

The Rapid Writing Strategy in Writing Classroom during the Covid-19 Pandemic

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Highlights

The limited time motivates students to write a descriptive text well without a worriedness in English language teaching and learning

ABSTRACT: Writing skill is an ability to share an idea in written text based on the genre of the text, the rapid writing strategy is one of appropriate strategy to make a good paragraph especially in descriptive text because most of the participants are from rural area and different writing achievements. The aim of this research is to investigate the procedure of the rapid writing strategy behaves in the teaching-learning of writing skill. Researcher descriptively used the qualitative method that specifically uses a case study design by observing the field via Whats App platform. The instrument of this research is observation checklist and taking notes to get a complete data either from personal or group Whats App. The teacher and students activities inside and outside the class becomes a primary source of data. Results, the rapid writing strategy is a fast writing practice strategy without paying attention to what has been written in advance so that writing is completed quickly and completely the rapid writing strategy helps students explore writing more without worrying about grammatical accuracy, content and vocabulary for students to do tasks in descriptive text. In addition, this strategy makes teachers more motivated, interested and fun in teaching-learning process of writing skill.

Keywords: Writing, rapid strategy, teaching-learning, descriptive text.

Introduction

Writing is the ability to express ideas, thoughts, and feelings. In terms of writing skills, there are some criteria for good writing. Good writing is how students can select topics, describe, generate and explore their ideas. Accurate and clear explanations are considered to be the main criteria for good writing, while the actual content of the communication, that is the meaning, is left for further discussion. This means that in addition to select topics, describe, generating, and exploring ideas, precise and clear explanations are the criteria for good writing (Anamaryanti, Syarifi, 2014; Susilawati, 2017). In addition, it requires thinking skills, logical skills, the use of punctuation, and the ability to combine words into meaningful sentences. Writing skills also require fast reading to understand the content of the ideas you are writing, so writing skills involve many aspects of skills (Komariyah, 2013; Nurgiyantoro et al., 2020; Ramadhani, 2013)

Beside, writing skills focus on the learning process in classroom teaching and the way to express ideas in written form with letters, words, and media. Writing skills are one of the language skills that have to master by students at junior high school. Writing is not a

natural skill, because it cannot be learned automatically and easily. According to Barret "to write well, you have to think a lot, and you have to start thinking about this topic before you start writing". When learning to write, students should practice enough. These practices can inspire students in writing (Pitrianti, 2017). Teaching writing is a method that allows students to write in the target language. Brown believes that in teaching writing, teachers need to learn more about building fluency, not just accuracy, how to use actual text and classroom context, focusing on the communication purpose of language, and to use the internal learning of the student such motivation, teachers not only pay attention to the result but also focus on the process of writing (Putri, 2017). Teaching writing can be expressed as an activity or process to help someone gain knowledge and learn to do something. And that includes the transmission of knowledge, skills, and attitudes. Transmission is a process of systematizing, conditions, task materials, and opportunities to help students acquire and construct new knowledge which is done by organizing and managing one's potential resources (Supiani, 2017). It means, teaching writing is pedagogical steps to write in the target language. In teaching writing activity, the teacher needs media to assist his/her in delivering the information and knowledge to students. So teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. This study will use a rapid writing strategy. This strategy is expected to help the students stimulate their ideas and make it easier for them to write, especially, descriptive texts (Kusumawaty, 2017).

Descriptive text is one of types of social and factual genre of text to describe a particular person, place, or thing. It can be a process of creating visual and impressive images and sensory through words. More often, Woodson said description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view (Siregar & Dongoran, 2020). Descriptive Text is a type of text in English that clearly describes the characteristics inherent in something, be it humans, animals, plants, or inanimate objects. The purpose of this text is to provide clear information about the object described to the reader (Hidayah, 2015). Its context is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of descriptive text is to describe a particular person, place, or thing (Apriliansyah, 2016; Mursyid, 1992).

In contrast, writing is one of the skills in learning English which is very complex and difficult to teach. There is no doubt that writing is the most difficult skill for students to master. Writing skills requires not only mastery of grammar and rhetorical devices but also conceptual and judgmental elements. So it means that writing understands not only the structure of the language but also vocabulary enrichment and good spelling (Wicaksono, 2016).

In addition, teaching writing is considered difficult because it takes time to manage the writing process. Because of this difficulty, teachers must help students generate ideas and provide text writing exercises. Teachers find that students writing difficulties mostly appear in the early stages of their writing. In this case, the role of teachers in helping students

is very important. When teaching writing activities, teachers need a medium to help them deliver information and knowledge to students. To teach descriptive writing texts, you need some rapid writing strategies that can make students feel interesting and make a good impression so that students always remember what they get from the teacher's explanation. Based on the curriculum, there are some texts to be learnt by the students at Junior High School including descriptive text, narrative text, procedure text, and recount text. Each text has a different social function, schematic structures, and language features (Kusumawaty, 2017).

Rapid writing strategy has a positive impact on students writing skills, starting from writing assignment, they access their previous knowledge, engage with content, review and reflect, and setting directions for writing letters, essays, and more subject-based assignments. In addition, it can generate ideas for writing on any topic, in any subject area, students start writing and eventually produce more writing and students begin to organize ideas (Ontarion Music Educators Association, 2008). Further, it also helps students explore grammatical accuracy aspect and also encourages critical thinking and communication skill by sharing ideas with their groups. In contrast, the students will be bored and the class will be monotonous in learning. (Faizah, 2015; Riyanti, 2018; Silva & Matsuda, 2012)

Applying the rapid writing strategy when teaching writing descriptive text using the above procedure, students can escalate their ideas in their own words without hesitation and fear of making mistakes so that students are more interested in learning to write using the rapid writing strategy. The rapid writing procedure makes it easy for students to work, especially in writing descriptive text. In addition, students are more active in the teaching and learning process because rapid writing is a strategy that can empower fluency and spelling (Ahmad, 2015; Oktavianingrum, 2019).

The researcher chooses participants as an object to this research because they reluctant to express their ideas in written text, make students enjoy each step of learning process in a class and interested in current topic.

Method

Research Design

The research design of this study used a descriptive qualitative case study. It shows especially how the researcher gets information-related research questions. The researcher in the study observed the teacher and the students' activity in the classroom and reported it from the beginning until the end of activities.

Research setting and subject

This study taken place in one of junior high schools in Arosbaya Besides, it conducted in one class of second-grade that was chosen by the English teacher of the school. The participants that have been participate in this study were 32 students. The participants had various level of writing achievement and motivation because they were from rural and urban area. The data that used in this study was the English teacher and students.

The instrument and procedure of the Research

Observation was used to determine the teacher's strategy in teaching descriptive text. This observation has two subjects, namely students and teachers. The researcher made the

observation checklist in the form of "YES" or "NO" answers and field notes. The researcher taken notes all of the important activities which happen during the class including students choose a topic, write as fast as possible, No corrections or erasing allowed, write until the teacher says "STOP" – do not stop before, don't lift your pen or pencil from the paper or remove your hands from the computer or phone, if students lose idea, jump to start to the topic title and extending it to a sentence, when the teacher says "STOP," count and record the number of words you have written, and the last, be prepared to discuss your topic and use the writing you have done to start you off (Oktavianingrum, 2019).

To get the data the researcher observed the teaching learning process in classroom with use the observation checklist. Researcher found the real process of teacher and students' behavior of the implementation of rapid writing strategy in teaching writing descriptive text.

Data Analysis

In analysing the data the researcher paid attention on the data that have obtained from observation.. The researcher used data analysis model from that data analysed in qualitative research proceed hand-in-hand with other parts of the qualitative study, namely, the data collection and the write-up of findings. Then, reducing the data, not all the data result of the research is important. So that the important information had been taken in this research, and unimportant one had rejected. Next, presenting the data, it means described in descriptive display to arrange the appropriate information and draw the conclusion. Last, drawing conclusion, continuously interpreted throughout the references of the study (Royadi et al., 2019).

Findings and Discussion

Findings

Based on the data gained there were some steps of rapid writing strategy in writing class included choosing a topic, writing descriptive text as fast as possible, No corrections or revision as long as writing process, writing before saying stop, keeping pens, computer, or phone in the hands, if losing the idea, jump start to the other topic or sentences, counting and recording the number of written words after the teacher stopped to write, and discussing the topic with friends before submitting.

During teaching descriptive text using rapid writing strategy, the teacher used the following procedures: First, students choose a topic, students chosen a topic before the teacher have explained the material, one of the topic that the students chosen is about pets. It also made students know about the important points in the English Writing process, the use of rapid writing and eight rapid writing procedures) after the students understood today's material the teacher asked the students to make an example of a descriptive text. The teacher asked students to choose some topics they wanted to choose such as when the teacher gave topics about pets, football, mom, and idol. Then, some students were more interested in choosing the topic of Pets. To make it easy for students to write in descriptive text. This is evidenced by the presence of student data such as some students choosing the topic of pets because this topic is common and in their environment, making it was easier for them to determine the topic to write a descriptive text.

Second, write as fast as possible, the teacher asks students to write as much as they could without thinking about mistakes such as using simple presents, spelling, and others. *For example, my football t-shirt, I have a football t-shirt. The color is red. Red is the color of Liverpool. Liverpool is my favorite football team. My t-shirt has the symbol of Liverpool on the chest. It is a picture of liver birds. On the back, there is the name of my favorite player and its number. Sadio Mane, no 10. My t-shirt is very cool. I like it.*

Third, no corrections or erasing allowed, the teacher warns students not to delete words or sentences they have written. Students continuously wrote what had remembered until the teacher said "stop". And fourth, write until the teacher says "STOP" – do not stop before the allotted time limit. For example, when the teacher gives time for students to write descriptive text, students must write without erasing what they have written, until the time limit has been determined. This aims to find out how many errors in the words they have compiled.

Fifth, don't lift your pen/pencil from the paper or remove your hands from the computer or phone. The teacher asks students to write as much as they can and focus on their writing, don't take the pen off the paper before time runs out. The results of students' writing on the topic Exo; *Exo is a South Korean boy band consisting of 12 members. They are a boy band that I like. I really like Exo because the members are very handsome, tall, and good at singing, acting, and many others. They have released many songs and dramas. One of the dramas that starred in Moon Lovers: Scarlet Heart Ryeo, Rich Man, Poor Woman, It's Okay That's Love, Dokgo Rewind, and Andante.*

Sixth, if you lose the idea, jumpstart your brain by writing the topic title and extending it to a sentence. When students start to run out of ideas, try writing the topic title and developing it into a sentence. Seventh, when the teacher says "STOP," students count and record the number of written words. After the time is up, the teacher asks the students to count how many words they have written. And notice below an example of the descriptive text they have worked on.

Last, be prepared to discuss your topic: use the writing you have done to start you off. The teacher asks students to submit their assignments via Whatsapp group after that the teacher chooses one of the sample texts from students to be discussed. One of the results of student assignments such as *Suga, He is my idol. His name is Min Yoon-gi and better known as Suga, He was born in Hangul, March 9, 1993, He is a member of the Korean boy band BTS. He has the whitest skin among the other members. He can do anything, sing, rap, dance and many others. I really like him because he has a very handsome, face.*

The researcher provided a file that is sent via personal Whatsapp. Before the teacher fills out the observation checklist, the researcher explains the contents and how to fill it in the observation checklist. The teacher only chooses between yes or no using a checklist. After the teacher fills in the observation checklist and then sends back the results of the checklist observations that the teacher has filled into the researcher via personal Whatsapp

The eighth procedures observed in the checklist, the teacher answered yes to all of these procedures. So the procedure for applying the rapid writing above is very helpful for teachers in teaching descriptive text. By using the above procedure, it is easier for students

to write descriptive text using a rapid writing strategy. The teacher frees them to choose any topic they want to choose to describe so that students can their writing.

Researcher also provided some data form of files sent via Whatsapp group. Before they filled out the observation checklist, the researcher explained the contents and how to fill out the procedure in the observation checklist. Students only choose between yes or no using the checklist and students are required to fill in the name and class that has been provided above the observation checklist. After they filled in the observation checklist, they sent back the results of the observation checklist they had filled into the researcher via personal Whatsapp.

The researcher also used an observation checklist for all students to find out the process. An observation checklist is given to students to choose "Yes" or "No". Based on the checklist that has been filled in, the researcher can describe the student responses which are described on the following figure:

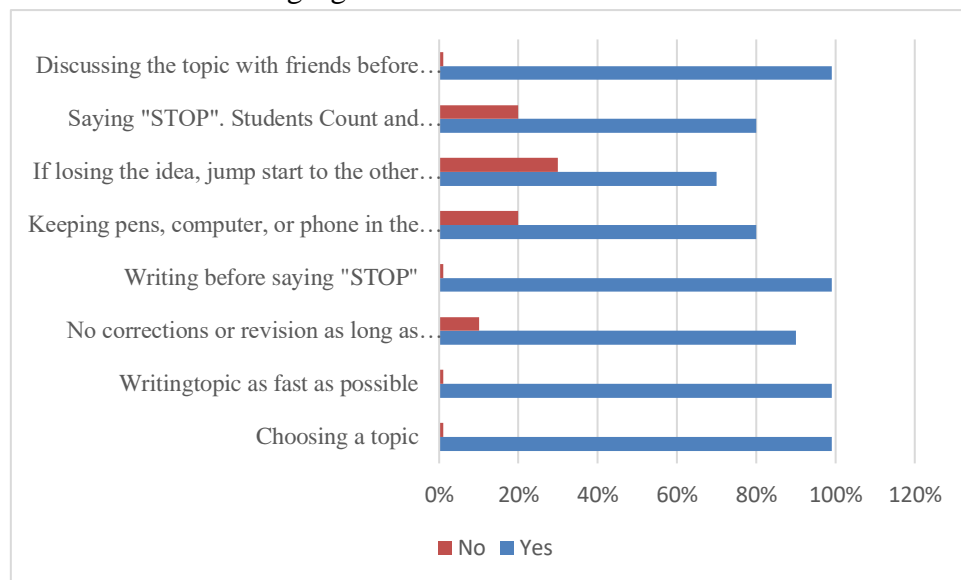


Figure 1 The Result of Observation Checklist

Discussion

Based on observations, a school has been used by teachers and students both inside and outside the classroom. In the online learning process, the teacher uses via Whatsapp group. In using the rapid writing strategy, the teacher asks students to make a descriptive text addressed to their classmates.

The implementation of rapid writing strategy, the teacher uses the following procedures: *First*; students choose a topic, students need at least five until ten minutes of each topic without stopping. It is a simple step to brainstorm students' interest, idea and experiences. The selected topic of a pet shows that the students' readiness appears in determining a pet, it also they have a good motivation to write because only one percent of students does not choose the topic. *Second*; write as fast as possible, Students are asked to focus on a particular topic or idea and write everything about their topic chooses. Then help with rapid writing strategies for students if they are stuck and don't know what is written. In other words, hurry writing makes it easier for students to write because by writing fast students can write down everything they know and understand about the topic subjects. Mostly, students' uses a simple sentences with various form such as *The color is red. Red*

is the color of Liverpool. Liverpool is my favorite football team. It means that students perform the grammar usage well, even though they have errors in spelling, because three sentences only consist of ten words (Ahmad, 2015; Faizah, 2015; Oktavianingrum, 2019; Silva & Matsuda, 2012).

Third; No corrections or erasing allowed, with this strategy, students can escalate their ideas in their own words without hesitation and fear of making mistakes so that students are more interested in learning to write using the rapid writing strategy. This step makes students work easily especially in writing descriptive text. The students' problems is on spelling the word of *favorite* and *color* which the correct ones are *favourite* and *colour*, and an grammar error such as *They are a boy*, it should use *is* not *are* . They focus on paragraph organization that writing a paragraph fluently is one way to neglect the own worries while writing a paragraph because the students' worries is twenty percent. In addition, students are more active in the teaching and learning process because it can encourage fluency in spelling written words. It also enables students to memorize all the steps in writing activities. The data also have similarities with believes that some strategies are too complicated and require too many steps to remember and implement but this is the applicable step in writing class. It can be effective, if the teacher simplifies each part of strategies, and the students are easier to remember and use (Ahmad, 2015; Oktavianingrum, 2019)

Fourth, writing until the teacher says "STOP" – do not stop before, writing continuously even though what is written is "I don't know what is I must write!", Place When the timer is running, avoid: Brainstorming, sentence organization, Grammar check, Retry, Crossing out or deleting something, and finally Continue until time runs out and ready to stop. Although the students have limited time to write, they are succeed to avoid many mistakes or error either in the vocabulary or grammar. Their mistakes only two words and uses a good grammar. *Fifth*, don't lift your pen/pencil from the paper or remove your hands from the computer or phone. The students' pen ought to consistently exist in the hand as long as they were writing the sentences by sentences become a good paragraph, they find some problems during the online learning process such as low battery, unsuitable networks and calling incomes while writing process, it causes twenty percent of students remove the phone, and does not the step well enough. *Sixth*, if you lose the idea, jumpstart your brain by writing the topic title and extending it to a sentence, students write the other sentences that are considered as the more reluctant ones than the difficult sentences to be described. The student's paragraph mostly use the pattern of S + V + O, or *noun, verb, articles (a, an and the)*. They rarely utilize the complex sentences, most of them write in compound sentences with simple conjunctions are like *and* in *They have released many songs and dramas*. The most numbers of the result of observation is this step which is until thirty percent. *Seventh*, when the teacher says "STOP," count and record the number of words you have written. Students calculate the number of words they have written and stored this information on a graph in their writer's notebook. The average of students' number in each paragraph are five until seven sentences with ten daily difference words. This average is excellent, because they are able to write paragraph in five minutes. The figure 1 shows that there are thirty percent of students who pass this step. The *last*; be prepared to discuss your topic: use the paragraph

you have done to start you off. The students' performance in in discussing a topic does not seriously doubt it well, because they just only asks the other opinion and the title of each students' paragraph. There are some of them check the spelling only such as *becouse*, *hendsome*, and *amang* become *because*, *handsome* and *among*. The data appropriately recommend several procedures that teachers carry out in the classroom (Ahmad, 2015; Oktavianingrum, 2019; Pitrianti, 2017).

The eighth procedures of rapid writing, the teacher helps students in taking ideas generally and provide exercises in compiling texts. The teacher realized that students' difficulties in writing mostly occurred at the beginning when they started writing. In this case, the teacher's role is very important in helping students. In learning to write, the teacher needs media to assist him in conveying information and knowledge to students. Learning to write descriptive text requires something that can make students feel happy and have a good impression so that students will always remember what they get from the teacher's explanation. This is under Brown (2017), teaching writing supervises, facilitates learners to learn and sets conditions in learning to produce a text. He also stated that teaching is motivate learners to do, giving instructions, guiding, giving knowledge, making students to know or understand. To help students escalate their writing, the teacher uses a rapid writing strategy to make it easier for students to write descriptive text and help them in writing fast (Ahmad, 2015; Oktavianingrum, 2019).

Conclusion

From the results, the researcher can conclude that applying the rapid writing strategy when teaching writing descriptive text using the above procedure, it really helps students to start writing and ultimately produce more writing. With this strategy, students can help their ideas in their own words without hesitation and fear of making mistakes so that students are more interested in learning to write using the rapid writing strategy. The procedure of rapid writing makes it easier for students to do assignments, especially in writing descriptive text. Proper teaching procedures have a positive effect on students' writing ability such as "*before saying stop*", students only focus on completing paragraph well in a little moment. By using the rapid writing strategy students can explore their ideas in their own words without hesitation and fear of making mistakes such as simple present tense, thus making students more interested in learning to write by using the rapid writing strategy and by using this strategy learning becomes more fun so that it makes the learning process different and more interesting.

Rapid writing strategy is a fast writing practice strategy without paying attention to what has been written in advance so that writing is completed quickly and completely. The use of a rapid writing strategy helps students explore writing more without worrying about grammatical accuracy, content and vocabulary for students to do tasks in descriptive text. In addition, this strategy makes teachers more motivated, interested and fun in teaching-learning process of writing skill.

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