick-Writing Technique in Teaching Writing

Many techniques can be applied by the teachers teaching writing which one of these techniques is quick-writing. Crawford, et al. (2005, p. 22) state that quick-writing pertains to a short reflective essay requiring the students to create their thoughts and reasons on a certain issue. Furthermore, Wood (2014, p. 70) elaborates the purpose of a quick writing as a presentation of an informal writing activity at which the students have to deliver response to a writing prompt within a short term. To some of, quick-writing technique is a brief reflective essay which can be done in five to ten minutes.

The writer uses this technique because the writer not only thinks that it is the simplest technique to apply but also it is appropriate to provide the an improvement in the ability of writing recount text. Regarding this, Mason, et al. (2012, p. 206) state that the implementation of quick writing can be varied in term of written-language genres.

By using this technique, the students can write freely about the topic they want to write without thinking of grammar and structure. This is in line with Guide to Effective Literacy Instruction (2008, p. 46) argues that “by using quick-writing technique, students are free to write down whatever comes to mind.”

There are several procedures in teaching of writing by using quick-writing technique which are adapted from Crawford, et al. (2005, p. 27). First, tell the students. The teacher wants them to write regarding a topic in brief that the teacher will give them, without stopping during the given time. Second, state the topic. Third, time the students. While they are writing that may provide them an extra minute. Lastly, students may keep the papers in their journals, or they may create them to be employed assessing their lesson.

METHOD

Research Design

A qualitative method was used in this research because it recorded and interpreted the situations and the events in the classroom, which is holistic and strive to document a “multiple interpretation of, intention in, and meanings providing to situations and events” (Brock-Utne, 1996, as cited by Cohen, et al., 2007, p. 149). Furthermore, the qualitative method used by the writer was case study to see the use of quick-writing technique in teaching writing of recount text. Hitchcock and Hughes (1995) as cited by Cohen, et al. (2007, p. 253) explain that a case study which is focused on individual actors or groups of actors aims to seeks and understand how they perceive the specific events that links to the case.

Research Participants

In determining the sample, the writer applied purposive sampling. Cohen, et al. (2007, p. 114) add that “in purposive sampling, often the sample has been selected for a specific purpose.” Therefore, the writer selected class X TKJ 1 that consisted of 30 students and an English teacher as a sample of the study. The class consisted of 12 male and 18 female students and ranged from 15 to 17 years old. Meanwhile, the English teacher was a female teacher whose 38 years old and had her academic scholarship from English Department of Universitas Muhammadiyah Purwokerto in 2005.

Data Collection Procedures

To collect the data, the writer did the following research procedures. First, the writer constructed the research instruments consisting of the observation, the interview, and the questionnaire. Then, she observed three sessions of the teaching and learning activity in the classroom by videotaping. It was carried out on 25th of March, 22nd of August, and 23rd of August, 2017. After that, the questionnaire was also administered to the students. In filling out the questionnaire, the students should respond to some questions by placing the checklist [√] on every answer's column. It was carried out on 23rd of August, 2017. In conducting the interview, the English teacher was interviewed by using four questions. It was carried out on 23rd of August, 2017. After collecting the results of the instruments, the writer analyzed them to correlate with the research questions.

Data Analysis Procedures

The data were analyzed using two types of techniques, namely, Interpretative approach and Exploratory approach. The former were used to analyze the data from the observation and the interview referring to Berg (2004, p. 239). Meanwhile, exploratory data analysis was utilized by the writer to analyze the questionnaire which were adapted from Cohen, et al. (2007, p. 507).

FINDINGS AND DISCUSSION

After collecting the data from the observation, the interview, and the questionnaire, the findings based on the analyzed data of each instrument will be elaborated in the following organization.

The Teacher's way in using Quick-Writing Technique in Teaching Writing of Recount Text

The first research question that the writer formulated was "How does the teacher use quick-writing technique in teaching writing of recount text?" The results of the observation had been analyzed and correlated along with the interview resulted from the first and the second research questions.

The findings indicate that there are seven steps of quick-writing technique utilized by the teacher in teaching writing of recount text. The first step was introducing the definition and the purpose of quick-writing technique to the students. Likewise, the first

step of using quick-writing was discussing its purpose to help them discover ideas for writing (Kucer & Silva, 2006, p. 169). The second step was discussing the topic of recount text that they wanted to write briefly. In line with this, the procedure of teaching writing by quick-writing was telling the students the teacher wants them to write very briefly regarding the topic at which the teacher will give them (Crawford, et al. 2005, p. 27).

The third step was asking the students to write recount text following the topic conveyed from their mind. To do this task, the teacher allocated five minutes for the students to write their recount text. Likewise, the second step of using quick-writing was asking the students to start writing about any topic that becomes to their mind. Tell them how much time they will have for the quick write lesson (Kucer & Silva, 2006, p. 169). Practically, to do a quick write, the students wrote for three to five minutes about an idea or a line borrowed from a text presented on an overhead (Rief, 2003, cited in Guide to Effective Literacy Instruction, 2008, p. 46).

The fourth step was giving the students opportunity to write recount text based on the topic which had been chosen before. Likewise, the teacher should allow the students the opportunity to share the ideas they have explored in their quick write (Kucer & Silva, 2006, p. 169). The fifth step was asking the students to review and to edit of what they have written. It was done to check their mistakes in punctuation, spelling, and grammar on their works. In line with this, the students can then reviews them, make selections from them, and craft the selections into pieces of writing (Rief, 2003, as cited in Guide to Effective Literacy Instruction, 2008, p. 46).

The sixth step was asking the students to collect their writing sheet to the teacher. In line with this, the students may keep the papers in their journals, or they may collect them to employ in assessing their lesson (Crawford, et al. 2005, p. 27). The seventh step was discussing and editing their works to provide some revisions. Likewise, after the students write their ideas into paragraph, the teacher discuss their write, which might be helpful for students to engage in quick write (Kucer & Silva, 2006, p. 169).

The data analysis of the teacher and the students' perceptions toward the use of quick-writing technique in teaching and learning writing of recount text

The second research question that the writer formulated was as follows: "What are the teacher and the students' perceptions toward the use of quick-writing technique in teaching and learning writing of recount text?" The results of the questionnaire from the

first to the tenth questions had been analyzed and correlated with the results of the interview from the third and the fourth questions to answer the second research question.

The findings reveals that the students perceived positively toward the use of quick-writing technique in learning writing of recount text because of some reasons. First, the use of quick-writing technique made recount text accessible and focus on their attention and knowledge. Second, it helped them to connect important ideas and to build their fluency. In line with this, Kucer and Silva (2006, p. 169) state that “writers frequently use the process of quick writes to find out ideas on which they might further write and develop.”

Third, it introduced them in writing recount text and other types of text and gave them examples of good writing from others. Fourth, it helped them to develop the mind and spirit of what they wrote and helped them freely to write anything that comes to mind. Fifth, it offered them a surprise to discover what they know or think. In line with this, Crawford, et al. (2005, p. 22) state that “quick-writing is a brief reflective essay that has students collect their thoughts and reasons on a topic.”

To confirm the students’ positive perceptions, the teacher also perceived the use of quick-writing technique was beneficial because it could be done in a limited time and quickly. Also, it was beneficial for the teacher to overcome the students’ frustrations on correct punctuation, spelling, and grammar when they write. Wood (2014, p. 70) state that quick writing provides students a nonthreatening writing opportunity and encouragement to write about a topic by neglecting the aspects of punctuation, spelling, and structure of grammar.

As a result, it affected the students’ ability in writing recount text because it improved the students’ ability and knowledge. In addition, it enabled the students to write recount text freely and enabled the students to express their ideas and thoughts in the text. In line with this, Kucer and Silva (2006, p. 169) state that “writers frequently use the process of quick writes to discover ideas on which they might further write and develop.”

CONCLUSIONS

Conclusion

The conclusion revealed that the utilization of quick-writing technique in teaching writing of recount text was conducted through seven steps. Moreover, the steps of quick-writing technique could be used in the process of teaching and learning process of recount text writing. The conclusion revealed that the teacher and the students perceived positively toward the use of quick-writing technique in learning writing of recount text. As a result, it affected toward the students' ability in writing recount text because it improved the students' ability and knowledge.

Suggestions

Based on the conclusions, the English teachers are expected to use quick-writing technique as a creative technique in teaching of recount text writing to encourage their students' interest and motivation. Besides, quick-writing technique is expected to solve the students' difficulties in writing recount text. Lastly, the result of this research can be used as a reference for further writers and those who a great interest in conducting the research with a related topic.

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