

**THE IMPLEMENTATION OF RAPID WRITING
STRATEGY IN TEACHING WRITING DESCRIPTIVE TEXT
AT SMP KYAI HASYIM SURABAYA**

THESIS

**Submitted in partial fulfillment of the requirement for the
degree of Sarjana Pendidikan (S.Pd) in Teaching English**



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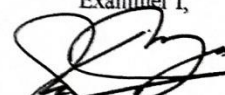
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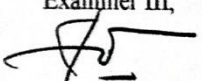
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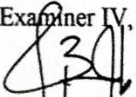

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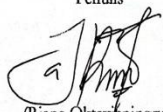
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ABSTRACT

Riana Oktavianingrum (2019) *The Implementation of Rapid Writing Strategy in Teaching Writing Descriptive Text at SMP Kyai Hasyim Surabaya*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya.

Advisors 1: Dr. M. Salik, M.Ag Advisors 2: Siti Asmiyah M. TESOL

Key words: *Advantages, Rapid writing strategy, Teaching writing.*

In learning English, writing is one of the important skills to be taught for students at junior high school. One of good strategy the teacher can use in English classroom is Rapid writing strategy. Rapid writing strategy is an effective strategy that encourages fluency without the worry of spelling in write for five to ten minutes until time is over without self-editing. The purposes of this research are: (1) to describe the implementation of rapid writing strategy in teaching writing. (2) to know the advantages to the student when the teacher applying rapid writing strategy in teaching writing descriptive text. This research used qualitative method which used descriptive qualitative to analyze the data. This research was conducted on eighth grade students and the English teacher of SMP Kyai Hasyim Surabaya. The findings in this study are show that using rapid writing in teaching descriptive text has many advantages for the students and teacher in teaching descriptive text. First, this strategy can improve writing skill. Second, students felt easy to write descriptive text with their own words. Third, increase students feeling and motivation.

ABSTRAK

Riana Oktavianingrum (2019). *The Implementation of Rapid Writing Strategy in Teaching Writing Descriptive Text at SMP Kyai Hasyim Surabaya*. Skripsi. Prodi Pendidikan bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya.

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Kata Kunci: *Advantages, Rapid writing strategy and Teaching writing*

Dalam belajar bahasa Inggris, menulis adalah salah satu keterampilan penting yang harus diajarkan untuk siswa di sekolah menengah pertama. Salah satu strategi yang baik yang dapat digunakan guru di kelas bahasa Inggris adalah strategi menulis cepat. Strategi menulis cepat adalah strategi efektif yang mendorong kelancaran tanpa khawatir ejaan, selama lima hingga sepuluh menit sampai waktu habis tanpa mengedit sendiri. Tujuan dari penelitian ini adalah: (1) untuk mendeskripsikan implementasi strategi menulis cepat dalam pengajaran menulis. (2) untuk mengetahui manfaat apa saja yang siswa peroleh ketika guru menerapkan strategi menulis cepat dalam mengajar menulis teks deskriptif. Penelitian ini menggunakan metode kualitatif yang menggunakan deskriptif kualitatif untuk menganalisis data. Penelitian ini dilakukan pada siswa kelas delapan dan guru Bahasa Inggris SMP Kyai Hasyim Surabaya. Temuan dalam penelitian ini menunjukkan bahwa menggunakan menulis cepat dalam mengajar teks deskriptif memiliki banyak keuntungan bagi siswa dan guru dalam mengajar teks deskriptif. Pertama, strategi ini dapat meningkatkan keterampilan menulis. Kedua, siswa merasa mudah untuk menulis teks deskriptif dengan kata-kata mereka sendiri. Ketiga, tingkatan perasaan dan motivasi siswa.

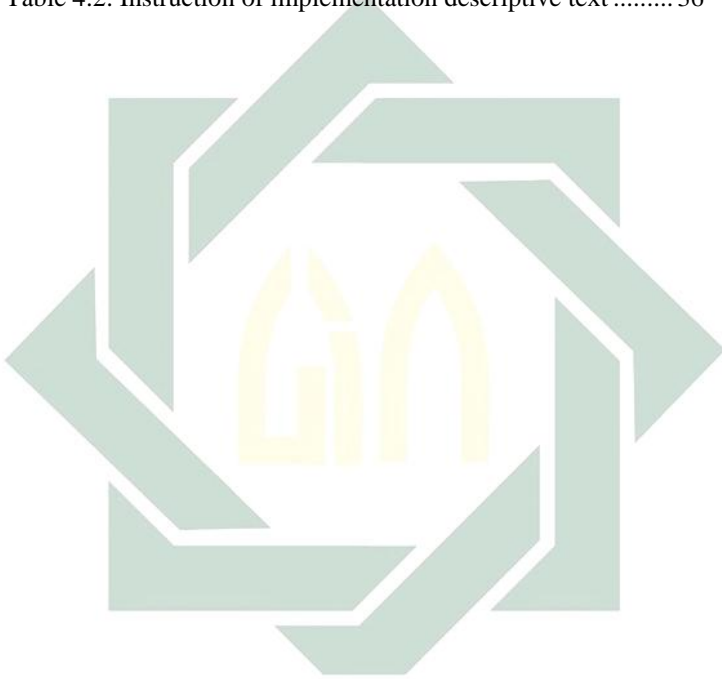
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CHAPTER I

INTRODUCTION

This chapter showed an overview of the background of the study that explains about the problem and why the writer chooses the topic, the research questions, objectives of the study, the significance of the study, the scope and limitation of the study, and definition of key terms used in this study are also presented. Each section presented as follows.

A. Background of The Study

Writing is one of important skill that have to master by students at junior high school. Through writing, they are able to express their ideas, information, thoughts, experiences and feeling with written language regularly and thoroughly. However, in reality when expressing their thoughts and feelings in the form of essays or paragraph the students still make many mistakes. In addition, writing effectively is an absolute necessity for everyone involved in social activities, economics, education, technology and others. This is due to all communication activities cannot be separated from the use of writing facilities. So, this form of written communication is the most form of communication needed¹.

Based on the writer's experience in teaching practice at Junior High School the students have many problems in writing. First, the students lack of ideas and difficult to arrange their ideas in logical order. Because they think writing need more work in organizing the composition and the language that made them can be stated correctly. Second, the students lack of vocabulary. They could not express their ideas into paragraph, develop topic sentence and add supporting ideas. Then, low motivation. They were too lazy to do their writing exercises that were given from the teacher. They will do it in a hurry if those

¹M. Atar Semi. 1990. *Menulis efektif*. Padang: CV. Angkasa Raya. p.3.

tasks will be collected by the teacher even they would cheat their friends' answer. Next, the teacher cannot make student interest in teaching writing process, because the teacher did not used effective strategy in teaching writing. This is same with the opinion of Tarigan as most teachers are unable to present writing material in an interesting, inspiring and creative way even though teaching techniques are selected and practiced by the teacher in the implementation of very writing learning affect student achievement². Strategy is one of the ways that must be used by the teacher in teaching writing. It is useful to help students interest with the lesson that will teacher explain. There are some strategies in teaching writing. One of them is Rapid Writing Strategy.

Rapid writing strategy is one strategy of teaching writing in the school, the applying of this strategy help the teacher in teaching learning process. According to Bright, rapid writing strategy is an effective strategy that encourages fluency without the worry of spelling in write for five to ten minutes until time is over without self-editing³. In other word, this strategy can help the teacher to teach the student in writing fast. The purpose is in order they can fluent in English writing, especially in writing descriptive text.

Teaching writing is not an easy practice. It needs good cooperation between students and teacher in the process of learning. Based on the curriculum, there are some texts which have to be mastered by the students at Junior high school. They are descriptive, narrative, procedure, and recount. So, writing descriptive is one of the texts that must be learned and taught in Junior high school. Each text has different social function, schematic structures, and language features. When the teacher

²Henry Guntur Tarigan. 1990. *Pengajaran Pragmatik*. Bandung: Angkasa Bandung. p.187.

³Bright, R. 2007. *Write Through The Grade; Teaching Writing In Secoondary Schools*. Canada:portage 7 main press.

applying Rapid writing strategy in teaching writing descriptive text, most of students at SMP Kyai Hasyim Surabaya like with this strategy because this strategy really help them to start writing and ultimately to produce more writing. They can develop their ideas with own word without hesitating and being afraid of making mistakes. It makes them more interest with the learning. Besides that, students more active in teaching learning process because this is an effective strategy that encourages fluency without the worry of spelling. This strategy make students will be easy to memorize all steps in writing activities.

This is accordance with the opinion of Wood, K., & Harmon, M, who states that the Rapid Writing Strategy is a focused strategy that directly enhances the skills of writing students to simply write without fear. Emphasis is placed on generating output without the worry of spelling. There is also an element of time which looks to promote the generation of ideas in written format⁴. In this case, Rapid writing strategy as a practical tool to help students practice and work with language they have been studying.

There have been several studies conducted in relation to the rapid writing strategy in teaching writing. First research by Eka Widi Riyanti with title "*The Use of Running Dictation Game and Rapid Writing Strategy to Improve Students' Writing Skills*". This research is focus to improve students writing skill using Running Dictation Game and Rapid Writing strategy. The second research by Anita Susilawati with title "*Teaching Writing by Comining Transition Action Detail (TAD) and Rapid Writing Strategies*". This research focus to overcome one of many problems in teaching writing at Junior High School. The third research by Radian Maulida with title "*The effect of quick writing strategy towards student's writing ability in*

⁴Wood, K., & Harmon, M. 2001. *Strategies for integrating reading & writing in middle and high school classrooms*. Newark, DE: The International Reading Association.

recount text". This research is focus to improve students' writing skill. Next research by Aldila Arin Aini "*The Use Of Running Dictation Technique To Improve Students' Writing In Descriptive Text (An Action aResearch Of The Tenth Graders Of Sman 1 Bawang Banjarnegara In The Academic Year 2014-2015)*". This study focus to find out students responses in writing descriptive text using running dictation technique and to find out how running dictation technique improve the students writing ability of descriptive text. The similarity with my research, which also talking about through this strategy, the student will be easy to memorize all steps in writing activities. The difference between that research and my research are the object and method. My research used Junior High School as the object and qualitative as the method but those research used Senior high school as the object and used CAR method.

In Surabaya, there are 3 islamic Junior High School have implemented Rapid writing strategy. One of them is SMP Kyai Hsyim Surabaya. The researcher chooses SMP Kyai Hasyim Surabaya as an object to this research to solve the problem of this research because the teacher implement strategy which to improve students interest in learning process and easy to develop idea particularly in writing descriptive text. The researcher found the information from the English teacher that the teacher has implemented rapid writing strategy in teaching and learning process. The researcher to do this research because it is very important for the teacher to teach students using a good strategy to make students enjoy in class, interest to the lesson and easy to develop their idea in written form. The researcher investigate the process and to know the advantages of learning activity in writing class using rapid writing as a strategy in teaching descriptive text.

So, this research is conducted on the title *“The implementation of rapid writing strategies in teaching writing descriptive text at SMP Kyai Hasyim Surabaya.”*

B. Research Questions

Based on the background of study, the research questions in this study formulated as follow:

1. How does the teacher implement rapid writing strategy in teaching writing descriptive text at SMP Kyai Hasyim Surabaya?
2. What are the advantages of teaching writing descriptive text using rapid writing strategy at SMP Kyai Hasyim Surabaya?

C. Objective of The Study

1. To describe the implementation of rapid writing strategy in teaching writing at SMP Kyai Hasyim Surabaya.
2. To know the Advantages to the student when the teacher applying rapid writing strategy in teaching writing descriptive text at SMP Kyai Hasyim Surabaya.

D. Significance of The Study

The findings of the research are expected to have both theoretical and practical importance to the teaching and learning process in English.

a. Theoretical

The findings of the research are expected to support the existing theories on rapid writing strategy, teaching writing and descriptive text.

b. Practical

1. For Future Researchers: the result of this research are also useful for researcher who want to do research in this field. It means that this research can be the previous study for the researcher who want to do their research related with this strategy.

2. For Teachers: as a basic reference for applying rapid writing strategy in teaching writing so that they can help students in achieving maximum expected learning outcomes.
3. For Students: having a different learning experience in learning by rapid writing strategy.

E. Scope and Limit

In order to make the discussion be more specific, the researcher wants to limit the topic and the discussion on teachers' strategy in teaching writing particularly in implementing rapid writing in English text. The teacher used rapid writing as the strategy in teaching writing descriptive text.

Subject of the research is teacher in eight grade of SMP Kyai Hasyim Surabaya. There is the main reason why the researcher chooses the teacher of this school as a subject. The teacher is a facilitator in teaching learning process. Students are required to be more active in exploring their own abilities, both by asking questions about what is not understood. So, that student might show advantages in the end of the study.

F. Definition of Key Terms

In order to have same idea and concept in this study, the researcher clarifies the term used in this study, as the details below :

1. Rapid writing strategy is one of strategy in English that encourages fluency⁵. It helps students to understand English text through activities⁶. It also makes students to know about key points in English writing process⁷. In this research the teacher gives the student topic about something and ask students to write as much as

⁵Robin Bright. 2007. *Write Through The Grade: Teaching Writing In Secondary Schools*. Canada: Portage & Main Press. P, 19

⁶Antonacci. 2002. *Strategies for Middle and Secondary Classrooms: Developing content area literacy*. New York: SAGE Publication, Inc. P, 316

⁷Bryan and Harris. 2011. *Battling Boredom 99 Strategies to Spark Student Engagement*. New York: Routledge. P, 27

they can relate to the topic with time that given by the teacher.

2. Teaching writing is one of process in English activity⁸. In this research teaching writing is the way of the teacher delivered descriptive material to the students in learning process that can express their idea in written form. It makes students understand how to write in English on both content and form.
3. Descriptive text is kind English genre which describes an event, place, person, or thing⁹. It described through English sentences in simplest and easiest English writing form¹⁰. In this research descriptive text is a text that describing person to make the students understand about physical appearance.

⁸Coffin, Curry and Goodman. 2003. *Teaching Academic Writing*. New York: Routledge. P.78

⁹Oshima, Alice. & Hogue, Ann. 1997. *Introduction to Academic Writing (2 nd Edition)*. New York: Addison Wesley Longman, Inc. P, 223

¹⁰Yudantoro. 2010. *Rangkuman Bahasa Inggris SMA*. Jakarta Selatan: Gagah Media. P.7

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of the related literature was intended to give an evidence and about the conceptual framework and description about Rapid writing strategy. This theoretical explanation was the foundation of this research. On this chapter, there were some aspects to study:

A. Review of Related Literature

1. Writing

Writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message. According to Brown writing is a skill as a process of transferring the word that comes from our mind effectively¹¹. Moreover, by doing writing, students are able to deliver their ideas and thoughts in written form.

Myles states that the ability to write well is not a naturally acquired skill. It is usually learn or culturally transmitted as a set of practice in formal instructional settings or other environments. Writing skills must be learned and practiced through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of description or narratives, or to transform information into new texts, as in expository or argumentative writing¹².

Harris believes that writing is a process that occurs over a period of time, particularly if the writer takes account the sometimes extended periods of thinking that precede initial draft. In writing, the writer needs a time to

¹¹Brown, H. Douglas. 1994. *Teaching by principle: An Interactive Approach to Language Pedagogy*. United States of America: Pearson Education, Inc.

¹²Myles, Johanne. 2002. *Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts*. <https://eric.ed.gov/?id=EJ653951> TESL-EJ, v6 n2 Sep

do varied processes inside. The length of the time is completely different among writers. Some need a longer time just to think about what to write before making the initial draft¹³.

Moreover, according to Harris the function of writing can develop students' idea, feeling, knowledge and ability. Basically, conveying them in writing, a writer has to master in the structure and vocabularies discipline in the classroom is "rearranging a student's seating position"¹⁴.

a. The Importance of Writing

Gaith states that writing is complex process that allows writer to explore thought and ideas on the paper¹⁵. It means that in writing text the students have to consider many things to build a good writing. Harmer states that there are many of learning writing. First, writing is not often time-bound in the way conversation. In writing activities, the students have long time to think than do in speaking activities. They can express what they know in their mind and even the students using dictionaries or grammar books to help them. Second, writing encourages students to focus on appropriate language use. It is a good way for the students to develop their language when they write down what they think or express their ideas with the appropriate language. Then, writing is often used as a means of reinforcing language that have been thought. In teaching writing process, the teacher often ask the students to write sentences or paragraph. The students should make a note about what they have learn while learning process happens. It makes the students able to understand about the language that has been thought. The last, writing used in question and answer activities. In teaching writing process, the teacher often give question to students. For instance, about the

¹³Harris. 1996. *Developing of Writing Skill*. New York:Cambridge University Press.

¹⁴Ibid.

¹⁵Ghazi, Ghaith. 2002.

Writing.<http://www.uhu.es/antonio.dominguez/virtualwriting/writing.htm>. Retrived on November 17th, 2018

previous material or their knowledge. The students prepare first to find the answer and they write down the answer the report the answer in front of the class. In the examination the students are asked their answer in the form of written.

b. Types of writing

There are three types of written text. These include the informative text, the argumentative text, and the descriptive text.

1) The Informative Text

The informative text is such narration which is the telling of a story; the succession of events is given in chronological order. The main purpose of a narrative is to entertain, to gain and hold a readers' interest. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience and of course, fantasy stories.

2) The Argumentative Text Type

This kind of text is based on the evaluation and the subsequent subjective judgment in answer to a problem. It refers to the reasons advanced for or against a matter, such as essays, articles, etc. Other types that are based on generic structures and language features dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as genres.

3) The Descriptive Text Type

Descriptive writing provides an illustration of people, places, events, situations, thoughts, and feelings. Description presents sensory information that makes writing come alive. It expresses an experience

that the reader can actively participate in by using imagination.

2. Teaching Writing

Teaching writing is an approach to make the students being able to write in target language. According to Brown, in teaching writing, the teacher should learn more about how to build fluency not just accuracy, how to use authentic text, and contexts in the classroom, how to focus on the purpose of linguistic communication, and how to capitalize on learners intrinsic motives to learn. He said that teachers do not only focus on the final product but also focus on the process of writing¹⁶.

Objectives of the teaching writing skill can be achieved through some approaches. According to Harmer, there are two approaches in teaching writing. They are focusing on the writing process and focusing on the product of writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing¹⁷. However, the teachers have to pay attention to the various stages of any piece of writing process.

Writing is considered as language skill which has to be mastered. Writing becomes important as speaking, reading, and listening since writing is a tool for recording and organizing knowledge into useful and reusable note. To get some purposes of writing, the students should to know how to write any kinds of writing, such as letter, report, advertisement, etc. The students also need to learn some writing conventions (punctuations, paragraph construction, etc.) just as they learn pronunciation in order to speak appropriately. Therefore, that is why writing is taught in language teaching.

¹⁶Brown, H. Douglas. 1994. *Teaching by principle: An Interactive Approach to Language Pedagogy*.....

¹⁷Harmer, Jeremy. 2005. *How to Teach Writing*. England: Pearson Education Limited.

a) **The reasons for teaching writing**

According to Harmer, the reason for teaching writing includes reinforcement, language development, learning style, writing as a skill. For more detail, see the explanation below:

First, reinforcement is written language helps students to acquire language. It helps student to understand the way to fit words together. It becomes main source of learning language since it presents visually. Second, language development is the developing of language can be influenced by the experience in the process of writing itself. Third, learning style is writing is suitable for learners who produce language in slower way. The last, writing as a skill is a basic language skill as speaking, listening, and reading. Those skills are definitely important for language learner¹⁸. It will help the students learn. The writing process, there should be good coordination among hand, brain and eyes at the same time.

b) **Teacher roles in teaching writing**

Teacher plays an important role in the teaching and learning process of writing. Harmer stated that although the teacher need to deploy some or all of the usual role when students are asked to write¹⁹. The ones that are specially important are as follows:

First is motivator, one of the teacher principal roles in writing task will be to motivate the students, creating the right condition for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit. This may require special and prolonged effort on the teacher part for longer process-writing sequences.

Second is resource, especially during more extended writing task, teachers should be ready to supply information and language where necessary. Teachers need

¹⁸Jeremy Harmer, 2005. *How to Teach English*,79.

¹⁹Jeremy Harmer, 2001. *The Practice of English Language Teaching*,261-262.

to tell students that they are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way. Because writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working in pairs or group

Third is feedback provider, giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teacher should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks they have undertaken.

c) **Teaching writing in Junior High School**

Based on curriculum for education unit level or commonly called *Kurikulum Tingkat Satuan Pendidikan* 2006 for SMP and MTs, the program of teaching learning English as a foreign language focuses on developing students' skill in four languages skills. The students are expected to achieve competencies to communicate in spoken and written form using suitable language variation fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report. Meanwhile, the purposes of teaching writing based on KTSP for SMP and MTs are as follows:

- 1) The seventh grade: students are able to write simple functional sentences, simple messages and simple announcement and card, procedure and descriptive texts.
- 2) The eighth grade: students are able to write among others text in the form of narration, description and recount, write personal letters, post card, invitation card, leaflet and announcement.
- 3) The ninth grade: students are able to write texts in the form of narration, procedure, report, write short messages, letters, advertisements or announcements.

d) Strategy in teaching writing

In teaching learning process, the teacher needs some aspects that make students understand what is being taught by the teacher. As we know that writing needs a lot of concentration in order to get a successful result or product. In short, when the students get difficulties in writing, it is stated that the difficulties are not caused by the students themselves but also by the inappropriate strategy used by the teachers to approach language teaching.

Most of participants of this study have low motivation in writing, so the strategy of the teacher is very important to encourage students capable in writing. The teacher should create the strategy that is interesting, helpful, and fun in order to support the students and feel happy to write, motivate and also attract students' attention. Moreover, the teachers should know what kind of strategy which is suitable for the writing skill and students.

There are possibility problems facing the teacher when applying strategy. Therefore, the preparation of the teacher is needed so the teacher does not face some problems in implementing the strategy and the learning process can run as expected. The problem is often faced by the teacher is do not remember how the strategy works. It often occurs in teaching learning process. Other problems that possibility faced by the teacher from Vanderburgh explain below²⁰.

1. The Teacher does not find the strategy used for the materials and the students.

Souranisuggests that the teacher should select or find strategies which active students' motivation, participation, challenging, and the degree of competition²¹. Here, that is why the teacher is very difficult to find the strategy because the strategy not only makes the students

²⁰Peter Westwood. 2008. *What Teachers Need to Know About Reading and Writing Difficulties*, (Australia: ACER Press), 74

²¹Ahmad Iseifan El Sourani. 2017. Thesis: "*The Effectiveness of Using RAFTs Strategy in Improving English Writing Skills among Female Tenth Graders in Gaza*". (Gaza:The Islamic University–Gaza), 78

enjoy and fun in the learning writing but also students can give them the best product in writing.

2. The Teacher does not remember how to apply the strategy. It means that teacher does not prepare well about the strategy that teacher chooses.

Graham and Harris suggest that when teacher applying strategy the teacher should help students understand how a strategy work and how it helps them produce better results²². Therefore, the teacher must understand how a strategy work in order to make students does not confuse about the strategy. Here, the researcher suggests before the teacher applying the strategy to the students, the teacher must practice in teaching using the strategy that they choose by themselves.

3. The teacher does not use the strategy because it places too heavy a demand and makes the teacher overstretched.

Graham and Haris suggest that the strategy used should be discussed it with other teachers²³. In fact, when the teacher faces the problem about a situation in the class, they can modify the strategy effectively as appropriate with class environment. Here, creative teachers are needed. Good teachers can not only find a good strategy but can modify the strategy in a variety of situations such as in small or large classes.

4. The strategy is not enough time to be applied in teaching writing. Therefore, the strategy is not practiced and reinforced sufficiently.

De La Paz suggests that some strategies are unnecessarily complex, with too many steps to remember and implement. Moreover, even the strategy potentially effective, these strategies would be much easier to recall and use if simplified²⁴. It means that between the teacher and the students are very important in implementing a strategy. De La Paz believes that good strategy does not

²²Peter Westwood, *What Teachers Need...* 75

²³Peter Westwood, *What Teachers Need...* 75

²⁴Peter Westwood, *What Teachers Need...* 74

have a complex step in order to make teacher easier to apply and students will understand how the strategy work. Many simple strategies that not need any rules or steps which can make the teacher and students easier to recall and apply. The problem is faced in implementing the strategy is the teacher forgets how the strategy works and the strategy is too complex so it takes a long time to implement. In fact, based on De La Paz's opinion, to find a good strategy should consider whether the strategy is effective and do not effective. In short, a good strategy is a strategy that is not complex to implement and easy to run.

3. Descriptive text

Descriptive text is a kind of text which describes something about thing, person, animal, or other. It is a text that students taught in Junior High School. Hence, the students are expected to be able to understand and produce a good descriptive text by their own. According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds²⁵. In addition, a good description is like a "word picture", the reader can imagine the object, place, or person in his or her mind. The specific function of descriptive text is to convey the reader what something looks like. The generic structure is characteristic of language in text. The generic structure of descriptive are follows:

Identification, it is part of paragraph which introduce or identify the character to be describes. It can be called general description of the subject. Usually it include objects name, kind of the object and etc.

Description, it is part of paragraph which describes parts and characteristic of the person or something that will be described in detail. So, the reader can get clear description of the subject.

²⁵Oshima, A. & Hogue, A. 1997. *Introduction to Academic Writing (2 nd Edition)*. New York: Addison Wesley Longman, Inc.

4. Rapid Writing Strategy

Rapid writing is a simple, highly structured way to get students thinking and writing about a topic. This strategy helps students clarify their thoughts by alternating between writing and thinking. It can uncover the thoughts and emotions behind our initial reaction to a piece of content, and it also builds the skill and practice of iteratively reviewing and revising throughout the writing process. This strategy is often helpful in both brainstorming and beginning to narrow the focus for discussion, and it can be used to develop a thesis statement for a formal essay or report²⁶.

According to Bright, rapid writing strategy is an effective strategy that encourages fluency. In other word, this strategy can help the teacher to teach the student in writing fast. The purpose of it is in order they can fluent in English writing²⁷.

Clark, this strategy employ best within the plan development part, the aim is to introduce as several of the concept into paper for the aim of organizing those concepts. In other word, this strategy use for a concept in writing story after read a text. That concept based on the text, it is in order to make good writing²⁸.

Jfink, this strategy is used best in the idea development phase²⁹. The purpose of it is to get as many of your ideas into paper for the purpose of organizing those ideas. This strategy use to collect the ideas from the text, after that the ideas develop into new text, but still based on the first text.

²⁶<https://www.facinghistory.org/resource-library/teaching-strategies/rapid-writing> accessed on 25 October 2018

²⁷Bright, robin. 2007. *Write Through The Grade: Teaching Writing In Secondary Schools*. Canada: portage & main press

²⁸Jfink. 2012. *Examples of writing strategies*. <http://www.empowernetwork.com/jfink/blog/examples-of-writing-strategies>. accessed on 27 October 2018

²⁹ ibid

Table 2.1 Students /Teacher Resource

No	Tips for Rapid Writing
1	Write as fast as you can
2	No corrections or erasing allowed
3	Write until your teacher says “STOP” – do not stop before
4	Don’t lift your pen/pencil from the paper or remove your hands from the computer
5	If you get stuck, jumpstart your brain by writing the topic title and extending it to a sentence
6	When your teacher says “STOP,” count and record the number of words you have written
7	Be prepared to discuss your topic: use the writing you have done to start you off

THINK LITERACY: Cross-Curricular Approaches, Grades 7-12, pages 10.

a) The Implementation of Rapid Writing Strategies in Teaching Descriptive Text.

The Rapid writing is a brief written reflection on a topic. It can be used at the beginning, in the middle, or at the end of a lesson³⁰. Rapid Writing strategy make learning process more interesting. To make more clearly, Bright recommends some procedures that teacher do in classroom³¹. First, students are given several topics and are asked to write for five to ten minutes without stopping. Second, even if students cannot think of what to write, they are encouraged to keep the pen or pencil or fingers at the keyboard moving and at least writing. Third, students then

³⁰Alan Crawford, et al .2005. “*Teaching and Learning Strategies for the Thinking Classroom*”, (New York: The International Debate Education Association.), 27.

³¹Bright, robin. 2007. *Write Thorough The Grade: Teaching Writing In Secondary Schools*. Canada: portage& main press.

count the number of words they have written and record this information on a chart in their writer notebook.

Implementation is the learning application used in teaching learning process to education's purpose³². When implemented it, the teacher explains to the students about the strategy. The teacher gives the student several topics and asks them to write very briefly about the topic some minutes without stopping. The teacher asks the students to write as much as they can about the topic based on the data they have collected without stopping in five to ten minutes. Then, the teacher still asks them to write, if they cannot think about what they will write. And last, the teacher asks them to record the information in their written collect their paper when time is up

Table 2.2 The Procedure of the Implementation of Rapid Writing Strategy

What teachers do	What students do
Before <ul style="list-style-type: none"> • Plan a topic for rapid writing or invite the students to suggest topics. • Explain that the purpose of rapid writing is to permit students to record what they understand about the topic, subject, or activity, without worrying about repetition, spelling, grammar, or any other errors. • Give directions for rapid writing. See Student/Teacher Resource, <i>Tips for Rapid Writing</i>. 	<p>Suggest topics for rapid writing that are related for the subject of study.</p>
During <ul style="list-style-type: none"> • Give directions. See Student/Teacher Resource, <i>Tips for Rapid Writing</i>. • Give the signal to begin. • Time the students. 	<p>At the starting signal, write or type as quickly as possible without stopping</p>

³²Theresia Niung p.2008. *Pengajaran EDL (English as a global language) and metode CTL (Contextual Teaching and Learning)* Journal.

<ul style="list-style-type: none"> • Provide the signal for students to stop writing.(You may want to give them a one-minutewarning.) 	or making any corrections.
After <ul style="list-style-type: none"> • Debrief. • Ask students to count the number of words that they have written. • Ask who has at least ___ words, until only one or two hands remain up. • Discuss the topic, based on what the students have written. Encourage students who don't usually participate. • Focus the students' attention on how their rapid writing can be the starting point for more polished pieces. • Alternatively, as a follow-up direct students to begin classifying and organizing their ideas. • Alternatively, organize students into small groups to share their rapid writing and to compose a short collaborative paragraph on the topic. 	<ul style="list-style-type: none"> • Count and record the number of words. • Discuss the topic by reading aloud parts of what they have written. • In pairs, explain the thinking behind the categories used. • One student from each group reads the paragraph to the class.

Source : **THINK LITERACY: Cross-Curricular Approaches, Grades 7-12,p,99.**

b. Advantages of Rapid Writing Strategy

Rapid writing strategy is interesting strategies that useful for students in developing idea. There are elements of times for students to write quickly. Rapid writing differs from traditional writing as students can let their thoughts flow freely without focusing on correctness and revision³³. Rapid writing strategy has many advantages for the students and teacher in writing process. According to Mason, rapid writing strategy useful to developing writing

³³Tompkins, Gail E. 1994. *Teaching Writing: Balancing Process and Product*. 2nd ed. New York: Macmillan College Publishing Company, Inc.

and assess students understanding³⁴. Furthermore, Collins explains that writing by using rapid writing strategy is useful to improve students' fluency in writing. Because of these advantages, rapid writing can help students explore more writing without worry about grammatical accuracy³⁵. Through rapid writing strategy can encourage critical thinking and communication skills³⁶. The students can explore their ideas into a paragraph. Besides that, the students can do communication skill by sharing ideas with their groups. If the teacher does not use a strategy in teaching learning process, the students will be bored and the class will be monotonous for them. By using rapid writing strategy can motivate the students to do writing³⁷. This strategy is not only helping the teacher to give appraisal to the students' understanding of how to do writing, but also helps the students to develop their ability in writing. So, appropriate teaching procedure has positive effect to students writing ability.

B. Previous Study

There have been several studies conducted in relation to the rapid writing strategy in teaching writing. First research by Eka Widi Riyanti with title "*The Use of Running Dictation Game and Rapid Writing Strategy to Improve Students' Writing Skills*". This research is focus to improve students writing skill using Running Dictation Game and Rapid Writing strategy. The second research by Anita Susilawati with title "*Teaching Writing by*

³⁴ Mason, L.H., Benedek-Wood, E., and Valasa., 2009. Quick writing for students who struggle with writing. *Journal of Adolescent and Adult Literacy*, p. 53, 313-322

³⁵ MacGowan-Gilhooly, A. 1991. *Fluency First :Reversing the Traditional ESL sequence*. *Journal of Basic Writing*. Vol 10 No 1

³⁶ Kober, N. 1993. *EDTALK: What we know about science teaching and learning*. Washington, DC: Council for Educational Development and Improvement.

³⁷ Meier, seth. 2006. (EDSP, 4633) Strategy packet
<http://fds.oup.Com/www.oup.com/pdf/elt/catalogue/0-19-435033-9-b.Pdf>.

Comining Transition Action Detail (TAD) and Rapid Writing Strategies". This research focus to overcome one of many problems in teaching writing at Junior High School. The third research by Radian Maulida with title "*The effect of quick writing strategy towards student's writing ability in recount text*". This research is focus to improve students' writing skill. Next research by Aldila Arin Aini "*The Use Of Running Dictation Technique To Improve Students' Writing In Descriptive Text (An Action aResearch Of The Tenth Graders Of Sman 1 Bawang Banjarnegara In The Academic Year 2014-2015)*". This study focus to find out students responses in writing descriptive text using running dictation technique and to find out how running dictation technique improve the students writing ability of descriptive text. The similarity with my research, which also talking about through this strategy, the student will be easy to memorize all steps in writing activities. The difference between those research and my research are the object and method. My research used Junior High School as the object and qualitative as the method but those research used Senior high school as the object and used CAR method.

Another study by Saliyah with title "*The Effect of using quick-write strategy on students' writing ability in descriptive paragraphs at the second year of SMPN 1 Bandar petalangan pelalawan regency*". The focus isto know the significant effect by using quick write strategy in descriptive text. The contrast of this study between the current study is the research method, the method is descriptive qualitative and the main purpose of current research is to describe the implementation of rapid writing strategy in teaching descriptive text.

CHAPTER III

RESEARCH METHOD

This chapter presents and discusses some aspects of the research methods. This chapter explains about the research design, the research setting; including time and place of the study, the data and source of the data, research procedure, data collection technique, research instrument, and data analysis technique.

A. Approach and Research Design

This research is qualitative descriptive as explored information in order to understand rapid writing strategy in teaching process from view point of students.

According to James Dean Brown and Rodgers, they stated that qualitative research is typically the label for non-numerical research and quantitative research approach is a numerical research, a data conversion is needed for this approach. Qualitative research are more concerned with understanding situations and events from the viewpoint of the participants. Thus, the participants often tend to be directly involved in the research process itself³⁸.

B. Research setting

This research was conducted in SMP Kyai Hasyim Surabaya. The subjects of the research were all members involved in the English teaching learning processes at eight grades. They were the English teacher of eight grades and the students of eight class at SMP Kyai Hasyim, Surabaya. The class was consisted of 29 students. It was chosen as the subject of the research because the teacher in this class use Rapid Writing Strategy in teaching learning process.

³⁸Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), 15

C. Data and Source of Data

1. Data

The data that used in this study for the first research question is teacher's way in implementing rapid writing strategy. For the second research question, the data are the advantages of applying rapid writing strategy in descriptive text.

2. Source of Data

The source of data in this research is the teacher of eight grade students in a class at SMP Kyai Hasyim Surabaya. Source data for answering first research question are students and teacher. Source for answering a second research question is teacher. The researcher used interview to strengthen the findings and complete the information that had been collected through observation checklist during the learning process.

D. Data Collection Technique

This qualitative descriptive approach used several techniques of data collection methods. In this research, the researcher collects the data by observation checklist and interview the teacher in teaching learning process of eight grade at SMP Kyai Hasyim Surabaya. The data conducted by using observation. Observation is one of the technique of collecting the data. As a scientific method, observation can be systematically used to observe and note the phenomena investigated like the students feeling, thinking and something they do in teaching- learning process. The data from observation answer the first research about implementation of rapid writing strategy. During the observation, the researcher observes the phenomenon in this place and tries to make important note. After the research doing those steps, then the researcher would focus in observation and concludes to find out some interest phenomenon. The researcher has observed in classroom activities during the teachers give material about this strategy in teaching learning are good or not. The implementation of this strategy is appropriate to use or not. The data observation explains: the teacher activity/ teacher opinion about rapid writing strategy in classroom, the implementation of rapid

writing strategy in teaching descriptive text. Then the result the observation will be describe how the teacher' implement rapid writing strategy in teaching writing descriptive text at eight grade at SMP Kyai Hasyim Surabaya.

After the researcher collected the data from observation, to strengthen the data the researcher conducted interview. According to Creswell, interview can give information that cannot observe directly and it provides personal detail information³⁹. By having interviews, the researcher can investigate the respondent for the teacher information about the advantages of applying rapid writing strategy in teaching writing descriptive text. From the interview, it is arise unexpectedly answer from planned questions. The researcher will read the script of interview. Then the result of interview used to know the advantages of teaching writing descriptive text by using rapid writing strategy. For more specific this is table for explain the process of collecting the data:

Table 3.1
Table of Collection technique

R Q	Data	Source	Collection Technique	Instrume nt
1	Implem entatio n	Teaching learning process (Student and Teacher)	Observation	Checklist
2	Advant ages	Teacher	Interview	Guideline

³⁹John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th Edition, (Boston: Pearson Education, Inc, 2010, 212

E. Research Instrument

In order to collect the data, the researcher uses some instruments. The researcher follows the theory of Creswell to conduct the qualitative method research in this research. All of those instruments are described as follows:

1. Observation checklist

Observation is used to observing the teachers' strategy in teaching descriptive text. This observation has 2 subjects, they are: students and teacher. Observation checklist for the teacher focuses on the process how the teacher implement rapid writing strategy in teaching descriptive text, while the observation for the students focuses on students activities during the teaching learning process. The situations that will be observed about the way teacher implements the strategy, students' activity, and materials. The activity must be followed by giving thick sign (V) to the observation and making note to the object which is observed. during the research process, the english teacher who main role in monitor the students' acts and behavior which are also required as the data to be compared from time to time and to decide whether there are some improvements or not whether the improvements increase significantly or not.

2. Interview Guideline

According to Creswell, the researcher conducts face to face interviews⁴⁰. The researcher was interview the teacher directly. In this study, the researcher interview the teacher, to get and complete the data which cannot be found in the observation. There are nine questions to the interview. The researcher will ask about: English teacher's opinion about the implementation of rapid writing strategy in teaching descriptive text and the advantages of it.

⁴⁰John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), p.240

In this research the researcher used interview guideline, it means the researcher can ask anything, but the question still discuss about related topic based on question notes.

F. Data Analysis Technique

In analyzing the data, the researcher used qualitative descriptive to analyze the implementation and advantages of rapid writing strategy in teaching descriptive text at SMP Kyai Hasyim Surabaya. To analyze the data, the researcher used theory of Miles and Huberman. There are 3 stages to analyzing the data; they are data collection, data reduction and data display⁴¹:

1. Data collection

In this step, the researcher must understand well the data. In this study, the researcher did observation for the first research question. The researcher used checklist from classroom observation to know the implementation of rapid writing strategy in teaching learning process by the teacher. The researcher wrote notes and video to save the information from the data. It helps the teacher being familiar with the data. The content of video was classroom activities use rapid writing strategy. Then, for second research question the researcher took data by interview. The researcher used Indonesian languages in interview, it aims to avoid misinterpretation. In addition, the researcher collected all the data she got. The researcher collected the result of preliminary research and interaction with the subject. After that, the researcher reading all the data result.

⁴¹Matthew B. Milles and A. Michael Huberman. *Qualitative Data Analysis: An Expanded Sourcebook 2nd ed.*, (USA: Sage, 1994), 10-12.

2. Data reduction

This is the process to generate categories and themes the data that gotten in writing form (script). The researcher started to analyze the data or information by using checklist. This is also identifying which information that needs to be used in this study or need to be reduced. After getting the observation result and the interview data, the researcher changed the result of documentation into script. Then, the researcher analyzed the script of the result observation and interview. Next, researcher used underline as a symbol to code the statement that important. That is, every statement that show information related to implementation and advantages. Data with the same code were classified into one and themes were drawn from this classification. It made easy to classify the data.

3. Data display (the last step of analyzing data to conclude the whole research)

In this step, the researcher confirmed what the researcher has already known is supported by the data. Then, representation involves how the data are presented. In this study, the researcher used table to present the data and descriptive to interpret the data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses data based on the learning process. This chapter presents the finding of the classroom observation and interview. The researcher describes and analyzes the findings during research process conducted of 8th grades at SMP Kyai Hasyim, Surabaya. The explanation covers the answer to the research questions proposed in chapter I. This chapter also provides the discussion of the finding.

A. RESEARCH FINDINGS

The data were collected to answer research question of the study. There were two research questions related with this study; (1) How does the teacher implement rapid writing strategy in teaching writing descriptive text at SMP Kyai Hasyim Surabaya? (2) What are the advantages of teaching writing descriptive text using rapid writing strategy at SMP Kyai Hasyim Surabaya? The data were collected from observation and interview. Observation used to know the implementation rapid writing conducted by the English teacher in teaching descriptive text. Moreover, interview to the English teacher grade 8 was aimed to find out the advantages faced by the teacher in teaching descriptive text. All students answered the research questions one. Then, the teacher answered the researcher questions of research question two. The researcher described the findings as follows.

1. Implementation rapid writing strategy in teaching writing descriptive text at SMP Kyai Hasyim Surabaya

The observation was conducted on 8th until 9th April 2019. The teacher is Mrs. Ria S, Pd. There were 30 students, including male 18 and female 12. In this study, describes teaching learning process of teachers' implementation of rapid writing strategy in descriptive text during the class. The study use checklist to make easier analyze the data.

The first meeting was conducted on April 8th 2019 at 10.30 A.M. until 12.30 A.M. in VIII B class. The condition of this class is crowded. The teacher entered the class and started the lesson by said “Assalamualaikum” and hello to the students. Then the teacher asked the leader of the class to lead praying to open the lesson according to their beliefs. Teacher opens the lesson and checked student attendance list. After that, asked students condition by “*how are you today?*”, and the students answered “*I am fine mom, thank you and you?*” Next the teacher answered “*I am very well, thank you*”. The teacher asked students about previous material in order to remember the material. Then teacher start the lesson with the first topic, the topic is about descriptive text (describing people). The teacher asked student first before she explained the definition, purpose, generic structure, language feature of descriptive text.

Teacher: “Ada yang tau, apa yang dimaksud dengan descriptive text?”

Students: “Mendeskripsikan sesuatu bu”

Teacher: Teacher choose one students called Andre and asked him “What kind of things can be described beside person?”

Students: “Ehmm apa ya bu, mendeskripsikan hewan dan tempat”

Next, the teacher opened laptop and showed power point to the students containing explanation of definition of descriptive text, purpose, the aim of generic structure in and language features used in descriptive text and asked the students to read it.

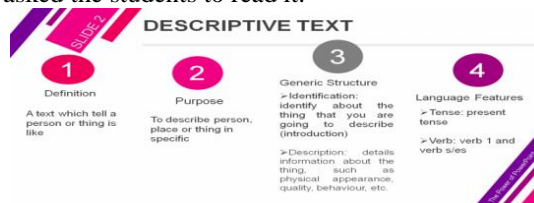


Figure 4.1 Descriptive text on PPT

After the students read text, the teacher gave students some example about person, such as Michael Douglas.



Example of descriptive text

Michael Douglas

Michael Douglas is a very famous and popular American actor. He is about sixty years old. He is a slim person and he is average height. He has got light brown eyes and short fair hair. His wife is a very beautiful British actress who is named Catherine Zeta-Johns, she has got green eyes and long straight black hair. They have got a daughter who is two years old. They all live in the United States Of America.

Analisa generic structure

1. Identification.....
2. Description.....

Figure 4.2 Example of descriptive text on PPT
Michael Douglas is a very famous and popular actor in American. Here, teacher and student analysis generic structure together.

Teacher: "Mana yang identification, mana yang description?"

Students: "Identification-nya Michael Douglas bu"

Teacher: "Kalau yang termasuk description bagian yang mana"

Students: "Michael Douglas sampai akhir bu"

Teacher: "Ok, jawaban kalian benar"

After the students know descriptive text about person, the teacher showed students vocabulary items related to physical appearance:

Table 4.1
Vocabulary Physical Appearance

Ha ir	Look s	Heig ht	Eye s	Bo dy	Fac e	Li ps	Chi n	Che eks	Ag e
Lo ng	Beaut iful	Tall	Bro wn	Sli m	Lon g	Re d	Shar p	Chu bby	Yo ung
Sh ort	Ugly	Shor t	Gre en	Fat	Ro und	Pin k	Poin ted	Fat	Old
Cu rly	Char ming	Med ium	Blu e	Thi n	Ov al	Thi ck	Rou nd		
Bla ck	Cute		Bla ck	Sm all	Squ are	Thi n	Clef t		
Blo nd	Hands ome		Shi ny	Ski nny		Ful l			
Wa vy	Cool		Big						

The teacher asked students to read and answer the textbook very well. After several minutes, some students felt bored with the lesson. They still difficult in developing ideas and most of students could not understand the meaning. Before the teacher showed students some pictures, the teacher asked students to mention their favourite artist.

Teacher : "what your favourite artist? Please mention guys. One student mention one artist".

Students 1: 'Nissa sabyan'

Students 2: "Pasha ungubu"

Students 3: "Siapaya, oh Ir. Sukarno bu"

Teacher: "Apakah Ir. Soekarno itu artist? Tolong semuanya perhatikan topic yang ibu berikanya, ayo semua focus".

Then, the teacher showed some pictures in order to make students easy do the assignment.

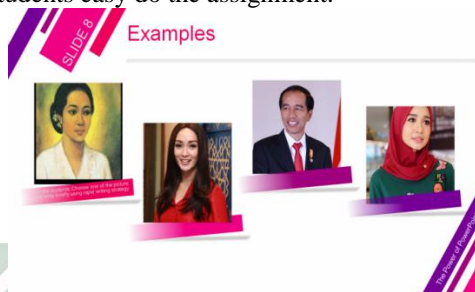


Figure 4.3 examples descriptive text about person

In the power point consisted some picture, teacher asked students to describe their physical appearance.

Teacher: "Kalau tadi bu guru menyuruh kaliah mention your favourite artist, sekarang kita coba membaca physical appearance dari slide di depan ya".

Teacher: "Do you know R.A Kartini? How is her physic appearance? please mentions in English"

Students: "She has black hair, chubby cheeks."

The question above showed English teacher can motivated students to be active. The English teacher was build their critical thinking. Here, some students excited to mention physical appearance of R.A kartini but there are students who cannot mention the words in English correctly. Then the teacher helped the students to mention the words in English. Majority of students are enthusiast mentioned some physical appearance of R.A. Kartini that they have ever seen.

Teacher: "Ok, right. Kalau physic appearance dari zaskia gotik apa?"

Students: "She has curly hair, white skin, beautiful women."

Teacher: "Bisa gitu loh tapi kenapa kalian terlihat tidak semangat?"

Students: "Bosen bu, belajar kog bosen, ingatlah anak-anak ilmu adalah kunci kita sukses jadi harus semangat terus ya".

The students can easily answered the human appearance in that power point. The answered show that students can analyze and identify the object.

After the teacher explained that, the students continued their task. Here, the students need a lot of time to finish their task. Maybe 35 until 40 minutes students can finish their task. After the students finished doing it, the teacher checking students answer and discuss together about that material. These activities were done until the allocated time is up.

In the end of the first meeting, the teacher asks students to reflect on what they learned on that day.

Teacher: "Apa yang dimaksud descriptive text?"

Students: "Text which tell a person or thing is like."

Teacher: "Misalnya nissa sabyan, apa yang bisa kita deskripsikan berdasarkan physical appearance nya?"

Student: "Berjilbab, cantik, penyanyi religi."

Teacher: "Apa sudah paham dengan materi hari ini?"

Student: "Sudah bu."

After that, the teacher gave students clue that next meeting they still learn about descriptive text but next mixed with rapid writing strategy. Finally, the teacher closed the meeting by asked the students to pray first and she said see you.

The second meeting on Tuesday, 9th April 2019. The teacher entered the class, the condition of these class very differ with last meeting, this class very quite. Now, they are very enthusiasm to follow this class. Before started the lesson, the teacher said salam "Assalamualaikum wr, wb" and checked attendance list. The difference is the content, in the first meeting the descriptive text is about person. The teacher goal was the students understood to describe person physical appearance. While in the second

meeting, the teacher goal was the students easily making paragraph descriptive text include appearance using rapid writing strategy. Then, the teacher prepared power point about rapid writing strategy. The purpose of using power points is to continue the materials of last meeting. She gave explanation about definition, purpose and role of rapid writing strategy very detail. After that, the teacher divided students into 4 group based on their row. One group consist 7 until 8 students.

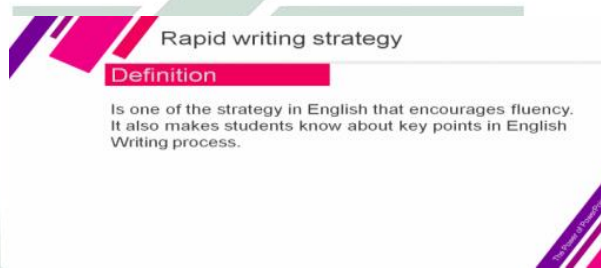


Figure 4.4 Definition rapid writing on PPT

For the English teacher, process of explaining definition, purpose and role are to set goals of teaching. Here, English teacher guided students to develop their thinking from relevant information. The English teacher explained the definition of rapid writing strategy for helping students getting background knowledge of the text structure. At the same time, explaining the background can make students understand the meaning of rapid writing and it can promote students' critical thinking. This strategy make students fast in write descriptive text. Besides that, applying of this strategy helps the teacher in teaching learning process. This strategy needs five until ten minutes to finish their task without self editing.

Table 4.2 Instruction of implementation descriptive text using Rapid writing strategy

No	Steps Implementation	Instruction	Example
1	Topic	The teacher gave each group different topic	Sule
2	Key points	Based on the topic, the students mention 4 until 5 key point of appearance	<ol style="list-style-type: none"> 1. Artist 2. Funny 3. Comedian 4. Appearance: blond hair, flat nose
3	Descriptive text	The students develop key point being a good paragraph	<p>My Favorite Artist</p> <p>I have a favorite artist. His name is Sule. His true name Entis Sutisna. Sule has long blond hair. He looks so funny with a flat nose. He is very popular in one of television program “OVJ” as a funny comedian. I like him very much.</p>

The teacher asked students to make a descriptive text using rapid writing strategy and write it down in their own book. The teacher gave different pictures in each group. There are 4 topics: 1. Lionel Messi. 2. Aliando. 3. Sule. 4. Angga Aldi Yunanda. The teacher gave 5 until 10 minutes to finish their task.

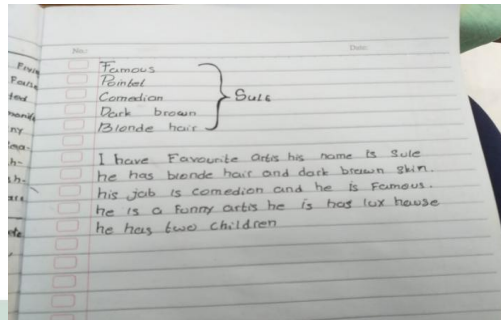


Figure 4.5 Descriptive text about person the topic is Sule using rapid writing strategy

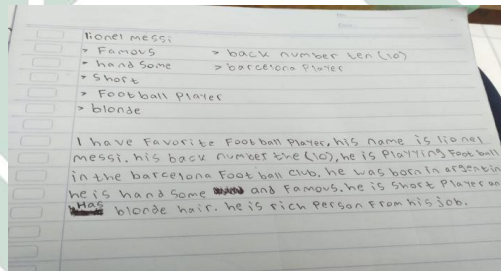


Figure 4.6 Descriptive text about person the topic is Lionel Messi using rapid writing strategy

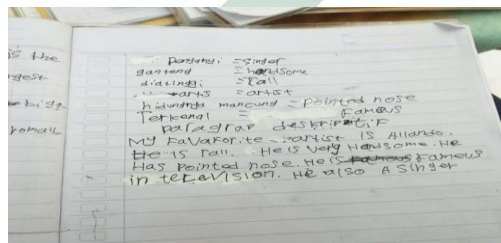


Figure 4.7 Descriptive text about person the topic is Aliando using rapid writing strategy

Teacher asked the students to find out the new word, if they still confuse the students could asked the teacher soon. The students looked interesting and felt enjoying in the class.

After the students finished doing it, the teacher choose one students to write her written in whiteboard. The students chosen by the teacher named Liana, she go in front of the class and write her paragraph, she can develop the word into a paragraph but she mixed the English and Javaness and it make all students laugh. The teacher helps Liana to make sentence correctly.

In the end of the second meeting, the teacher repeated the materials that already learned on that day. The teacher helped them in understanding some vocabularies, especially in mentioned some words about person physical appearance because the students were lack of English vocabularies.

2. The advantages of teaching writing descriptive text using rapid writing strategy at SMP Kyai Hasyim Surabaya.

The second research question is about the advantages of teaching writing descriptive text using rapid writing strategy. To answer the second research question, this study used interview. Interview of this research was held on Saturday, 13nd April 2019 started on 07.00 A.M until 7.40 A.M. During interview, the researcher asked nine questions to the teacher. The question are about the students condition and participation in teaching writing descriptive text, students understanding in writing after implement rapid writing, students motivation, good quality, then the researcher asked about the supporting factors to implementing this strategy. Furthermore, the researcher asked about the way teacher implement

rapid writing in descriptive text. The explanation is shown below.

a. Students condition and participation in teaching learning process

The condition of this class is quite. Here, English teacher tried to make the students active and giving critical thinking in developing idea. The teacher said that “as far as I can see, rapid writing strategy is good enough applied to students in this class. Students became more active to learn English and focus to the material, especially descriptive text that they still difficult to develop idea in coherent text”. After English teacher implement this strategy in descriptive text, their ability was really good.

Teacher: *”Secara partisipasi jadi tidak monoton, tidak hanya selalu murid itu tapi juga menyeluruh.*

Materi pembelajaran biasanya saya ambil dari buku dan juga internet”

Data from interview show that using rapid writing as the strategy makes the process of teaching learning not monotonous. Now, not only one, two or three students that followed and active to the lesson but all students can participate actively in teaching learning process. Teacher also said that the material sources from book, the students can explore their knowledge about the surrounding. She said beside from book, she could apply many source from internet in order to reduce students bored to the material during teaching learning process. It can be conclude that rapid writing is one of good strategy to improve students writing.

b. Students understanding in writing descriptive text

According to the observation, English teacher used PPT to give students explanation about descriptive text and rapid writing strategy. Rapid writing strategy makes the students fast in write descriptive text. There were key point that can develop become a paragraph. Students 7 said that “Before the teacher explained me about this strategy, I need a long of time to write paragraph descriptive, because I was confused to connect one sentence with other sentence. Now, using this strategy I can write descriptive text no more than 10 minutes”. English teacher also help students in teaching learning process until they understand the material in that day.

Researcher: *“Bagaimana kemampuan pemahaman menulis?”*

Teacher : *“basically, mereka sangat kurang sekali dalam vocabulary maupun dalam organizing text, akan tetapi setelah belajar menggunakan strategy rapid writing mereka merasa lebih mudah dalam membuat descriptive text”*

Data from interview show that used rapid writing strategy, students have better understanding in descriptive text. The teacher said that basically students very less of vocabulary as well as in organizing text, but after learning used rapid writing strategy students felt easy to write in English language. Especially, in develop key point and connecting one idea with other idea in

descriptive text. The students easy develop the vocabulary physical appearance to make simple descriptive text.

c. Increase students feeling to write descriptive text

Data from observation showed rapid writing strategy can increase students feeling to write descriptive text. The teacher said that after implement rapid writing strategy the students have better feelings when they write descriptive text. It is also confirmed by the leader of class, he said that” when I write descriptive text using rapid writing at the first time I don’t need a lot of time to finish the assignment. It can make me enjoy my writing and also increase my feeling”.

Data from interview showed that rapid writing can improve their writing skill. The teacher said that “As we know that writing needs a lot of concentration in order to get successful result. Other teacher must try rapid writing strategy in teaching learning process especially to help students develop idea, because many students need new something to motivate them in learning English”.

Researcher : *“Apa yang membuat strategi ini tepat digunakan untuk pembelajaran?”*

Teacher : *“Dalam strategy rapid writing terdapat key word yang memudahkan siswa dalam mengembangkan menjadi sebuah paragraph dalam waktu 5-10 menit.”*

Rapid writing strategy is appropriately used for learning descriptive text. It is because in rapid writing there are key words that make

students easy to develop idea into a paragraph. It means that from the way the students develop key words into a paragraph, automatically makes them focus in teaching learning process. The teacher also said that after implement rapid writing strategy the students have better feelings when they write. Based on the explanation above can concludes that rapid writing strategy increase students feeling to write in fast because students can write descriptive text not need a lot of time. The students only need 5 until 10 minutes to finish their assignment.

d. Improvement of student motivation

Data from interview showed that from rapid writing strategy can increase student's motivation. The teacher said that "after using rapid writing strategy they have better motivation to write descriptive text. For example, when students learned English without rapid writing, most of students felt confused with their writing in descriptive text but after I apply rapid writing as the strategy in writing descriptive text, students said that descriptive text is easy". It made students motivated to learn English more.

This is further confirmed by students-4 who said that she more motivated to the material after the teacher implement this strategy. She said "I am not confused when I write descriptive text used this strategy". In addition, students-9 also said that rapid writing strategy really helps to finish his writing in fast. He explains "in rapid writing has steps that easy to understand and makes my mood increase. I feel focus when I write descriptive text".

It can be concluded that most of students are interested in rapid writing strategy because there are steps that make students easy to write descriptive text and it can make students increase their motivation. Not only students but it also

makes the teacher motivated in teaching learning process because rapid writing strategy make students more focused on their writing that can improve their writing descriptive text.

e. The way and supporting factors to implement rapid writing strategy

Data from observation show the procedure to implement rapid writing strategy. First, the teacher explains the students about rapid strategy. Second, the teacher divided students into 4 groups based on their row. One group consist 7 until 8 students. Third, the teacher gives the student several topics related descriptive text. The teacher asks the students to write as much as they can about the topic based on the data they have collected without stopping in five to ten minutes. Then, the students develop key point into a good paragraph. Teacher always control and help their written. If the students cannot think about what they will write, they can ask the teacher soon. Then, after the students finished doing it, the teacher choose one students to write her/ his written in whiteboard. And last, the teacher asks them to collect their paper when time is up.

Researcher: *"Apa saja faktor pendukung?"*

Teacher: *"pertama, kemauan siswa untuk belajar, kedua, guru memberikan sarana prasarana yang dibutuhkan."*

The data from interview also show that there were supporting factors to implement this strategy, first is students' interest to the lesson. The teacher should create the strategy that is interesting, helpful, and fun in order to support the students and feel happy to write, motivate and also attract students' interest. It is very useful to the students in order to encourage their writing

descriptive text. Second is teacher provided the infrastructure needed by the students. Third is learning activity. Learning activity of students' ability in writing descriptive text is the important supporting factor in learn English because it can increase the students' ability.

3. Discussion

The discussion of this research will discuss the findings that divided into two sections, namely the discussion of the implementation rapid writing strategy in teaching descriptive text, the discussion about the advantages of rapid writing strategy in teaching writing descriptive text after this strategy had been implemented in the classroom. In discussion section it is supported by existing theory to identify the similarity and difference of the finding of this current research with previous study and theories on chapter II.

1. The discussion of the implementation rapid writing strategy in teaching descriptive text

Teaching writing descriptive text is not an easy practice. It needs good cooperation between students and teacher in the process of learning. From the first meeting, the condition of this class is crowded. The teacher started the lesson with topic descriptive text about person. The teacher explained descriptive text in very detail but after several minutes, some of the students felt bored with the lesson. Students feel difficult in developing ideas because most of students do not understand the meaning of words. Students often asked the teacher about the meaning of vocabulary of English to Indonesian and also Indonesian to English. Students often cannot say the meaning of a new word from a sentence or paragraph. If the students have less

understand the vocabulary, they have empty gaps when they write. So, to makes students increase their thinking in developing ideas at the second meeting the teacher used a strategy. A good strategies of the teacher make teaching learning process successful. This is in line with stated of Sourani that the teacher should select or find the strategy which active students' motivation, participation, and challenging⁴². The data of interview showed that is why the teacher choose rapid strategy because this strategy not only makes students motivated, and increase their thinking in learning writing but also students can give the best product in writing descriptive text.

At the second meeting, the condition is very different from last meeting, this class is very quite. In this section the teacher implemented descriptive text using rapid writing strategy. Implementation is the learning application used in teaching learning process to education's purpose⁴³. The teacher goal was to make the students easy in making paragraph descriptive text include vocabulary physical appearance using rapid writing strategy. This is in linewith the theory stated by Bright that rapid writing strategy is one of strategy in English that encourages fluency⁴⁴. It makes students to know about key points in English writing process⁴⁵. From the topic, the students mention 4 until 5 key point of physical appearance and then develop it being a

⁴² Ahmad Isefan El Sourani, Thesis “ the effectiveness of using RAFTs Strategy in improving English Writing skill amng female Tenth Graders in Gaza”. (Gaza: The Islamic University-Gaza, 2017) 28

⁴³ Theresia Niung p. 2008. pengajaran EDL (English as a global language) and metode CTL (Contextual Teaching and Learning) Journal.

⁴⁴ Bright, robin. 2007. *Write Through The Grade: Teaching Writing In Secondary Schools*. Canada: portage & main press.

⁴⁵ Bryan and Harris. 2011. *Battling Boredom. 99 strategies to spark student engagement*. P. 27.

good paragraph. Here, the teacher gave students 5 until 10 minutes to write without stopping or making corrections. It means that by using rapid writing strategy can helps the teacher to teach the student in writing fast. After that, the students count number of the words that they have written and write their written in whiteboard. The data of observation also showed that the teacher implement rapid writing strategy suitable with the steps of Bright theory. Beside that Ozahlan and Maden stated that students learned better if the course material presented through some visual tools⁴⁶. Therefore, English teacher was using power point to give students explanation about rapid writing strategy. Through power point presented images can make students more interested to the lesson and enjoy in the classroom.

This study has similarities with the study from Anita Susilawati, she conducted the research about “Teaching writing by combining transition action detail (TAD) and rapid writing strategies”. Her finding supported this research that used of rapid writing strategy was effective to teach writing⁴⁷. By writing students can express their feeling, though and idea in written form. In line with the study from Radian Maulida that by using quick write strategy give significant difference on students writing skill. Through this strategy can improve students writing skill⁴⁸. There were difference this study and previous study, it can be

⁴⁶Ozaslan,E.N., Maden, Z. 2013.The use of power point presentation at in the department of foreign language adecation at middle east technical university. Middle Eastern and African Journal of education reserach, Issue 2.

⁴⁷Vol 1, No 1(2014): jurnal wisuda ke 48 Mahasiswa prodi pendidikan bahasa inggris <http://ejournal-s1.stkip-pgri-sumbar.ac.id/index.php/inggris/article/view/1290>

⁴⁸Maulida, Radian. Thesis: The effect of quick writing strategy towards student's writing ability in recount text. Islamic university of Imam Bonjol Padang.

caused by some factors. First, the participant between this study and previous study are different. This study take participant at eight grade of junior high school and the previous study take participant at X IPA of senior high school. Second, the method is different. This study used Qualitative research and the previous study used Experiment research.

2. The discussion of advantages using rapid writing strategy in teaching descriptive text

The teacher has conducted rapid writing strategy in the teaching learning process. However, every strategy has its own advantages that must be faced by student's teacher. So, here will be discuss about the advantages of implementing rapid writing strategy. Rapid writing is a simple, highly structured way to get students thinking and writing about a topic. This strategy helps students clarify their thoughts by alternating between writing and thinking. It is interesting strategies that are useful for students in generate idea. This strategy give times for students write quickly. It is also confirmed by Wood, K, & Harmon, M, who stated thatthere is also an element of time which looks to promote the generation of ideas in written format⁴⁹. Rapid writing strategy has 3 features; concentration on the content, not worrying about form and writing without stopping related to the topic⁵⁰.

In rapid writing strategy there were some advantages. First, this strategy can improve

⁴⁹Wood, K., & Harmon, M. (2001). Strategies for integrating reading & writing in middle and high school classrooms. Newark, DE: The International Reading Association.

⁵⁰ Jacobs, George. 1986.Quickwriting:A technique for invention in writing.ELT Journal.University Singapore

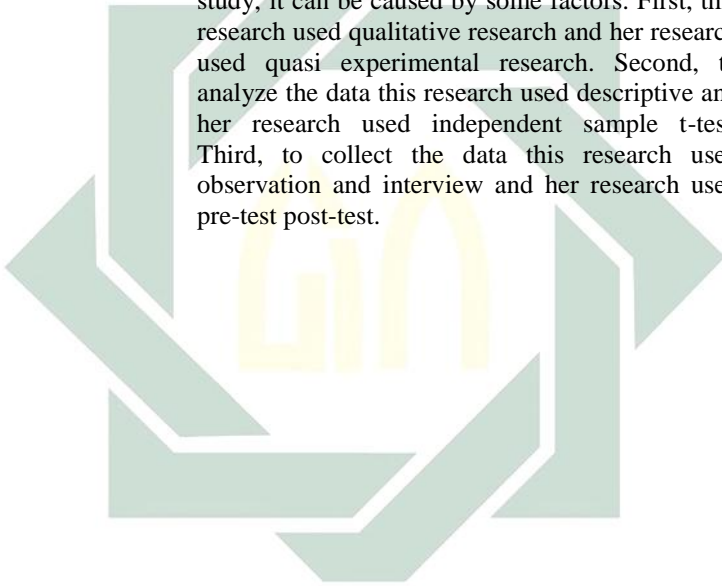
students writing skill. Collins stated that rapid writing strategy is made to improve students' fluency in writing and help students to prepare and anticipate the material to be write⁵¹. It means that, rapid writing strategy makes students improve their ability in doing writing. Writing by using rapid writing strategy is useful for developing student's readiness to learn about the material. Second, student can write descriptive text in fast. It means that the students feel easy to arrange the sentence and develop key point to be a simple paragraph with their own word only five to ten minutes until time is over and the teacher collect their task. Third, increase students feeling to write about their thoughts and keep them to focus in writing descriptive text. It means that students can develop their ideas without hesitating and being afraid of making mistakes in written format. Then, rapid writing can increase student's motivation. Appropriate of the strategy can increase students motivation in writing descriptive text. Last, students feel happy to write descriptive text and also attract students' attention to the teacher explanation.

The previous study of Radian Maulida about the effect of quick writing towards students writing recount text showed that by using quick writing strategy can improve students writing skill in fast⁵². Many students also said that by using this strategy in learning descriptive text was easy, enjoy and it can increase their motivated to the lesson. The findings in this research confirms the previous study by Radian Maulida that many students feel happy, enjoy and interest to the

⁵¹Collins, Barb and Marti Lumar. 2006. Chicago: *Adapted From Lindsey Scheider's 10 Min.*

⁵²Maulida, Radian. "Thesis: the effect of quick writing strategy towards student's writing ability in recount text".

lesson because this strategy can improve students writing skill, student can write descriptive text in fast, increase students motivation and feeling to write, also attract students' attention to the teacher explanation. In line with the study from Saliyah, the result of her research showed that there is significant effect of using quick write strategy towards student writing ability in descriptive text. There were difference this study and previous study, it can be caused by some factors. First, this research used qualitative research and her research used quasi experimental research. Second, to analyze the data this research used descriptive and her research used independent sample t-test. Third, to collect the data this research used observation and interview and her research used pre-test post-test.



CHAPTER V CONCLUSION AND SUGGESTION

A. CONCLUSION

This chapter presents the conclusion and suggestion based on explanation the findings and discussion in the previous study.

1. The implementation of rapid writing strategy in teaching descriptive text.

In implementing rapid writing strategy, the teacher also used stages of teaching descriptive. First, the teacher said to the students to make paragraph descriptive using rapid writing strategy and write down in their own book. Second, the teacher divided students in five groups and gave each group different pictures as the topic they were going to discuss. Based on the topic the students mention four until five key point of vocabulary appearance. After that, the students develop key point being a good paragraph. Here, the teacher gave students 5 until 10 minutes to finish their task. If students still confuse, they could asked the teacher soon. Using this strategy can help the teacher to teach the student in writing fast. The students looked interesting and felt enjoying in the class. It can be conclude that implement rapid writing strategy in teaching descriptive text makes students interested in making descriptive text. Besides that, it could motivate students to be more active in teaching learning process because this is an effective strategy that encourages fluency without the worry of spelling.

2. The advantages using rapid writing strategy in teaching descriptive text

Using rapid writing in teaching descriptive text have many advantages for the students and teacher in teaching learning process, it is known from the result of interview the English teacher. First, rapid writing is one of good strategy to improve their writing. Second, after learning English using rapid writing strategy students felt easy to write in English language. Third, rapid writing strategy increase students feeling to write because students can write in limited time. Then, this strategy makes the teacher more motivated to teach because rapid writing strategy make students more focused in their writing descriptive text and it can make students increase their motivation.

B. SUGGESTION

1. Suggestion for the English teacher

In the learning activities teachers are expected to use rapid writing strategy as an alternative to the English writing. Based on the result, rapid writing strategy can help teacher in English learning process, especially in managing time. There are some students said that rapid writing strategy assist them to get more focus to develop their idea and write descriptive text in a good paragraph. It means that the teacher try to give students real experience that writing English, especially descriptive text is enjoyable and not difficult.

2. Suggestion for the students

The researcher does hope that the students learn English more actively. Students

should have interest in writing English. Moreover, the students have to give their attention when the teacher explained the lesson. In addition, rapid writing strategy can encourage students to write easier because they write what they want to write with their own words related to the topic.

3. Suggestion for the further researcher

For the further researcher, the result of this research can be used as an additional reference with different discussion. For the readers, the researcher hopes that this study will give some information and this study will give little contribution about the advantages of using rapid writing strategy in teaching writing descriptive text.

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