

**SKRIPSI**  
**A COMPARATIVE BETWEEN QUICK WRITE AND INDIRECT FEEDBACK**  
**STRATEGIES ON THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE**  
**TEXT AT MAS PONPES AT-TAUFIQURRAHMAN LABUHAN BATU UTARA**

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## ABSTRACT

This research was intended to find out the comparative between quick write and indirect feedback on the students ability in writing descriptive text at class X MAS Ponpes At-taufiqurrahman Labuhan Batu Utara. The subject of this research was the class X<sup>3</sup> and X<sup>4</sup> of MAS Ponpes At-Taufiqurrahman Labuhan Batu Utara. The population of this study was the tenth grade of students at MAS Ponpes At-Taufiqurrahman Labuhan Batu Utara that consists of 75 students. This research was experiment research. The instrument for collecting data was a test. The analyzing data used  $t_{test}$ . At the end this study, the researcher took conclusion as follows: After analyzing data, (1) The mean of students score in writing descriptive text that was taught by using quick write strategy was 74.2, with the highest score was 90 and the lowest was 50. (2) The mean of students score in writing descriptive text that was taught by using indirect feedback strategy was 68.51, with the highest score was 90 and the lowest score was 50. (3) Based on the statistical computation t-test, it was found that the coefficient was 1.77 whereas the value of  $t_{table}$  was 1.67. It showed that the hypothesis which the research proposed that there was positive effect of by using quick write strategy and the students' ability in writing descriptive text by using indirect feedback strategy was acceptable. It showed that the teaching learning activity by using quick write strategy was more effective to increase the students' ability in writing descriptive text than that of indirect feedback strategy.

Keyword : *Quick Write and Indirect Feedback Strategy, and Students Ability in Writing Descriptive Text*

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language as communication tool has important play in human life, both in oral and spoken forms. It is used to transfer information, ideas, and feelings from one person to another. M.A.K. Halliday has been able to maintain a perspective on language that is grounded in how we actually use language to construe reality and enact social relationships.<sup>1</sup> There are many languages in this world. To connect other countries, Indonesia has to know foreign language. One of them is English. Considering the importance of the language, our government has drawn up English as a foreign language should be mastered by the students.

Indonesia applies the regulation on the curriculum that English should be learned by the students in junior high schools and senior high schools. For example in senior high school, the students should be able to master four competences in English. They are listening, speaking, reading and writing.

Writing is one of the most important basic skills in teaching English. It is a process to send a message from the writer to readers. Through writing, student can express the student's mind, opinion, statement and so on. It should be mastered by students to complete their skills in learning a language.

In the curriculum of junior and senior high school especially in English, the student are required to be able to write text. A text is a meaningful linguistic unit in a

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<sup>1</sup>M.A.K Halliday and Jonathan J. Webster, (2009), *Continuum Companion to Systemic Functional Linguistics*, Britain: MPG Books Group, 2009), p.1.

context.<sup>2</sup> There are some kinds of text based on genre. Based on the story setting, genre or kind of text can be divided into two kinds, they are text that includes in literature genre can be categorized as factual genre. In a whole, there are some kinds of text. They are narrative, descriptive, procedure, etc.

Based on the explanation above, descriptive text is one of text genres that should be mastered by the students in learning English. Descriptive text includes into factual genre. Descriptive text has a purpose to describe person, animal, tree and etc. Descriptive text is a text that describes an object.

In studying writing, students are having many factors which hinder their ability, but there are two major factors. Firstly, writing itself is the most difficult skill in learning language. Secondly, writing a foreign language has complicated problems which are concerned with vocabulary, grammar and logical order as well. No wonder that students always get trouble to write even a simple text. Writing cannot be separated from human activities.

Teacher should apply many strategies in transferring knowledge to the students. Teachers' strategy in teaching is very important to create the students' concentration, students' motivation in learning, etc. By creating all of that, their ability in learning will be increased.

In this study, the writer will study about the appropriate strategy of the Quick write strategy and Indirect feedback strategy in teaching especially in Writing, the two of these strategies are descriptive writing.

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<sup>2</sup>S. Siahaan, (2008), *Generic Text Structure*, Yogyakarta: Graha Ilmu, p.1.

Quick write strategy is one strategy of teaching in the school, the applying of this strategy is considered with the students get as many of their ideas on paper in a specific time without worrying about the form their writing takes. So, the Quick write strategy is one of the strategy in building up the students' ability in writing English language because it can be use to provide meaningful practice at stage of lesson. It is used to make the students' ability in writing English language as a target language.

On the other hand, Indirect feedback strategy is also a strategy to improve the students' achievement in descriptive writing, this strategy is to express the ideas more clearly in writing and to get clarification on any comments that teachers have made. By using Quick write and Indirect feedback strategy for teaching writing descriptive text, the students will be more increased and more active to learn.

But based on my observation in Field Practice Experience II (PPL II) at MAS Al-Washliyah Tembung, The writer found that most of the students still have difficulties in writing. First, the students' are lack of motivation and they do not work hard enough. Second, the students tend to face some difficulties in explaining the generic structures and language features of descriptive text. they could not answer teacher's questions related to the generic structures and languages features of descriptive text. because the teacher only explains the material and the students only listen it, so the students feel bored in the learning process. Third, more study effectively and know their work, but they have low achievement because they do not pay attention to improve their ability and thought in writing.

Based on the explained above, the writer discussed about “ **A Comparative between Quick Write and Indirect Feedback Strategies on The Students' Ability**

**in Writing Descriptive Text at MAS Ponpes At-Taufiqurrahman Labuhan Batu Utara.**

## **B. Identification of Study**

Based on the background of study above, the problems that can be identified are as follow:

1. The students are lack motivation in writing especially in Descriptive Text.
2. the teacher only explains the material and the students only listen it, so the students feel bored in the learning process.
3. The students have an ability in writing descriptive but they seldom practice writing.

## **C. Limitation of Study**

Based on the identification of study, the writer limit the study on two factors : Quick Write Strategy and Indirect Feedback Strategy and theStudents'Ability in Writing Descriptive Text.

## **D. Formulation of Study**

The formulation of this study are:

1. Howis the students' ability in writing descriptive text taught by Quick Write Strategy?
2. How is the students' ability in writing descriptive text taught by Indirect Feedback Strategy?

3. Is there any significant different of the students' ability in writing descriptive text who taught by Quick Write and Indirect Feedback Strategy?

#### **E. The Aims of Study**

1. To find out the students' ability in writing descriptive text taught Quick Write Strategy
2. To find out the students' ability in writing descriptive text taught by Indirect Feedback Strategy
3. To find out significant different of the students' ability in writing descriptive text who taught Quick Write and Indirect Feedback Strategy

#### **F. Significance of Study**

The significance of this study are:

1. To the teachers, they can use these strategyin teaching learning process in increasing students' ability in writing.
2. To the students, it will help them in improving their ability in writing descriptive.
3. To the writer, adding knowledge about these strategy in teaching writing.
4. To the other researches, they can use this as references.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

In doing a research some concept are needed to explain. The terms must be clarified in order to avoid confusion among the readers. The following terms are used in this study:

##### 1. Definition of Ability

Before clarify this topic, it is needed explanation about the term of ability itself. Ability is the physical or mental power or skill needed to do something.<sup>3</sup> As. Hornby in *Oxford Advanced learner's Dictionary of Current English* states that “ability is (potential) capacity or power (to do something well; talent)” .<sup>4</sup>

According to Martin, “ability is skill or power.”<sup>5</sup> According to Allyn and Bacon say that ability is (potential) capacity or power (to do something physical or mental) or special natural power to do something well, talent.<sup>6</sup>

From the definition above, it can be concluded that ability is power of skills that are needed to do something. Albert Branca says that ability is a present state of being

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<sup>3</sup><http://dictionary.cambridge.org/English/ability>, Assesed on Tuesday January, 24<sup>th</sup> 2017 at 23.00 p.m

<sup>4</sup>Hornby, A.S, (1974)*Oxford Advanced learner's Dictionary of Current English*, New York; Oxford University Press, p.2.

<sup>5</sup>Victoria Bull,(2008)*Oxford Learner's Pocket Dictionary*, England: oxford University Press ,

p. 1.

<sup>6</sup> Allyn and Bacon,(1964)*Psychology the Science of Behavior*, London: Longman, p. 2.

able to make certain response or perform certain task. In other words, the ability is to do something well.<sup>7</sup>

According to Quran human beings have the ability to achieve and develop the knowledge with Allah permit. Therefore, many verses of Quran order human being to achieve the knowledge in many different ways. And Quran claim that a high position to anybody who has knowledge. Allah says in Quran verses Al-Mujadalah: 11)

وَالَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ لَهُمْ أَجْرٌ كَبِيرٌ  
 وَالَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ لَهُمْ أَجْرٌ كَبِيرٌ  
 وَالَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ لَهُمْ أَجْرٌ كَبِيرٌ  
 وَالَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ لَهُمْ أَجْرٌ كَبِيرٌ  
 وَالَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ لَهُمْ أَجْرٌ كَبِيرٌ  
 وَالَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ لَهُمْ أَجْرٌ كَبِيرٌ  
 وَالَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ لَهُمْ أَجْرٌ كَبِيرٌ  
 وَالَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ لَهُمْ أَجْرٌ كَبِيرٌ  
 وَالَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ لَهُمْ أَجْرٌ كَبِيرٌ  
 وَالَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ لَهُمْ أَجْرٌ كَبِيرٌ

Meaning: O ye who believe! when ye are told to make room in the assemblies, (spread out and) make room: (Ample) room will God provide for you. And when ye are told to rise up: God will rise up to (suitable) ranks (and degree), those of you who believe and who had been granted (mystic) knowledge and Allah is well acquainted with all of you do” Al-Mujadalah : 11.<sup>8</sup>

The term ability in this writing is the power of the students’ to understand the materials given by the teacher in the classroom. The ability of students’ in learning can be seen from the result if the learning itself. After the students’ learn the materials, of course there must be some changes in behavior and knowledge from not knowledge become knowing.

And Allah also said in Quran verses An-Nahl 78 about ability of human:

<sup>7</sup>Albert Branca,(1964)*Psychology of Educational*, New York, Cambridge University Press, p. 23.

<sup>8</sup>Qomari, *Qur’an Al-wadi’ah, Al-Qur’an Terjemahan Paralel Indonesia Inggris*, Jakarta:Ciptapustaka Media, p. 543.



*Meaning: Allah brought you of your mothers' wombs devoid of all knowledge, and gave you ears, and eyes and hearts, so that you may give thanks. (An-Nahl 78).<sup>9</sup>*

## 2. Writing

Writing is the most important skill to obtain in learning language besides listening, speaking, and reading. Writing is far more enjoyable when it is carried out seriously and efficiently. Writing is the expression of language in the form of letters, symbols or words. The primary purpose of writing is communication<sup>10</sup> According to Carrol writing is one of the most powerful communication tools that are to share our thoughts and ideas for the rest of our life.<sup>11</sup>

Pradiyono stated that Writing is a form of linguistics competence expressed in written language.<sup>12</sup> Through writing the writer assumes that there are four aims to achieve one will have the ability to record the observation and thoughts to explore and elaborate these thoughts to develop his own powers on thinking and to convey to the other people the result of these thoughts as clearly and completely as possible.

Furthermore, from the definition above, the researcher concludes that writing means skill of writer to express ideas in written language to support communication activity in the language usage.

### 2.1 Writing process

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<sup>9</sup> Ibid, p. 275.

<sup>10</sup> Utami Dewi, (2013), *How to Write*, Tanjung Rejo Medan: La-Tansa Press, p.9.

<sup>11</sup> J.A. Carrol, (2001) *Writing and Grammar*, New Jersey: prentice Hall, p.3.

<sup>12</sup> Pradiyono, (2006) *12 Writing Clues for Better Writing Competence*, Yogyakarta, Andi Offset, p.11.



Writing is not a magical process. Rather, it is a craft that can indeed be learned.<sup>13</sup>

Writing is a process – a process of discovery played out over time. As writers sit down to begin a writing task, try out ideas, scratch out what they have written, and try again, they discover what they want to say and how they want to say it. Almost always, as they work through the writing process; they change their minds and move in new directions, or they come to new understandings.<sup>14</sup>

According to Harmer and Alice there are procedures in writing, they are : prewriting, planning, writing and revising drafts, and writing the final copy to hand in.<sup>15</sup>

When writing, students work through the stages of the writing process.

Writing is a fluid process created by writers as they work. Accomplished writer move back and forth between the stages of the process, both consciously and unconsciously. Young writer, however, benefit from the structure and security of following the writing process in their writing. Gardner and Johnson describe the stages of writing process :

- **Prewriting.** Students generate ideas for writing : brainstorming; reading literature; creating life maps, webs, and story charts: developing word banks: deciding on form, audience, voice, and purpose as well as through teacher motivation.
- **Rough Draft.** Students get their ideas on paper. They write without concern for conventions. Written work does not have to be neat; it is a “sloppy copy”.

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<sup>13</sup>Lisa Ede,(2008), *The Academic Writer*, New York: Bedford/ST.Martin's, p. 29

<sup>14</sup>Don Snow,(2007), *From Language Learner to Language Teacher An Introduction to Teaching English as a Foreign Language* , USA: TESOL, p.6

<sup>15</sup>Harmer,(2004), *How to teach Writing*, longman: pearson education,p. 4

- **Reread.** Students proof their own work by reading aloud and reading for sensibility.
- **Share with a peer reviser.** Student share and make suggestions for improvement: asking who, what, where, why and how questions about part of the story the peer does not understand; looking for better words; and talking about how to make the work better.
- **Revise.** Improve what the narrative says and how it says it: write additions, imergery, and details. Take out unnecessary work. Use peer suggestions to improve.
- **Editing.** Work together on editing for mechanics and spelling. Make sure the work is “ good proof”
- **Final draft.** Students produce their written pieces: sending their work to publishers; reading their finished atory aloud, making books.

In actually, the writing process is not a highly organized linear process, but rather a continual movement between the different steps of the writing model. To make a good writing, the writers have to consider the process. Do each process seriously to get the best result.<sup>16</sup>

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<sup>16</sup>*Op. Cit.*, Utami Dewi. P. 9

### 3. Text

A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or phrase or a clause or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic context or non linguistic context. Linguistic context is the linguistic unit before and after a text. Non linguistic context is outside a text. So a text is any meaningful linguistic unit in both linguistic context and non linguistic context.

A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A spoken discourse can be a monolog or a dialog or a conversation. It can be a song or poetry or a drama or a lecture, etc. It can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book etc. A text refer to any meaningful short or long spoken or written text. It can be said that text is all of language that took the part in the situational context, both in written or spoken form.<sup>17</sup>

From explanation above, I conclude that a text is spoken or written in a language. A text of language is unique. Some language may have some similarities in a text. They also have some differences. The languages that have the dominant similarities can be of the same branch. But those that have the dominant difference can be of the different branch.

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<sup>17</sup>Sanggam Siahaan dan Kisno Shinuda,(2008)*Generic Text Structure*,Yogyakarta: Graha Ilmu, p.1.

#### 4. Genre

According to Knapp Genre is an organising concept for our cultural practices.<sup>18</sup> Genre is also kind, style, category (especially of literary form, eg poetry, drama, the novel). Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose. The meaning of genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.<sup>19</sup> In the simple form, genre is kind or type of text.

According to Pradiyono genre can be defined as type of text, information, message, or idea can be effectively wrapped in a particular form of text, namely: descriptive, recount, narrative, exposition, procedure, anecdote, news item and discussion.<sup>20</sup>

#### 5. Descriptive text

Description is kind of writing that tries to put a picture in the reader mind. It tells how something looks or sounds or tastes or smell or even feels. A good way for the writer to learn how to write descriptive text is to start with a definition is really a brief description in answer to the questions. "what do you mean"? it is share experience. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character of personality. Descriptive writing always has a primary

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<sup>18</sup>Knapp, p and Watkins, (2005), *Genre, Text, Grammar: Technologies for Reaching and Assessing Writing*, Sydney: UNSW Press, p. 21

<sup>19</sup>Rudi Hartono, (2005), *Genres of Text*, Semarang: UNNES, p.4

<sup>20</sup>Pradiyono, (2006) *12 Writing Clues for Better Writing Competence*, Yogyakarta, Andi Offset, p.15.

purpose, either to present an accurate description of something real or a picture that reveals the authors' feelings or belief. Writing is one of the language skill that should be known when someone is learning a language. Writing has some important to be presented which will be informed to the reader. The ideas can be written in several kinds of text, such as narrative text, descriptive text, recount text, etc.<sup>21</sup>

Description is a text containing two components namely identification and description. The identification is to identify the object to describe, while the description to describe parts, qualities, and the characteristic of the part of the object.<sup>22</sup>

Descriptive text is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be any topic.

According to Carrol description is writing that uses vivid details to capture a scene, setting, person or moment.<sup>23</sup> Effective writing includes:

1. Sensory details-sight, sound, smells, tastes, and physical sensation.
2. Vivid, precise language
3. Figurative language or comparisons
4. Adjective and adverbs that paint a word picture

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<sup>21</sup>John Langan, *College Writing Skills*, Media Edition (Mc Graw Hill) p. 175.

<sup>22</sup>Sanggam Siahaan dan Kisno Shinuda, (2008), *The English Paragraph*, Yogyakarta: Graha Ilmu, p.90.

<sup>23</sup>J.A. Carrol, (2001), *writing and Grammar*, New Jersey: practice Hall, p. 97.

## 5.1 The Types of Descriptive Text

According to Carol & Wilson there are some types in descriptive writing :

1. Physical description may focus on the appearance of the person, place or thing.
2. Descriptions of ideas use concrete images or analogies to help readers understand abstract or complicated concepts.
3. Functional description illustrates memorable parts of the writer's past by describing a person, place, thing or event.
4. Character sketches illustrate the appearance and personality of real characters.

## 5.2 The Structure of Descriptive Text

The generic structures of a description are as follows:

According to Wardiman et.al, in writing descriptive text the generic structure used are as follows :

1. Identification : identifies the phenomenon to be described
2. Description of features : describes features in order of importance:
  - a. Parts/things (physical appearance)
  - b. Qualities (degree of beauty, excellence, of worth/value)
  - c. Other characteristics (prominent aspects that are unique)<sup>24</sup>

The generic features of description are :

1. Verb in the present tense

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<sup>24</sup>Mark Anderson and Kathy Anderson,(1998). *Text Type in English 3*. J Australia: Macmillan, p.26.

2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.

## **6. Strategy**

Strategy is one of the important way for teachers in improving their ability in teaching their students. Strategy can make the students more active and easy to understand the material of teacher's explanation.

Meanwhile, according to Kempthe learning strategy is a learning activity that must be done by a teacher and student in order to reach learning goal effectively and effeciently. Dick and Carey have agreed defenition as above, say that learning strategy is a set of material and learning process that used collectively to appear student's achievement.<sup>25</sup>

Based on the explanation above, It is clear that strategy is teacher's way in conveying the material to the students concerned with the students' behavior, clasroom and teacher's skill in teaching.

In teaching learning process, the most important thing is strategy. The teacher's can convey the material to the students when he or she used the appropriate strategies. It can be said the aims of teaching learning process is strategy that used.

By applying the suitable strategy the students will be more easy to understand the subject, especially writing descriptive text what the teacher conveyed.

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<sup>25</sup>Wina Sanjaya, (2011) , *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan*, Jakarta: Kencana, p. 126.

## **6. 1. Teaching Strategy**

Teaching strategy is a system or way to give material that support the students to be able understand the lesson properly and give motivation to the students to take part and pay attention what they learning about the describe learning.<sup>26</sup> Basically, strategy is instructional concerns with the lecturer's way in organizing and using the techniques of teaching objectives. It consist of formulating the goals that be achieved and carried out the procedures, evaluating, the success of the learning activities and following up their success and features.

## **6.2. Kinds of Teaching Strategy**

Every teachers' must be able to choose suitable strategy in giving the materials to the students. Teaching strategy in particular language is not the same as the other ones. That is way the teacher's must process the skill in using the exist strategy.

According to Meier in his book that there are many kinds of teaching strategies of writing, namely:

- a. Quick Write Strategy
- b. Peer Editing Strategy
- c. Self-regulated Strategy Development
- d. Cognitive Strategy Instruction
- e. Inspiration/ Kidspiration Strategy

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<sup>26</sup> Tayar Yusuf and Syaiful Anwar, (1995), *Methodologi dan Pengajaran Bahasa Asing*, Bandung: Rosdakarya, p. 181.



- f. Concept Maps Strategy
- g. Carousel Brainstorming Strategy
- h. Distinguishing Facts From Opinion, etc

Based on the quotation above, the writer discuss the methods in this researcher, namely: Quick Write and Indirect Feedback Strategies.

## **7. Quick Write Strategy**

The Quick Write is a basic literacy strategy that can be incorporated across the content areas. In quickwriting, the student get as many of their ideas on paper in a specific time without worrying about the form their writing takes.<sup>27</sup> The purpose of the Quick Write is to give students on opportunity to reflect on their learning quickly via writing. It usually involves posing a question and giving students a set amount of time ( from one to a few minutes) to respond in writing. This writing activity can be used at the beginning, middle or at the end of a lesson; usually teachers allocate one to a Quick Write.<sup>28</sup> Younger and older students can benefit from the Quick Write Strategy. Punctuation and spelling do not usually count in this type of writing.

Brier states the Quickwrite strategy is a one way of getting learners to write more. Meanwhile, according to Elbow Another way that quickwriting might be helpful is as a warm-up exer-cise. At the beginning of a lesson, doing a quickwrite can get students in the groove for writing. Quickwriting as a warm-up can also be used as a way of clearing the head of extraneous thoughts and feelings, so that students canfocus on the topic of their writin

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<sup>27</sup>Robin, (2003), *The Tapestry Of Language Learning*, U.S.A. p.125.

<sup>28</sup>Alan Crawford, (2005), *teaching and Learning Strategies for The Thinking Classroom*, New York: Open society Institute, p. 27.

Moreover, Rief states that Quick Write offers an easy and manageable writing experience that helps both students and teachers find their voices and develop their confidence, as they discover that they have important things to say.<sup>29</sup>

For all those explanations, it can be concluded that Quick writes strategy is used to assist students to develop their ideas. Teacher give a clue or topic about something that will be written by students and students develop it by write other things which relate with clue or topic that have stated by teacher quickly in limited time.

### **7.1 The Steps of Quick Write Strategy**

Kucer and Silvia there are 5 steps to use Quick Writes in teaching writing.

1. Discuss with students that the purposes of Quick Writes is to help them discover ideas for writing. Emphasize that Quick writes allow the writer allow the writer to explore a particular topic or idea by focusing on meaning without concern for spelling, punctuation, capitalization or the Quality of the piece.
2. Ask the students to start writing about any topics that come to their mind.
3. If students have a difficult time thinking of something to write, ask them to write "I cannot think of anything to write" until an idea comes to mind.
4. Allow the students the opportunity to share the ideas they have explored in their Quick Writes.
5. Discuss with students when it might be helpful for students to engage in Quick Writes. filled each of them by topic. Then, asks students to develop it more specific.

### **7.2 The Procedure Of Applying Quick Write Strategy**

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<sup>29</sup>George Jacobs, (1986), Quickwriting: *A technique for invention in writing*, *English Language Teaching Journal* p. 284.

Jacobs there are 8 procedure implemented in the quick write strategy :<sup>30</sup>

1. Choose one topic.
2. Concentrate on ideas. Forget about mechanics, grammar, and organization. Take care of those at another stage in the writing process.
3. Do not stop writing.
4. Do not stop to cross out or correct mistakes.
5. If you cannot think of anything to write, repeat the last word or phrase you wrote, or just write 'I can't think of anything to write again and again until you think of something.
6. Leave a space or write the word in your native language if you do not know a word in the target language, and then go back to writing in the target language
7. Limit the writing time  
  
The amount of time for each quick write can be fixed according to how long the teacher and students feel is productive, or quick writing can continue as long as each students feel that good ideas are developing
8. Share the writing with partner or classmate and discuss about that (exchange idea).

### **7.3The Advantages and Disadvantages of Quick Write Strategy**

#### **1. The advantages of quick write strategy**

- The students' are trained to think clearly about topic
- The students' have more respect with time that they have

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<sup>30</sup>*Ibid.*,p. 285.

- The students' can solve their difficulties by their own way
- The students' ability will be increase in descriptive writing.

## **2. The disadvantages of quick write strategy**

- The students' get difficulties when they are doing this activity
- Student cannot write what their not know
- The students' will be spent times
- This strategy use limited.

## **8. Indirect Feedback Strategy**

According to Ferris indirect feedback strategy is the information about the students' response to an instruction which may be right or wrong indirectly given by the teacher in the form of circling, underlining, highlighting, and in other forms of marking.<sup>31</sup> It is mean that the teacher just inform that the students response is right or wrong or what parts of the response is right or wrong. The provision of marking showing the response is right or wrong and the absence of the teacher's elaboration of why a response is right or wrong make this instructional activity to be called as indirect feedback.<sup>32</sup> Meanwhile, Napaporn also states that when giving indirect feedback, errors

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<sup>31</sup>Ferris Dana R, (2011), *Treatment of Error in Second Language Student Writing Second Edition*, united states of America: The University Michigan Press, P.123

<sup>32</sup>Mohammad Aliakbari,(2009),*On The Effects of Error Correction Strategies On the Grammatical Accuracy Of the Iranian Eanglish Learners*, Vol.31,No.1, p.102.

are underlined and codes or symbols are used to indicate the type of errors.<sup>33</sup> It means that indirect feedback can be done by using codes representing a spesific kind of error.

The indirect feedback is unlike the direct feedback in which the students right of wrong response is elaborated in the form of words, phrase, sentences, etc. These forms of feedback explain why and what parts the response is right or wrong.

The indirect feedback strategy is used in to ways, namely coded and uncoded feedback. In coded feedback, the teacher indicates where the students make the errors by giving particular codes or symbol in the errors made. On the other hand, in uncoded feedback the teacher indicate the errors made by circling, highlighting, or underlining. The students are given the opportunity to determine what kinds of errors they make in the marked word, phrase or morpheme, and they should be able to correct the errors themselves. Whether the teacher uses coded or uncoded feedback will be based upon the teacher's perception of the students need. It should be taken into account that coded indirect feedback is best used if the teacher tends to correct treatable erros such as errors based on grammar or a set of rules. Meanwhile, uncoded indirect feedback is used if the teacher tends to correct untreatable errors, which needs the students' acquired knowledge of the language to correct it.<sup>34</sup>

Furthermore, from the defenition above, the reseacher concludes that indirect feedback is one of corrective feedback providing indications of errors students make by using codes but leaving no correct answer in order to let students correct by themselves.

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<sup>33</sup>Napoporn, Srichaniyachon, (2012),Teacher Written Feedback For L2Learners' Writing Development,*Silpacorn University Journal of Social Sciences,Humanities,and Arts*, p.10.

<sup>34</sup>*Op.Cit.*,Ferris Dana R. p. 131

### **8.1. The Steps of indirect feedback strategy**

According to Ferris, there are some steps of strategies that should be paid attention to in giving feedback, they are:

#### **Step 1**

Before giving feedback: (1) Discover what your students know about specific grammar terms and rules about editing strategies. (2) Ask students whether they prefer direct or indirect feedback in the errors indicated by the teacher. (3) Decide your specific editing strategies in correcting students' errors. In this case, the strategy used is indirect feedback.

#### **Step 2**

While giving feedback : (1) Read the student text through quickly- without marking it- to determine what the most serious issues are. (2) Check yourself to see whether you are being clear and consistent with terms, symbols, and other markings. (3) Be careful that you don't mislabel an error.

#### **Step 3**

After giving feedback : (1) Be sure that the students are clear about your error-marking strategies. (2) Give the students time to ask you questions about their errors and to self-correct marked papers in class. (3) Hold students accountable for addressing your feedback. The level of accountability that the students take in correcting the feedback should be reflected in grading scheme.

When I teach the students writing descriptive text, I will do this step :

1. I will deliver the material about descriptive text and how to make the framework. I teach the materials related to the definitions, purpose, structure of descriptive text. Moreover, students are also taught to make the framework of descriptive essay.
2. I will explain what indirect feedback strategy is, how to do the strategy, and also what codes mean.
3. Provides students some topics that whether they may choose themselves or are chosen by the teachers.
4. I ask them to make a framework of their own writing in order to help them elaborate their writing.
5. Provides students the writing sheets and I ask students to elaborate their writing.
6. I ask them to confirm or recheck their writing. Before students submit their writing, I allow students to ensure that their writing is good enough.
7. I ask them to submit their writing.
8. I provide them the indirect feedback by putting underlines and codes to wrong or inappropriate words.
9. In the next meeting, I give students paper back and then explain what codes mean and what to do.
10. After explaining the codes, I ask students to revise their writing.
11. While revising, I also provide them some suggestion about what they have to do.
12. I ask students to submit their revised writing and then give the scores students' writing by using analytical scoring rubric.

## **8.2 The Advantages and Disadvantages of using Indirect Feedback Strategy**

### **1. The advantages of indirect feedback strategy, they are:**

1. Indirect feedback leads to greater cognitive ability, reflection and problem solving
2. Indirect feedback has the potential to influence long-term student learning and improvement in written accuracy
3. Indirect feedback is useful if it is combined with students' self-revision.

### **2. The Disadvantages of indirect feedback strategy:**

1. The students' cannot correct the errors marked if they do not know the correct form
2. The students' may be able to correct but will not be certain whether they are correct.

## **B. Related Study**

1. This study relates to a research made by Juliana Nainggolan (UNIMED 2013) entitled "The effect of Quick Write Strategy and Four Square Strategy on the Students Achievement in Writing Descriptive Text at MAN Pamatang Siantar. The population of the this research was the first year students of MAN Pamatang Siantar, all of them 30 students. So, as the sample of this research are all of them 30 students. To collecting the data by using interview and test. In analyzing the data the writer used t-test formula.  
  
After analyzing the data, the writer got the calculation the result there is significant effect of Quick Write Strategy and Four Square Strategy on the



students achievement in Writing Descriptive Text. It can be showed from the result of the test that given to the students. The “t” test formula, findings  $t_0 = 4,36$  and  $t_t = 1,371$  ( $t_0 = 4,36 > 1,371$ )

2. This study relates to a research by Fibie Liona Pangaribuanon the title “The Effect of Indirect Feedback Strategy on the students’ achievement in writing descriptive text at the first class of senior high school Medan. The population of this research was the first years students of 2015/2016, which consist of 35 students in class. He took all the population as the sample by using total sampling. The instrument that used was test. In collecting data the researcher were completion test consist of 25 item. After the data has been collected it was analyzed by using test formula. The result shows that the student ability by using Indirect Feedback Strategy higher than Direct Feedback Strategy. Siklus 1=70% and siklus 2 =83 %. It means that the result of this research shows that Indirect Feedback Strategy is effects to students ability in writing descriptive text.

### **C. Conceptual Framework**

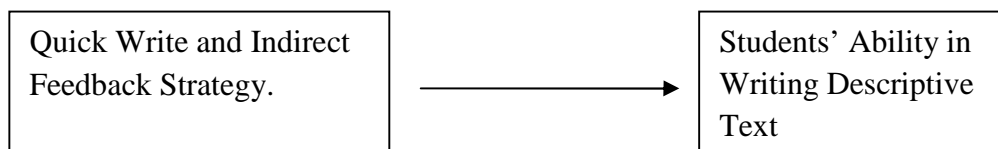
Writing is one of language skills that people use in expressing their capability in writing something or giving information to others. With writing, we also can give message and accept it. Writing is needed to be able to practice English. It is not useful for the students to study English for some years with writing ability on them. Many students master grammar and structure but they have low ability in writing.

To simulate students’ interest in writing, especially writing text, the teacher should look for the others strategies in building their interest in writing. One of the strategies is quick write and indirect feedback strategy. Quick write gives the

students get as many of their ideas on paper in a specific time without worrying about the form their writing takes. Meanwhile, quick write requires the students to write whatever out in their mind. Indirect feedback can guide learning and help the students solve problem by themselves.

Studying English is so essential for our life in today's global community. This study deals with the using Quick write and Indirect feedback strategy in developing writing ability especially to study descriptive text.

The focus is to develop students' ability in producing a good text. When students are assigned to write a text in the classroom, they are not given much attention and guidance. It's constrains them to express their ideas and can describing object based on the real life situation. Therefore, to minimize their difficulties and to have a better writing achievement, Quick write and Indirect feedback strategy can be used as a strategy in teaching descriptive text writing.



#### **D. Hypothesis**

Based on the above theoretical framework and conceptual framework, the writer formulates the following hypothesis:

Ha : There is a significant difference of using quick write and indirect feedback strategy on the students' ability in descriptive text.

Ho : There is no significant difference of using quick write and indirect feedback strategy on the students' ability in descriptive text.

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. Location and Design of The Research

This research was conducted at Madrasah Aliyah Ponpes At-Taufiqurrahman Labuhan Batu Utara, which located on Jl. Linsum Desa Gunung Melayu Kec. Kualuh Selatan Kab. Labuhan Batu Utara. The researcher did research on February 2017. The researcher choose Madrasah Aliyah Ponpes At-Taufiqurrahman Labuhan Batu Utara as the research location because: (1) The researcher found the problem in this school (2) the research has not conducted in this school.

#### B. Population and Sample

##### 1. Population

Population is a subject or objects which will be investigated in the study.<sup>35</sup> according to Sugiyono, population is general objects or subjects that have spesific quality and characteristic decided by the researcher to explorer and then take a conclusion.<sup>36</sup> The population are members that will be investigated that one condition. The population of this study was the tenth grade students of Madrasah Aliyah Ponpes At-Taufiqurrahman Labuhan Batu Utara, There were five classes of the second year students in 2016/2017 academic year. The number of the students each classes as follow:

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<sup>35</sup>Syahrur & Salim, (2016), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, p.113

<sup>36</sup>Sugiyono, (2010), *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta, p. 80

## The Population of the Research

Table 1

No	Class	Population
1	X <sup>1</sup>	15
2	X <sup>2</sup>	15
3	X <sup>3</sup>	27
4	X <sup>4</sup>	25
5	X <sup>5</sup>	30
Total	Five Class	112

### 2. Sample

Sample is part population that which are become investigated of study<sup>37</sup>. According to Sugiyono, sample is representative amount and characteristic that has by population.<sup>38</sup> The sample of this research were two classes, they are X<sup>3</sup> and X<sup>4</sup>, that consist from 52 students, which is X<sup>3</sup> class consist of 27 students and X<sup>4</sup> class consist of 25 students. In this research the researcher was taken sample by using cluster random sampling technique.

Then, the sample was divided into two groups. Class X<sup>3</sup> was taught by using Quick Write Strategy and class X<sup>4</sup> was taught by using Indirect Feedback Strategy. So the total sample are 52 students. To make it clear, it can be seen at the following table.

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<sup>37</sup>Syahrum & Salim, *Ibid*, p.113

<sup>38</sup>Sugiyono, *Ibid*, P.81

**Table 2**  
**The Number of Sample**

No	Class	Sample
1	X <sup>3</sup>	27
2	X <sup>4</sup>	25
Total	2 Classes	52

#### **A. Operational Defenition**

There are two variables which were investigated in this research. Those variables were:

a. The independent variable

In this research, The independent variable is Quick write and Indirect Feedback Strategy. Quick write and Indirect Feedback Strategy became the independent variable which are the major variable to be investigated. It is the major variables that is selected, manipulated, and measured by the researcher.

b. The dependent Variable

The dependent variable is the students' ability in writing descriptive text.

The indicator is the students canwriting descriptive text by their own word

In this study, the researcher used experimental research method. To collect the data, the sample divided into two classes. One of the class that was taught writing descriptive text by using quick write strategy and other one that was taught writing descriptive text by using indirect feedback strategy.

Both of classes were given different treatments. After the treatments, both the class were given test about writing descriptive text, and their scores were the main data of the study.

Finally, the students' score of class X<sup>3</sup> and class X<sup>4</sup> were compared to see there is any significant different of the students ability in writing descriptive textby using t-test formula.

**Table 3**

**Research Method**

Class	Step 1	Step 2
Class X <sup>3</sup>	Treatment by using Quick Write Strategy	Test
Class X4	Treatment by using Indirect Feedback Strategy	Test

**B. Instrument of Collecting Data**

To know the true fact of the research, Theresearcher used test as the instrument of collecting data. The reseacher used the students as participants. When the reseacher did test, the researcher was used written technique. Here the reseacher just being an observer.

The test form was given by the reseacher to the students and they must answer the question just by theirselves without asking and dishonest with their classmates. So, their answer must pure from their own ability. The steps to did this test are follows: (1) Giving instruction that test is directly did on the paper (2) Specifying the time for the students to do the best (3) Collecting the test from the students when the time was over (4) and the last making score the students answer.

## E. The technique of Analyzing data

We have to do requirement test the first by using normality test and homogeneity test before doing hypothesis test.

### 1. Normality Test

To test the normality of the data, it's used Liliefors test by doing some steps as following<sup>39</sup>:

- a. Observation  $x_1, x_2, \dots, x_n$  are made as standard value  $z_1, z_2, \dots, z_n$  with the formula:

$$z_i = \frac{x_i - \bar{x}}{S} \text{ where the average } \bar{x} = \frac{\sum x_i}{n} \text{ and the standard deviation}$$
$$S^2 = \frac{\sum (x_i - \bar{x})^2}{n}$$

- b. For this each standard coefficient, use absolute normal standard distribution, then count the frequency  $F(z_i) = P(Z \leq z_i)$
- c. The next, count the proportion  $z_1, z_2, \dots, z_n$ , which is smaller equals to  $z_i$
- d. Count the difference  $F(z_i) - S(z_n)$ , then determine the absolute value
- e. Take the highest value among the difference absolute values. Say that the value of the Liliefors test at real  $\alpha = 0,05$ , the data distribution is normal.

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<sup>39</sup>Suharsimi Arikunto, (2006), *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta : Rineka Cipta, p. 314.



### 3. Homogeneity test

To test that the variants of the both samples are homogeny, it is used two variant homogeneity test:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

The next is by comparing it to table F

The criteria, if  $F_{\text{count}} < F_{\text{table}}$ , the both samples are homogeny.

### 4. Hypothesis Test

The hypothesis test which used is “t” test with the formula :<sup>40</sup>

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$\bar{x}_1$  = the average of group of sample which has the highest score

$\bar{x}_2$  = the average of group of sample which has the lowest score

S = Multiple standard deviations

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<sup>40</sup>Husaini & Purnomo, (2006), *Pengantar Statistika*, Jakarta : Remaja Rosdakarya, p. 142.

## **CHAPTER IV**

### **RESEARCH FINDING & DISCUSSION**

#### **A. Data Description**

To collect the data of this research, the researcher was observed to the tenth grade students of MAS Ponpes At-Taufiqurrahman Labuhan Batu Utara. There were two classes namely  $X^3$  &  $X^4$ . For  $X^3$  class, the strategy that the researcher was used quick write strategy and for  $X^4$ , the researcher was used indirect feedback strategy. Then, the researcher gave the test to the students to get the data about the difference of the students' ability in writing descriptive text between using quick write strategy and indirect feedback strategy. After getting the data of this research, the researcher analyzed each variable.

#### **1. The Data of The Students' Ability in Writing Descriptive Text that was Taught by Using Quick Write Strategy.**

The students' ability in writing descriptive text that was taught by using quick write strategy showed the lowest score was 50 and the highest score was 90. The complete data about the students' ability in writing descriptive text was taught by using quick write strategy caught seen on the following table :

**Table 3**

**The Score of The Students' Ability in Writing Descriptive Text Who Are Taught  
by Using Quick Write Strategy**

<b>No</b>	<b>Test Score</b>
<b>1</b>	<b>65</b>
<b>2</b>	<b>85</b>
<b>3</b>	<b>80</b>
<b>4</b>	<b>55</b>
<b>5</b>	<b>75</b>
<b>6</b>	<b>90</b>
<b>7</b>	<b>70</b>
<b>8</b>	<b>85</b>
<b>9</b>	<b>90</b>
<b>10</b>	<b>75</b>
<b>11</b>	<b>60</b>
<b>12</b>	<b>50</b>
<b>13</b>	<b>85</b>
<b>14</b>	<b>90</b>
<b>15</b>	<b>70</b>
<b>16</b>	<b>65</b>
<b>17</b>	<b>60</b>
<b>18</b>	<b>80</b>
<b>19</b>	<b>65</b>
<b>20</b>	<b>85</b>
<b>21</b>	<b>75</b>
<b>22</b>	<b>90</b>
<b>23</b>	<b>70</b>
<b>24</b>	<b>80</b>
<b>25</b>	<b>60</b>

Then, to know the average (mean), the variant and the standard deviation of the variable data of the students' ability in writing descriptive text that was taught by using quick write strategy caught seen on the following worktable:

**Table 4**

**The Frequency Distribution of the Students' Ability in Writing Descriptive Text that was taught by Using Quick Write Strategy.**

No	Score (Xi)	Fi	Fi Xi	Xi <sup>2</sup>	Fi Xi <sup>2</sup>
1	50	3	50	2500	2500
2	55	3	55	3025	3025
3	60	3	180	3600	10800
4	65	3	195	4225	12675
5	70	3	210	4900	14700
6	75	3	225	5625	16875
7	80	3	240	6400	19200
8	85	4	340	7225	28900
9	90	4	360	8100	32400
<b>Total</b>		<b>25</b>	<b>1855</b>	<b>-</b>	<b>141075</b>

Based on the table above, the result of  $\sum FiXi^2$  was 141075 and  $\sum FiXi$  was 1855.

Then the following calculations were the calculation of mean, median, variant and deviation standard.

a. Mean

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

Where  $\bar{x}$  = Mean of variable x

$\sum f_i x_i$  = Total number of X score

$\sum f_i$  = Number of sample

The following of calculation of mean for students' ability in writing descriptive text that was taught by using Quick write strategy.

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1855}{25}$$

$$\bar{x} = 74.2$$

b. Median

$$Me = \frac{1}{2} (X_{\frac{n}{2}} + X_{\frac{n}{2} + 1})$$

$$Me = \frac{1}{2} (X_{\frac{25}{2}} + X_{\frac{25}{2} + 1})$$

$$Me = \frac{1}{2} (X_{12,5} + X_{13,5})$$

$$Me = \frac{1}{2} (X_{12} + X_{13})$$

$$Me = \frac{1}{2} (X_{65} + X_{70})$$

$$Me = 67.5$$

c. Variant

In calculating the variant in this research, the researcher used the variant formula as follows:

$$(S^2) = \frac{N \cdot \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

Where :

$S^2$  = Variant

N = Number of sample

$$\text{So, } (S^2) = \frac{N \cdot \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$(S^2) = \frac{25 \times 141075 - (1855)^2}{25(25-1)}$$

$$(S^2) = \frac{3526875 - 3441025}{25(24)}$$

$$(S^2) = \frac{85850}{600}$$

$$=143.08$$

d. Standar Deviation

Standar deviation was the square root of the variant.

$$S = \sqrt{S^2}$$

$$S = \sqrt{143.08}$$

$$S = 11.96$$

## **2. The Data of The Student' Ability in Writing Descriptive Text that was taught by Using Indirect Feedback Strategy.**

the students' ability in writing descriptive text that was taught by using indirect feedback strategy shows that the lowest score was 50, and the highest score was 90. The complete data about the students' ability in writing descriptive text that was taught by using indirect feedback strategy caught seen on the following table:

**Table 5**

### **The Score of The Students' Ability in Writing Descriptive Text Who Are Taught by Using Indirect Feedback Strategy**

<b>No</b>	<b>Test Score</b>
<b>1</b>	<b>70</b>
<b>2</b>	<b>50</b>
<b>3</b>	<b>75</b>
<b>4</b>	<b>50</b>
<b>5</b>	<b>70</b>
<b>6</b>	<b>55</b>
<b>7</b>	<b>55</b>
<b>8</b>	<b>70</b>
<b>9</b>	<b>60</b>
<b>10</b>	<b>65</b>
<b>11</b>	<b>60</b>
<b>12</b>	<b>85</b>
<b>13</b>	<b>90</b>

<b>No</b>	<b>Test Score</b>
<b>14</b>	<b>75</b>
<b>15</b>	<b>90</b>
<b>16</b>	<b>75</b>
<b>17</b>	<b>85</b>
<b>18</b>	<b>65</b>
<b>19</b>	<b>80</b>
<b>20</b>	<b>60</b>
<b>21</b>	<b>75</b>
<b>22</b>	<b>50</b>
<b>23</b>	<b>60</b>
<b>24</b>	<b>55</b>
<b>25</b>	<b>60</b>
<b>26</b>	<b>75</b>
<b>27</b>	<b>90</b>

Then, to know the average (mean), the variant and the standard deviation of the variable data of the students' ability in writing descriptive text that was taught by using indirect feedback strategy caught seen on the following worktable:

**Table 6**

**The Frequency Distribution of the Students' Ability in Writing Descriptive Text that was taught by Using Indirect Feedback Strategy.**

<b>No</b>	<b>Score (Xi)</b>	<b>Fi</b>	<b>Fi Xi</b>	<b>Xi<sup>2</sup></b>	<b>Fi Xi<sup>2</sup></b>
<b>1</b>	<b>50</b>	<b>3</b>	<b>150</b>	<b>2500</b>	<b>7500</b>
<b>2</b>	<b>55</b>	<b>3</b>	<b>165</b>	<b>3025</b>	<b>9075</b>
<b>3</b>	<b>60</b>	<b>5</b>	<b>300</b>	<b>3600</b>	<b>18000</b>
<b>4</b>	<b>65</b>	<b>2</b>	<b>130</b>	<b>4225</b>	<b>8450</b>



<b>5</b>	<b>70</b>	<b>3</b>	<b>210</b>	<b>4900</b>	<b>14700</b>
<b>6</b>	<b>75</b>	<b>5</b>	<b>375</b>	<b>5625</b>	<b>28125</b>
<b>7</b>	<b>80</b>	<b>1</b>	<b>80</b>	<b>6400</b>	<b>6400</b>
<b>8</b>	<b>85</b>	<b>2</b>	<b>170</b>	<b>7225</b>	<b>14450</b>
<b>9</b>	<b>90</b>	<b>3</b>	<b>270</b>	<b>8100</b>	<b>24300</b>
<b>Total</b>		<b>27</b>	<b>1850</b>	<b>-</b>	<b>131000</b>

Based on the table above, the result of  $\sum f_i x_i^2$  was 131000 and  $\sum f_i x_i$  was 1850.

Then the following calculations were the calculation of mean, median, variant and deviation standard.

e. Mean

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

Where  $\bar{x}$  = Mean of variable x

$\sum f_i x_i$  = Total number of X score

$\sum f_i$  = Number of sample

The following of calculation of mean for students' ability in writing descriptive text that was taught by using Indirect feedback strategy.

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1850}{27}$$

$$\bar{x} = 68.51$$

f. Median

$$Me = \frac{1}{2} (X_2^n + X_2^n + 1)$$

$$Me = \frac{1}{2} (X_2^{27} + X_2^{27} + 1)$$

$$Me = \frac{1}{2} (X_{13,5} + X_{14,5})$$

$$Me = \frac{1}{2} (X_{13} + X_{14})$$

$$Me = \frac{1}{2} (X_{65} + X_{70})$$

$$Me = 67.5$$

g. Variant

In calcuting the variant in this research, the reseacher used the variant formula as follows:

$$(S^2) = \frac{N \cdot \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

Where :

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

$$\text{So, } (S^2) = \frac{N \cdot \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$(S^2) = \frac{27 \times 131000 - (1850)^2}{27(27-1)}$$

$$(S^2) = \frac{3537000 - 3422500}{27(26)}$$

$$(S^2) = \frac{114500}{702}$$

$$=163.10$$

#### h. Standar Deviation

Standar deviation was the square root of the variant.

$$S = \sqrt{S^2}$$

$$S = \sqrt{163.10}$$

$$S = 12.77$$

### **B. Analysis Requirement Test**

The requirement test which is done includes : (1) normality test and (2) homogeneity test. The normality test was used by using the Liliefors test where as homogeneity test uses F-test. Both test are:

#### **1. Normality Test**

To test the data normality of the students' ability in writing descriptive text that was taught by using quick write strategy was represented by 25 students as the research respondents was done by using Liliefors test.

- a. The computation of data normality of the students' ability in writing descriptive text that was taught by using quick write strategy.

**Table 7**  
**The Data Normality Test os Students' Ability in Writing Descriptive**  
**Text who are Taught By Using Quick Write Strategy**

No	Score	F	Fk	$z_i$	F ( $z_i$ )	S( $z_i$ )	[F( $z_i$ ) – S ( $z_i$ )]
1	50	1	1	- 2.0234	0.0217	0.0400	0.0183
2	55	1	2	-1.6054	0.0425	0.0800	0.0348
3	60	3	5	-1.1873	0.1190	0.2000	0.0810
4	65	3	8	-0.7692	0.2236	0.3200	0.0964
5	70	3	11	-0.3512	0.3632	0.4400	0.0768
6	75	3	14	0.0669	0.5239	0.5600	0.0361
7	80	3	17	0.4849	0.6844	0.6800	0.0044
8	85	4	21	0.9030	0.8159	0.8400	0.0241
9	90	4	25	1.3211	0.9066	1.0000	0.0934

From the table above, it can be found that the coefficient of Liliefors observation or  $Lo = 0.0964$  where as the coefficient of table Liliefors or  $Lt$  with  $N = 25$  and at reak level  $= 0.05$  was found the coefficient of  $Lt = 0.173$ . Therefore, the coefficient of  $Lo$  ( $0.0964$ )  $<$   $Lt$  ( $0.173$ ) so that it can be concluded that the data distribution of the students' ability in writing descriptive text who was taught by using quick write strategy was normal.

- b. The Computation of Data Normality Test of the Students' Ability in Writing Descriptive Text who was taught by Indirect Feedback Strategy.

**Table 8**

**The Data Normality Test of the Students' Ability in Writing Descriptive Text Who are taught by Indirect Feedback Strategy.**

No	Score	F	Fk	z <sub>i</sub>	F (z <sub>i</sub> )	S(z <sub>i</sub> )	[ F(z <sub>i</sub> ) – S (z <sub>i</sub> )]
1	50	3	3	- 1.4495	0.0749	0.1111	0.0362
2	55	3	6	-0.0579	0.1469	0.2222	0.0753
3	60	5	11	-0.6664	0.2546	0.4074	0.1528
4	65	2	13	-0.2749	0.3936	0.4815	0.0879
5	70	3	16	-0.1167	0.5438	0.5926	0.0488
6	75	5	21	0.5082	0.6915	0.7778	0.0863
7	80	1	22	0.8998	0.8133	0.8148	0.0015
8	85	2	24	0.2913	0.9015	0.8889	0.0126
9	90	3	27	1.6829	0.9535	1.0000	0.0465

From the table above, it was found the coefficient of Liliefors observation or  $L_o = 0.1528$ . whereas the coefficient of table Liliefors or  $L_t$  with  $N = 27$  and at real level  $= 0.05$  was found the coefficient of  $L_t = 0.170$ . therefore, the coefficient of  $L_o (0.1528) < L_t (0.170)$  so, that can be concluded that the data distribution of the students' ability in writing descriptive text by using indirect feedback strategy was normal.

## **2. Homogeneity Test**

Data homogeneity test of the students' ability in writing descriptive text who was taught by using quick write strategy and the data of the students' ability in writing descriptive text who was taught by using indirect feedback strategy was done by using F test ( two variants homogeneity test) with the folloewing formula:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

From the former computation, it was known that :

1. The data variant of the students' ability in writing descriptive text who was taught by using quick write strategy was 143.08.
2. The data variant of the students' ability in writing descriptive text who was taught by using indirect feedback strategy was 163.10.

So, the coefficient of F count was :

$$= \frac{163.10}{143.08}$$

$$= 1.13$$

From the computation above, it was found the coefficient of variant from the data of the students' ability in writing descriptive text who was taught by using quick write strategy and the data of students' ability in writing descriptive text who was taught by using indirect feedback strategy at real level  $\alpha = 0.05$  and the numerator  $df_N - 1 = 27 - 1 = 26$ . So, by using the list of critical value at F distribution is found  $F_{0,05 (24,26)} = 1.95$ .

It shows that  $F_{\text{count}} (1.13) < F_{\text{table}} (1.95)$ . So, it can be concluded that the variant from the data of the students' ability in writing descriptive text who was taught by quick write strategy and the data of students' ability in writing descriptive text who was taught by using indirect feedback strategy was homogeny.

### C. Hypothesis Test

Having finished doing data processing above, the next step was by doing hypothesis test. Hypothesis test was aimed to give the answer which was proposed by the researcher whether the hypothesis was accepted or rejected.

Based on the analysis of the found data shows that both groups those are the data of the students' ability in writing descriptive text who was taught by using quick write strategy and that of the data of the students' ability in writing descriptive text who was taught by using indirect feedback strategy have qualified the requirements of statistical hypothesis t. So, to test the hypothesis in this research, it was used two average similarity test by using statistic t, as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Notes :

$\bar{x}_1$  = the average of group of sample which has the highest score

$\bar{x}_2$  = the average of group of sample which has the lowest score

S = Multiple deviations are found by using the following formula:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

from the last computation have been found:

1. For the group of sample data of the students' ability in writing descriptive text who was taught by using quick write strategy have got the average score was 74.2.

2. For the group of sample data of the students' ability in writing descriptive text who was taught by using indirect feedback strategy have got the average score was 68.51.
3. The standard deviation is computed as follows :

$$\begin{aligned}
 S &= \frac{(25-1)143.08 + (27-1)163.10}{25+27-2} \\
 &= \frac{3433,92 + 4240,60}{101} \\
 &= \frac{7674.54}{50} \\
 &= 153.49
 \end{aligned}$$

From the coefficient of multiple variants was 53,49 so the multiple standard deviations is the root of the multiple variants square, that was  $\sqrt{53.49} = 12.38$ . So, to test the hypothesis in this research, it was used two averages similar test by using statistic t, as follow:

$$\begin{aligned}
 t &= \frac{74.2 - 68,51}{12.38 \sqrt{\frac{1}{25} + \frac{1}{27}}} \\
 &= \frac{5.69}{3.21} \\
 &= 1.77
 \end{aligned}$$

The coefficient of  $t_{\text{count}}$  is 1.775 was compared with  $t_{\text{table}}$ , where the coefficient of  $t_{\text{table}}$  at real level  $\alpha = 0.05$  with  $df = 25 + 27 - 2$  gained the coefficient of  $t_{0,05(50)} = 1,67$ . In fact, the coefficient of  $t_{\text{count}} (1.775) > t_{\text{table}} (1.67)$ . it showed that  $t_{\text{count}}$  was in zero hypothesis rejection ( $H_0$ ). Thus, alternative hypothesis ( $H_a$ ) was accepted. It means that the alternative hypothesis which was proposed by the researcher that there was a



significant of the students' ability in writing descriptive text that was taught by using quick write strategy and using indirect feedback strategy was accepted.

#### **D. Discussion**

The main problem of this research was the students' ability in writing descriptive text it was seen from teaching by using quick write and indirect feedback strategies. The result of the research shows that the average result of the test of the students' ability in writing descriptive text who was taught by using quick write strategy is higher than the average of the test of students' ability in writing descriptive text who was taught by using indirect feedback strategy. This fact indicates that the application of assignment is proven more effective to increase the students' ability in writing descriptive text. It can be accepted because through teaching activity by using quick write strategy encourage the students to be active to learn, because students can discuss, cooperate, share opinion one each other in learning the material. Besides, the teaching of assignment is aimed to create the students' participation in solving the problems which are given by the educator in teaching. Therefore, the role of educator in teaching is as facilitator who guides the students to find and to construct their own understanding.

To get the objective from the teaching by using quick write strategy especially about the students' ability in writing descriptive text, the theme or topic of discussion which is given by the teachers should be selected so that the teaching-learning activity by using quick write strategy can increase the students' ability in writing descriptive text can be achieved. It is at least through assignment activity by using quick write strategy can increase the students' ability in writing descriptive text coming true. So,

that the learning activity of students' ability in writing descriptive text is the important supporting factor in learn, especially in learning English.

Nevertheless, it is not the only the strategy or method such like these which determine the students' ability in writing descriptive text, but also there are many other factors which can influence it. For instance, the level of students' intelligences, learning tools and facilities, other factors which influence it and the students' factor itself.

The researcher realizes that human being is never missing from mistake and weakness. So, in this research there are also limitedness and weakness which can not be avoided. Generally, the main cause of error in doing a research is two things; those are sampling or analysis subjects and the researchers' limitedness which are described below:

*First*, quantitative research approach get difficulty is measuring qualitatively things, for instance, all aspects of students' ability in writing descriptive text have not been approached especially the implication of the quick write strategy on the students' ability in writing descriptive text which become the main point was very influenced by many things which are not discussed in this research like the level of the students' intelligence, interest and motivation to study.

*Second*, there is probability of bias thing from the found research data, through the instrument which has been designed as well as possible. But, the using test for the students becomes not seriously done by them.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In the final part of this thesis writing, the researcher gives some conclusions as following:

1. The students' ability in writing descriptive text who was taught by using quick write strategy showed that the average of the score was 74.2 with the highest score was 90 and the lowest score was 50.
2. The students' ability in writing descriptive text who was taught by using indirect feedback strategy showed that the average of the score was 68.51 with the highest score was 90 and the lowest score was 50.
3. Based on the statistical computation with t-test, it was found that the coefficient was 1.77 whereas the value of  $t_{table}$  was 1.67. It showed that the hypothesis which the researcher proposed that there was positive effect of by using quick write strategy and the students' ability in writing descriptive text by using indirect feedback strategy was acceptable. It showed that the teaching learning activity by using quick write strategy was more effective to increase the students' ability in writing descriptive text than that of indirect feedback strategy.

## **B. Suggestion**

In relation to the research findings, the researcher suggests to :

1. The students, to increase the ability in writing descriptive text activity which was variety and exciting.
2. The English Teacher, to apply the by using quick write in teaching- learning activity, it was proven from the research result that it has significant effect with the students' ability in writing descriptive text.
3. The headmaster of MAS Ponpes At-taufiqurrahman Labuhan Batu Utara give direction to the English teacher about the English teaching strategy that was suitable to the students' situation and the material in writing descriptive text.
4. The students, to increase the ability in writing descriptive text activity which was variety and exciting.
5. The other researcher, this research finding was a material which can be developed further and deeper by adding other variables or expanding the sample ranges.

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## **APPENDIX I**

### **LESSON PLAN**

School	: Mas Ponpes attaufiqurrahman
Subject	: English
Class/Semester	: X/ II
Skill	: Writing
Material	: Descriptive Text
Time Allocation	: 2 x 45 Minute

#### **A. STANDAR COMPETENCE**

1. Expressing meaning of short functional text and written essay text in the form of narrative, Descriptive and news item in daily life context.

#### **B. BASIC COMPETENCE**

- 1.2 Expressing meaning and rhetorical step accurately, smoothly, and acceptably in various of written language in daily life context in descriptive text.

#### **C. INDICATORS**

By the end of the study, students will have been able to:

- Analyze generic structure of descriptive text.
- Analyze the language features of descriptive text.
- Writing a descriptive text.

#### **D. Learning Material**

### ***Descriptive Text***

Descriptive text is a text which is used to describe a particular person, place or thing. In other words, a descriptive text deals with sensory experience and the writer's perception to show rather than tell the readers what something or someone looks like.

### ***Social Functions***

Describing particular person, place, or thing in detail.

### ***Generic Structures***

- Identification : Statement that identifies subject to be described or introduction of subject.
- Description : Details that describe parts, qualities, characteristics and physical appearance of the subject.

### ***Language Features :***

- Simple Present Tense :
  - o My house **is** very big
  - o She **has** brown eyes
- Specific Subject
  - o Kuta Beach
  - o Farah Quinn
- The use of adjective
  - o That girl is really **beautiful**
  - o Budi is a **fat** boy.

### **Noun phrase**

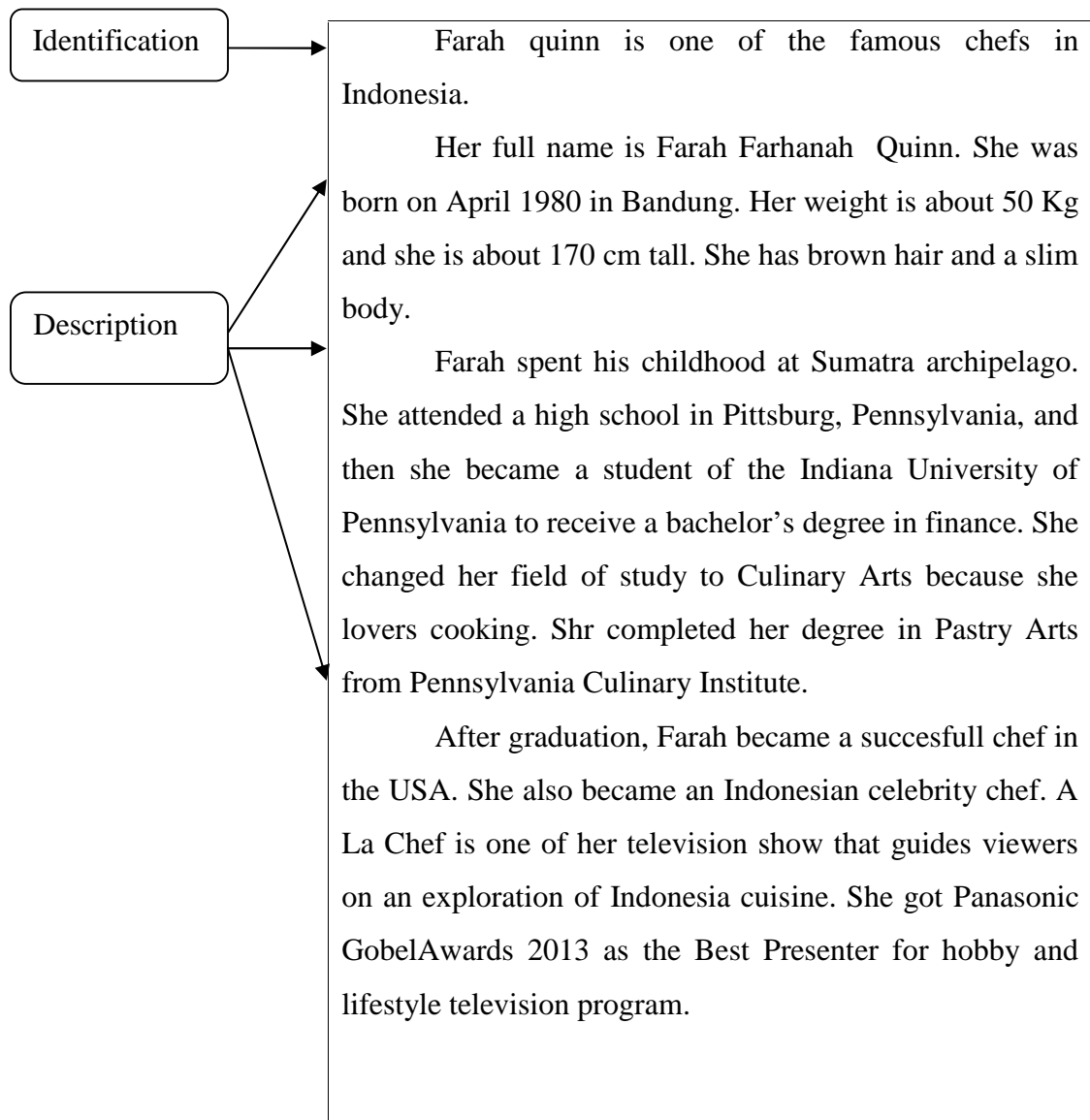
- o The boy
- o The good-looking man



## The use of adverb

- Farah attends high school in Pittsburgh.

## Example of Descriptive Text:



## **E. METHOD OF LEARNING**

Quick Write Strategy

## **F. MEDIA, TOOLS, AND LEARNING SOURCE**

### 1) Media

- Descriptive text about person, tourism place and famous historical building

### 2) Tools

- Whiteboard and board marker

### 3) Learning source

- LCD Projector
- Handout

## **G. LEARNING ACTIVITIES**

### 1. Pre Activities (Apperception & Motivation) 10'

- Greeting ( teacher greets the students and checks the students' attendance list).
- Giving review about descriptive text by asking about generic structure and language feature. " could you mention generic structure of descriptive text?" " What is tense used in descriptive text?"

### 2. Main Activity

Activity	Teacher	Student	Time
a. Exploration	<ul style="list-style-type: none"><li>• Reminding students about the previous lesson.</li><li>• Giving students a descriptive text and asking them to answer questions.</li></ul>	<ul style="list-style-type: none"><li>• Reminding the lesson</li><li>• Answering the question together.</li></ul>	15'

b. Elaboration	<ul style="list-style-type: none"> <li>• Teacher tells the students that they will learn writing descriptive text using quick write strategy.</li> <li>• Teacher gives explanation about quick write to the students.</li> <li>• Teacher gives an example of descriptive text using quick write.</li> <li>• Guiding the students to identify the generic structures and language features of the text entitled “Farah Quinn” based on the context.</li> <li>• Choose students’ writing randomly</li> <li>• Teacher asks the students to do a quick write strategy based on the topic Which is given in about 10 minutes.</li> <li>• Asking students to</li> </ul>	<ul style="list-style-type: none"> <li>• Listen on the teacher’s telling</li> <li>• Listen on the teacher’s explanation</li> <li>• Generic structures and language features of the text entitled “Farah Quinn”</li> <li>• Write their descriptive text applying quick write strategy.</li> <li>• Individually write a descriptive text about tourism</li> </ul>	35’
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	<p>write descriptive text about tourism place.</p> <ul style="list-style-type: none"> <li>• Asking students to share the writing with partner or classmate.</li> <li>• Asking students analyze their partner's writing and take note error writing.</li> </ul>	<p>place</p> <ul style="list-style-type: none"> <li>• Share their writing</li> <li>• Analyze their partner's writing and take note error writing.</li> </ul>	
c.Confirmation	<ul style="list-style-type: none"> <li>• Asking some students to read their descriptive text voluntarily in front of the classroom</li> <li>• Asking other students to give respond to the reader.</li> <li>• Asking students to re-write corrected descriptive text in the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading the descriptive text they write in front of the classroom</li> <li>• Give respond to the reader.</li> <li>• Re-write corrected descriptive text in the worksheet.</li> </ul>	20'

### 3. Post Activities (10')

- Teacher conclude the materials learnt.
- Teacher gives suggestion to students to study hard and also memorize new vocabulary.
- Teacher closed the class.

## H. LEARNING ASSESSMENT

Content, organization, vocabulary, grammar and mechanic.

Scoring guide

### Scoring Guidance and The explanation of Criterion

Item analysis	Score	Criterion of Scoring
Content	27-30	Excellent: knowledgeable-substantive etc
	22-26	Good: some knowledgeable of subject-adequate range.
	17-21	Fair: limited knowledgeable of subject-little substance
	13-16	Very poor: does not show knowledgeable of subject-non substantive.
Organization	18-20	Excellent: fluent expression-ideas clearly stated.
	14-17	Good: somewhat choopy-loosely organized but main ideas stand out
	10-13	Fair: not fluent-ideas confused or disconnected
	7-9	Very poor: does not communicate-no organization
Vocabulary	18-20	Excellent: sophiscated range-effective word/idiom choice and usage
	14-17	Good: adequate range-occasional of word/idiom form, choice, usage, but meaning is not absured
	10-13	Fair: limited range-frequent errors of word/idiom form, choice, usage.
	7-9	Very poor: essentially translation-little knowledge of english vocabulary.
Grammar	22-25	Exellecent: effective complex grammar construction
	18-21	Good: effective but simple constructive in grammar
	11-17	Fair: a major problem is simple/complex construction in grammar.
	5-10	Very poor: virtually no mastery of sentence construction rules.

Mechanic	5	Excellent: demonstrates mastery of construction.
	4	Good: occasional errors of spelling, punctuation, capitalization.
	3	Fair: frequent errors of spelling, punctuation, capitalization.
	2	Very poor : no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total of score 1-100		

Instrument :

What do you think about picture? Please, write your down descriptive text based on the picture !



## **Key Answer**

**1.** Justin Bieber is my favorite singer. I love his music. He make me happy when I hear him singing. When I am really down and sad. I will hear one of Justin's songs.

He is also cute. I like the way he sings and when I first heard him sing 'Baby' and saw him do the video of the song and that's how I started liking him. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a belieber since I listen to his music from the first time.

His music gave me a awesome feeling, like he was there for me to comfort and help me. The most important thing is that Justin taught me to never say never. He teach me that dreams do come true, if you really want it. He made me smile, I can talk hours about what I love about Justin, his hair, his voice, his dougie, his eyes, his humour... but this is what I tell people first. This is the reason why I really love him.

## **APPENDIX 11**

### **LESSON PLAN**

School	: Mas Ponpes attaufiqurrahman
Subject	: English
Class/Semester	: X/ II
Skill	: Writing
Material	: Descriptive Text
Time Allocation	: 2 x 45 Minute

#### **I. STANDAR COMPETENCE**

2. Expressing meaning of short functional text and written essay text in the form of narrative, Descriptive and news item in daily life context.

#### **J. BASIC COMPETENCE**

- 2.2 Expressing meaning and rhetorical step accurately, smoothly, and acceptably in various of written language in daily life context in descriptive text.

#### **K. INDICATORS**

By the end of the study, students will have been able to:

- Analyze generic structure of descriptive text.
- Analyze the language features of descriptive text.
- Writing a descriptive text.

#### **L. Learning Material**



### ***Descriptive Text***

Descriptive text is a text which is used to describe a particular person, place or thing. In other words, a descriptive text deals with sensory experience and the writer's perception to show rather than tell the readers what something or someone looks like.

### ***Social Functions***

Describing particular person, place, or thing in detail.

### ***Generic Structures***

- Identification : Statement that identifies subject to be described or introduction of subject.
- Description : Details that describe parts, qualities, characteristics and physical appearance of the subject.

### ***Language Features :***

- Simple Present Tense :
  - o My house **is** very big
  - o She **has** brown eyes
- Specific Subject
  - o Kuta Beach
  - o Farah Quinn
- The use of adjective
  - o That girl is really **beautiful**
  - o Budi is a **fat** boy.

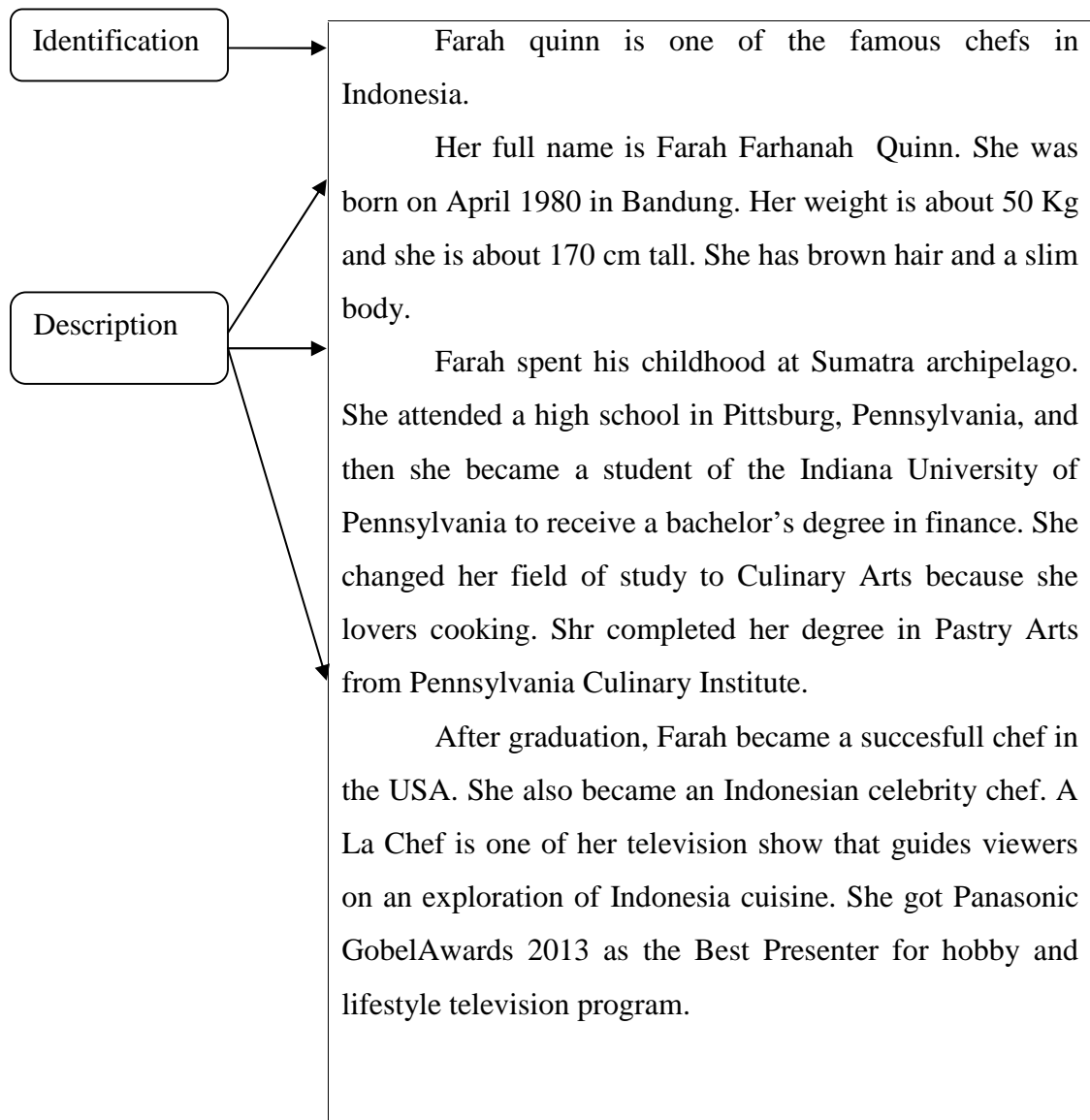
### **Noun phrase**

- o The boy
- o The good-looking man

## The use of adverb

- Farah attends high school in Pittsburgh.

## Example of Descriptive Text:



## **M. METHOD OF LEARNING**

Indirect Feedback Strategy

## **N. MEDIA, TOOLS, AND LEARNING SOURCE**

### 4) Media

- Descriptive text about person, tourism place and famous historical building

### 5) Tools

- Whiteboard and board marker

### 6) Learning source

- LCD Projector
- Handout

## **O. LEARNING ACTIVITIES**

### 4. Pre Activities (Apperception & Motivation) 10'

- Greeting ( teacher greets the students and checks the students' attendance list).
- Giving review about descriptive text by asking about generic structure and language feature. “ could you mention generic structure of descriptive text?”.” What is tense used in descriptive text?”

### 5. Main Activity

Activity	Teacher	Student	Time
a. Exploration	<ul style="list-style-type: none"><li>• Reminding students about the previous lesson.</li><li>• Giving students a descriptive text and asking them to answer questions.</li></ul>	<ul style="list-style-type: none"><li>• Reminding the lesson</li><li>• Answering the question together.</li></ul>	15'

b. Elaboration	<ul style="list-style-type: none"> <li>• Teacher tells the students that they will learn writing descriptive text using indirect feedback strategy.</li> <li>• Teacher gives explanation the error codes that are going to be used in correcting the errors in writing.</li> <li>• Teacher gives an example of descriptive text using indirect feedback.</li> <li>• Guiding the students to identify the generic structures and language features of the text entitled "Farah Quinn" based on the context.</li> <li>• Choose students' writing randomly</li> <li>• Ask the students to apply indirect feedback on the text.</li> <li>• Helping them to find</li> </ul>	<ul style="list-style-type: none"> <li>• Listen on the teacher's telling</li> <li>• Listen on the teacher's explanation</li> <li>• Generic structures and language features of the text entitled "Farah Quinn"</li> <li>• Identify the errors in the text and give the error codes.</li> <li>• Meaning of new</li> </ul>	35'
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	<p>out the meaning of new vocabularies the students find in the text and pronouncing them correctly and clearly.</p> <ul style="list-style-type: none"> <li>• Asking students to write descriptive text about tourism place.</li> <li>• Collecting the students' work</li> <li>• Giving indirect feedback to the students' work. The teacher write specific code (error codes) on the students' error in writing.</li> <li>• Supervising the students and helping them if they find difficulties.</li> <li>• Assessing the students' work.</li> </ul>	<p>vocabularies they find in the text and read them correctly and clearly.</p> <ul style="list-style-type: none"> <li>• Individually write a descriptive text about tourism place</li> <li>• submit their writing</li> </ul>	
c.Confirmation	<ul style="list-style-type: none"> <li>• Asking some students to read their descriptive text voluntarily in front of the classroom</li> <li>• Giving feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading the descriptive text they write in front of the classroom</li> <li>• Writing the difficulties they</li> </ul>	20'

		face when learning about the descriptive text in their learning journal.	
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#### 6. Post Activities (10')

- Teacher conclude the materials learnt.
- Teacher gives suggestion to students to study hard and also memorize new vocabulary.
- Teacher closed the class.

### P. LEARNING ASSESSMENT

Content, organization, vocabulary, grammar and mechanic.

Scoring guide

#### Scoring Guidance and The explanation of Criterion

Item analysis	Score	Criterion of Scoring
Content	27-30	Excellent: knowledgeable-substantive etc
	22-26	Good: some knowledgeable of subject-adequate range.
	17-21	Fair: limited knowledgeable of subject-little substance
	13-16	Very poor: does not show knowledgeable of subject-non substantive.
Organization	18-20	Excellent: fluent expression-ideas clearly stated.
	14-17	Good: somewhat choopy-loosely organized but main ideas stand out
	10-13	Fair: not fluent-ideas confused or disconnected
	7-9	Very poor: does not communicate-no organization
Vocabulary	18-20	Excellent: sophiscated range-effective word/idiom choice and usage
	14-17	Good: adequate range-occasional of word/idiom form,

		choice, usage, but meaning is not obscured
	10-13	Fair: limited range-frequent errors of word/idiom form, choice, usage.
	7-9	Very poor: essentially translation-little knowledge of english vocabulary.
Grammar	22-25	Exellecent: effective complex grammar construction
	18-21	Good: effective but simple constructive in grammar
	11-17	Fair: a major problem is simple/complex construction in grammar.
	5-10	Very poor: virtually no mastery of sentence construction rules.
Mechanic	5	Excellent: demonstrates mastery of construction.
	4	Good: occasional errors of spelling, punctuation, capitalization.
	3	Fair: frequent errors of spelling, punctuation, capitalization.
	2	Very poor : no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total of score 1-100		

Instrument :

What do you think about picture? Please, write your down descriptive text based on the picture !



### **Key Answer**

1. Justin Bieber is my favorite singer. I love his music. He make me happy when I hear him singing. When I am really down and sad. I will hear one of Justin's songs.

He is also cute. I like the way he sings and when I first heard him sing 'Baby' and saw him do the video of the song and that's how I started liking him. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a belieber since I listen to his music from the first time.

His music gave me a awesome feeling, like he was there for me to comfort and help me. The most important thing is that Justin taught me to never say never. He teach me that dreams do come true, if you really want it. He made me smile, I can talk hours about what I love about Justin, his hair, his voice, his dougie, his eyes, his humour... but this is what I tell people first. This is the reason why I really love him.



### APPENDIX III

#### Test of Post Test

Instructions :

1. Write your name on the left or right to top of your worksheet.
2. Write down descriptive text about Justin Beiber by using own word.



3. Time is 50 minutes

## APPENDIX IV

**Table I**

**The score of the students' ability in writing descriptive text by Using Quick Write Strategy**

<b>No</b>	<b>Name Respondent</b>	<b>Score</b>
<b>1</b>	<b>Ahmad Suriadi</b>	<b>65</b>
<b>2</b>	<b>Andi Putra</b>	<b>85</b>
<b>3</b>	<b>Dimas Arya</b>	<b>80</b>
<b>4</b>	<b>Evi Tamala</b>	<b>55</b>
<b>5</b>	<b>Gunawan</b>	<b>75</b>
<b>6</b>	<b>Fitriani</b>	<b>90</b>
<b>7</b>	<b>Hisbullah</b>	<b>70</b>
<b>8</b>	<b>Imron rosyadi</b>	<b>85</b>
<b>9</b>	<b>Indah Sari</b>	<b>90</b>
<b>10</b>	<b>Jali Alamsyah</b>	<b>75</b>
<b>11</b>	<b>Jubaidah</b>	<b>60</b>
<b>12</b>	<b>Muhammad Husein</b>	<b>50</b>
<b>13</b>	<b>Maisaroh</b>	<b>85</b>
<b>14</b>	<b>Ririn Sahfitri</b>	<b>90</b>
<b>15</b>	<b>Rini Winda</b>	<b>70</b>
<b>16</b>	<b>Sri Rahayu</b>	<b>65</b>
<b>17</b>	<b>Sri Mulyana</b>	<b>60</b>
<b>18</b>	<b>Siti Khadijah</b>	<b>80</b>
<b>19</b>	<b>Surya Baharuddin</b>	<b>65</b>
<b>20</b>	<b>Suheri Lubis</b>	<b>85</b>
<b>21</b>	<b>Santri Agutina</b>	<b>75</b>

<b>22</b>	<b>Yanti</b>	<b>90</b>
<b>23</b>	<b>Yogi Syahputra</b>	<b>70</b>
<b>24</b>	<b>Winni Asari</b>	<b>80</b>
<b>25</b>	<b>Nia Anggraini</b>	<b>60</b>

## APPENDIX V

Table II

The score of the students' ability in writing descriptive text by Using Indirect Feedback Strategy

No	Name Respondent	Score
1	Abdul Rasid Adlin HSB	70
2	Ahmad Sahbana	50
3	Ayu Wardani	75
4	Azra Munazah	50
5	Dayanti Mandasari	70
6	Diki Dermawan	55
7	Erwin	55
8	Fahrizal Nur Ritonga	70
9	Faisal	60
10	Hafidah Wuri Hafni	65
11	Ida Aini Safria Munthe	60
12	Indra Syahputra Siagian	85
13	Khoirul Utama	90
14	Laila Iklimah Panjaitan	75
15	M. Rio Kurnia Rizki	90
16	Mega Br.Lubis	75
17	Muhammad Alwizal Amri	85
18	Muhammad Idris Siahaan	65
19	Nilam Cahaya	80
20	Nurmaisah Siregar	60
21	Nurhayati	75

<b>22</b>	<b>Nursahila Nasution</b>	<b>50</b>
<b>23</b>	<b>Rizki Fadila</b>	<b>60</b>
<b>24</b>	<b>Surya Delima</b>	<b>55</b>
<b>25</b>	<b>Rudi Pasaribu</b>	<b>60</b>
<b>26</b>	<b>Susi Munthe</b>	<b>75</b>
<b>27</b>	<b>Yasnidar Siregar</b>	<b>90</b>