THE Effect of Quick Write Strategy on Students' Ability in Writing Exposition Text

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ABSTRACT

Good writing skills are very important for students in facing academic challenges. However, students often have difficulty in writing exposition texts well. This study examines the effect of a speed writing strategy on students' writing ability in the context of analytical exposition texts. The type of research is experimental. The population in this study were all students of SMA Negeri 3 Sungai Penuh, and the samples were the control class (XI IPS 2) and the experimental class (XI IPA 1) determined by random sampling technique. data was collected by a test on exposition text writing skills. The results showed that the control class did not show significant improvement in their writing skills, as the average scores on both tests fell into the "less good" category. However, the experimental class showed significant improvement, with the average post-test score categorized as "excellent". The t-test analysis showed the calculated t value (12.146) > the critical t value (1.713) at the 0.05 significance level. These results indicate that the rapid writing strategy had a positive and significant impact on students in the experimental class, improving their ability to write analytical exposition texts, thus the importance of using effective teaching methods in improving students' writing ability.

1. Introduction

English is known as an international language used for communication by most people in the world (Ariyanti, 2016:265). National Education Department mentions that English is a foreign language in Indonesia and becomes a compulsory subject at school. It is taught from elementary school up to university. In learning English, the students must learn and master four language skills such as listening, speaking, reading, and writing (Suhaimi et al, 2020:131).

In the current era of globalization, the ability to write well is a very important skill for students in facing future academic and professional challenges. Expository writing is a complex type that requires specific skills in structuring arguments and organizing ideas clearly and coherently. However, in Senior High School (SMA) grade 11 in Sungai Penuh, students often have difficulty in writing exposition texts well. One strategy that can be used to improve students' writing skills is the Quick Write strategy. This strategy involves students to write quickly over a set period of time, without paying too much attention to grammar or perfect writing. The purpose of the Quick Write strategy is to improve quick thinking and generate more ideas in writing.

However, although there is evidence that the Quick Write strategy can improve students' writing ability, research on its application in the context of writing exposition texts at the senior high school level is still limited, especially at Senior High School 3 Sungai Penuh. Therefore, there is an urgent need to conduct research that focuses on the effect of Quick Write strategy on students' exposition text writing ability at grade 11 level. In view of this shortcoming, this study aims to fill the knowledge gap in the current literature and make a significant contribution to our understanding of the effect of the Quick Write strategy on students' writing ability at the senior high school level. The results of this study are expected to provide valuable insights for teachers in designing effective teaching strategies to improve students' writing ability in the context of exposition texts.

Rather than simply being the act of jotting down thoughts on paper, the writing process also includes research, outlining, drafting, editing, and proofreading (Suhaimi et al, 2020:131). Writing skill is one of the necessary skills used in everyday life by people and writing skill is one of the most popular activities at school because everyday students write something in the classroom such as in the learning process, assignments, and examination. Writing includes creative thinking and relates new information with prior knowledge and it makes new information meaningful (Kademir, 2015:1636). Writing encourages students to learn and can be assessed easily by the teacher. Additionally, writing can improve learning and foster students in critical thinking. While writing is a process complex, the student must think hard to express their thought, and then the student can represent their mind in writing form. Writing is not only based on the topic without aim but what is meant by writing is a continuous activity (Ariyanti, 2016:265). It means before we are going to write something, we must through the process of writing first, so we know what we are going to write on paper needs vocabulary, grammar, punctuation, and elaborate idea. Thus, students do not dare to write something because of the grammatical rules.

Moreover, the teacher taught the students in English learning to expand their English writing with different kinds of text based on their level in school. There is various texts to introduce to the eleventh-grade senior high school, such as narrative text, descriptive text, report text, exposition text, etc. While there are two kinds of exposition text; firstly, hortatory exposition text hitch tends to provide recommendations to the reader. Secondly, it aims to convince and persuade the reader to believe what the writer believes. Furthermore, in the Syllabus of SMA (Kemendikbud, 2019) in analytical exposition text, students are directed to be able to make an analytical exposition text to state their opinion about a thing in school, village, or their city. It means the students state their opinion to persuade the readers or listeners about the case or the topic. As stated in the Curriculum 2013 syllabus, students should be able to differentiate a social function, text structure, and language features of spoken and written by giving and asking for information related to actual issues suitable with contextual usage. Students must express their opinion about the issue in learning analytical exposition text. To summarize, one of the texts that the eleventh-grade should learn of senior high school students is Analytical Exposition Text. Thus, the students must be able to write analytical exposition texts, especially about the actual issues in their school, village, or city. Moreover, writing analytical exposition text for high school students is not as easy as it seems, students face several obstacles.

Based on the results of the researcher's interviews 18 July 2022 with English teacher of SMAN 3 Sungai Penuh, it is known that some students in the school at SMAN 3 Sungai Penuh face difficulties in writing Analytical Exposition Text. Students admitted that students have difficulty determining topics and choosing words to develop their ideas, moreover In the current era of globalization, the ability to write well is a very important skill for students in facing future academic and professional challenges. Expository writing is one type of writing

that is complex and requires specific skills in structuring arguments and organizing ideas clearly and coherently. However, in Senior High School (SMA) grade 11 in Sungai Penuh, students often have difficulty in writing exposition texts well. In writing analytical exposition texts, students must express and explore their ideas, but most students are afraid to put their ideas into written form because they lack vocabulary. So, they cannot think clearly about the topic. According to Mahmudah (2017:85), analytical is a challenging genre because students do not need proper writing skills, but it requires critical thinking.

In addition to the problems mentioned above, the researchers' observations on Monday, December 2, 2022 in class XI IPA1 showed that the teaching and learning process in class was still not optimal, there was no variation. Even though according to Syaripuddin (2019: 39) variation is a very important basic skill because it plays a role in overcoming student boredom in learning. the lack of variety in learning makes it difficult for students to write analytical exposition texts, determine topics and arrange their ideas in writing. Furthermore, the material discussed is not diverse, namely only discussing the environment around the school, even though the syllabus of learning materials includes schools, villages and cities. Therefore, to overcome the problem faced by students, teachers must use appropriate strategies, especially in writing Analytical Exposition Text. One strategy that can be used in teaching writing analytical exposition text to students is the Quick Write Strategy. According to Dough Buehl (2013:168), the quick writing strategy is an intermezzo that is intended while the class begin to respond to their learning.

Moreover, Aorora (2013:245) stated, quick-writes strategy activates learners' experience or background knowledge related to the topic which student should not too worried about spelling, grammar, and organization. This strategy also focuses on students' response or short feedback about the specific topic. Thus, the students be able to write many things without afraid of grammatical structure and help them to elaborate their ideas by writing anything they know regards to the certain topic. Research on Quick write strategy has actually been done by several previous researchers, such as Amatullah (2017) with the title The Effect of Quick Write Strategy on Students' Writing Achievement" A Study of Seventh Grade Students of SMPN 3 Payakumbuh 2015/2016 Academic Year). Ramadhani (2015) The effect of quick writing technique on students' writing ability at grade VIII MTs N 2 Padangsidimpuan.

Although related research has been carried out, it has not been able to fully describe the Quick Write Strategy, especially on the students' ability to write exposition texts. For this reason, it is very necessary to do this research so that later it can be a consideration for teachers in choosing the appropriate strategy in teaching writing exposition text. Based on the explanation that has been described in the background above, the researcher is interested in conducting research with the title: "The Effect of Quick Write Strategy on Student's Writing Exposition Text at the Eleventh Grade of Senior High School 3 Sungai Penuh Academic Year 2022/2023". research question: Is there any signifikan Effect of Quick Write Strategy on Student's Writing Exposition Text at the Eleventh Grade of Senior High School 3 Sungai Penuh Academic Year 2022/2023?

2. Literature Review

Writing

Writing is not just putting words on paper. Writing, according to Harmer (2008:98), is the process of constructing meaning from text. According to her, when someone writes anything, the meaning is generated by fusing past knowledge and experience, information from the text, the reader's position in relation to the text, and communication that was either instantly recalled or expected through social encounters. Rather than simply being the act of jotting

down thoughts on paper, the writing process also includes research, outlining, drafting, editing, and proofreading (Suhaimi et al, 2020:131).

Moreover, Usman (2016:3) states that writing is a medium for communication that represents language and is used to communicate opinion, thoughts, and feelings. Writing serves a variety of purposes beyond simply expressing ideas and thoughts. Writing is a planned sequence of actions and ideas because it attempts to link thoughts, feelings, and ideas in written form. Additionally, writing is one of the critical talents that students must master, according to (Weigle, 2002:1). Writing proficiency is crucial for academic settings, professional settings, and interpersonal relationships in the global society. Writing, according to Oshima and Hogue (1997:2), is a progressive activity. It implies that prior to writing things down, the author has already considered what to say and how to say it. After you're done, look over what you wrote and make any necessary modifications. As a result, writing is a process that involves several phases rather than a single action. Futhermore, according to Rivers (1981:291) writing is harder than speaking since it involves communicating into space, there isn't much time to consider and develop it during face-to-face contact.

Barton (2013:1) explores the diverse purposes of writing, each serving specific objectives. Writing is a versatile tool with several common purposes. Firstly, it is used for explanation, employing generalizations to provide introductory overviews that aid reader comprehension. Secondly, informative writing delivers concise, factual, and unbiased information about a subject. Thirdly, persuasive writing aims to sway opinions, often starting with strong arguments and using various techniques to convince the audience. Furthermore, writing serves the purpose of reporting, where authors present stories or accounts, centered around discoveries and supported by specific technical details. It also allows individuals to express creativity, providing a platform for artistic self-expression through poetry, short stories, or novels. Writing has played a crucial role in documenting human history, preserving knowledge from ancient inscriptions to contemporary chronicles. Moreover, writing serves personal purposes, acting as a tool for reflection and the documentation of individual experiences through journals, diaries, and memoirs. It is a fundamental mode of communication, facilitating the exchange of information, ideas, and opinions across time and space through various mediums. Additionally, writing entertains and engages through storytelling, humor, and creative content in forms such as fiction, plays, and screenplays. It has the power to inspire and motivate individuals, whether through motivational speeches, self-help books, or inspirational articles, encouraging readers to pursue their goals. Lastly, writing fosters connections among individuals, building communities around shared interests or causes through online forums, blogs, and social media platforms. This communal engagement contributes to the growth of knowledge and collective learning. In essence, Barton underscores the richness of writing as a multifaceted tool with purposes ranging from explanation and communication to creativity, historical documentation, and community-building.

According to Harmer (2012:128), there are four steps of writing, they are: 1) Planning, a writer should pause before beginning a piece of writing, choose the right words, and make notes. Additionally, the writer should consider the audience for whom they are writing, 2) Drafting, at this point, the author can start composing the piece's first draft. 3) Reviewing, at this stage, the author starts to evaluate the initial manuscript and, 4) Editing comes last; the writer edits her work before submitting it for publication.

Hamer's theories about writing process can conclude that the process of writing including some steps, they are planing, drafting, reviewing and editing. it can be seen in the following figure.

Figure 1. Harmer's Theories of Writing Process

In the realm of writing, diverse genres serve specific purposes, as outlined by H. Douglas Brown (2004:219). These include academic writing, encompassing the likes of theses and dissertations; job-related writing, involving manuals and emails; and personal writing, comprising reminders and journals. Among the identified genres, exposition logically presents what a mind knows or believes, utilizing principles like cause and effect. Description, emphasizing visual perceptions, organizes observations spatially. Narration involves sequential storytelling, highlighting the significance of events in chronological order. Persuasion addresses contentious subjects with an argumentative style, while satire humorously mocks folly. Finally, eloquence appeals to lofty ideals for persuasive impact. This array of genres reflects the multifaceted nature of writing, catering to various expressive and communicative needs.

Moreover, Weigle (2000:243) emphasizes key aspects in the assessment of students' writing skills, while Brown (2003:219) elaborates on five critical dimensions. Content, the substance conveyed in writing, encompasses ideas, arguments, and details presented coherently. Organization involves the logical arrangement of ideas, cohesive connections, and overall flow. Vocabulary pertains to precise word choice for conveying meaning and creating impact. Language use encompasses grammatical and syntactical correctness, ensuring effective communication. Writing mechanics, including punctuation and formatting, add technical precision. These aspects - content, organization, vocabulary, language use, and mechanics - collectively form crucial considerations in writing assessment. In the context of analytical exposition text, these dimensions serve as pivotal indicators for evaluating students' writing proficiency.

Analytical Exposition Text

Analysis Exposure One of the texts used to make arguments about anything is a text that informs explanation about a certain subject. This text is typically seen in newspapers, magazines, etc. Analytical exposition, according to Refnaldi in Irwan (2018:170), is an essay in which there is an argument on the occurrence of something. It implies that students can defend their viewpoints in relation to the suggested topic using facts. Additionally, analytical exposition texts express the writer's viewpoint on a current occurrence. According to Djuharia in Amilia (2016:3), an analytical exposition text is an argumentative essay in which the writer expresses his or her views, ideas, or opinions for the audience on a situation that calls for evidence to persuade the audience. As a result, analytical exposition is employed to convince the reader or listener and present the writer's perspective on the subject at hand.

According to Gerrot and Wignel (1998), Analytical exposition is a genre that provides a societal purpose by convincing the audience member that something is the case. In addition, Cahyono (2009), states that Analytical exposition is a sort of spoken or written communication that is designed to persuade listeners or readers of something. The writer provides certain arguments or facts as the essential reasons why something is the case to prove the point that something is vital. An analytical exposition text is one that discusses something that happened in society. The authors provide their thoughts on the phenomena that will be explored. According to Refnaldi (2010:217), an analytical exposition essay is "the essay that argues that something is the case." Furthermore, according to Priyana et al (2008:58), "analytical exposition provides or suggests a certain theme, which may merely be pro or contra, or both." The issue that will be discussed should be a recent occurrence. Untoro (2016:32) agrees, stating that "the issue should be relevant to recent and serious problems that have occurred and need to be examined." Furthermore, according to Kartini and Farikah (2015:556), analytical exposition offers facts, concepts, or topics in order to enlighten and convince the audience. Thus, based on the definition of analytical exposition given above, can conclude that analytical exposition is the text that contains an argument linked to the topic at hand. Furthermore, the writer elaborates their arguments with their views, opinions, or thoughts, which are supported by evidence, fact, or real data.

The language features of an analytical exposition text are divided into many sections. According to Priyana et al. (2008:58), frequent grammatical patterns in analytical exposition text include: General nouns, e.g. ears, zoos; Abstract nouns, e.g. policy, government; Technical words, e.g. species of animals; Relating verbs, e.g. it is important; Action verbs, e.g. we must save; Thinking verbs, e.g. many people believe; Modal verbs, e.g. we must preserve; Modal adverbs, e.g. certainly we must try; Connectives, e.g. firstly, secondly; Evaluate language, e.g. important, significant, and valuable. Moreover, Yessi (2018) states that the language feature of analytical exposition text are: focusing on generic human and nonhuman participants. e.g.: car, pollution, leaded petrol. It also uses mental processes. It is useful to state what the writer or speaker thinks or feels about something. For example, realize, feel, etc. It uses emotive and evaluative word. Besides that, it usually uses simple present tenses. Next, using enumeration. Sometimes, that is not enough to make a good instruction just using imperative form of basic structure. However, to make it better and easy to follow like, after that, then, next, finally, lastly, etc. the last one, is using causal conjunction, such as in addition, furthermore, however, therefore.

Refnaldi (2010:217) states the generic structure of an analytical exposition text is stated by It is made up of three parts: the thesis, the arguments, and the writer's reiteration. It can be explained as follows: (1) Thesis statement (Introduction), the thesis statement expresses the writer's stance on a topic that will be covered and explains what the writer is concentrating on. This is mentioned in the opening paragraph. (2) Argument + elaboration, the next paragraph contains the supporting elements that back up the thesis statement. The writer backs up the thesis statement with arguments concerning the issue. (3) Reiteration of Thesis Statement (Conclusion), the last section is a writer's reiteration that emphasizes the thesis statement from the first paragraph and makes a conclusion.

Quick Write Strategy

Quick-writes are a strategy used to assess pupils' prior knowledge or understanding of a topic linked to the material. This approach is used in the classroom to assess students' learning. According to Buehl (2014:168), quick write is an intended gap for learners to reply to their learning during a class break. This strategy allows students to develop background knowledge about the material. Furthermore, Moore in Aorora (2013:245) states the quick-

writes approach is a wonderful way to emotionally prepare learners to incorporate new content by asking them to take and write past learning material. Furthermore, quick-writes are a strategy that allows students to begin writing without focusing on grammar. Based on the definition above can conclude that Quick Write is set with a short time limit so that students may assemble their thoughts relevant to their study. Furthermore, a quick-writes technique might be employed at the start, middle, and conclusion of the learning to determine their comprehension of the topic. A quick-write method can also help students improve their writing fluency. This technique promotes students' background knowledge about the issue, which can aid in the linkage of new and existing information.

Before implementing the rapid write strategy in the classroom, certain procedures should be followed, as outlined by Kucer and Silva (2008:169). Firstly, during the "Into" phase, the teacher clarifies to students that the objective of this approach is to help them identify ideas in writing and understand that it elaborates the writer's notion. In the "Through" phase, students are instructed to start writing anything they know about the topic. If they encounter difficulties in generating thoughts, they are encouraged to write "I cannot think of anything to write" until ideas naturally emerge. Moving into the "Beyond" phase, students are given the opportunity to discuss the thoughts explored in their rapid writes. If facing challenges in determining what to write next or expressing their views, students can consult with the teacher, fostering engagement and encouraging participation in this technique.

3. Method

The kind of this research was Quasy Experiment research. Gay (2011:250) states that experiment research is the only type of research that can test hypotheses to establish cause-effect relation. Creswell (2012:626) states that quantitative is an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature. The researcher has to specify narrow questions in conducting the inquiry, locate or develop instruments to gather data to answer the questions, and analyze numbers from the instruments, using statistics. From the results of these analyses, the researcher interprets the data using prior predictions and research studies. The final report, presented in a standard format, displays researcher objectivity and lack of bias. Based on the definition above this research was investigated the Effect of Quick Write Strategy on Student's Writing Exposition Text at the Eleventh Grade of Senior High School 3 Sungai Penuh Academic Year 2022/2023. Experiment class will teach by using Quick Writes Strategy and on the experiment class without Quick Writes Strategy (Lecturing Strategy) before and after treatment both of the classes will get a test to know student skills in writing analytical exposition text.
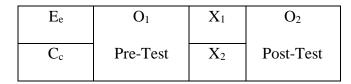
E_e	O_1	X_1	O_2
C_c	Pre-Test	X_2	Post-Test

Figure 2. Design of the Research

Note:
E_e: Experimental class
C_c: Control class;
O1: Pre-Test was used to know the students' prior knowledge.
X1: Quick Writes Strategy
X2: Lecturing Strategy
O2: Post Test

The population consists of 72 students into four classes. The number of samples in this research is 36 students. The sample consists of 18 students from the experimental class and 18 students from the control class, both are determined by using the *cluster random sampling technique*, where the researcher put class name pieces of paper in a box and then selected two, the first was selected XI IPA 11 as Experiment Class and the second one XI IPS 2 as Control Class.

The instrument that will be used in this research is adapted from Brown Brown (2003:219) it can be seen in the following table.

Table 1. Assessing Exposition Text Rubric

Aspect	Scoring	Criteria
Thesis	4	The idea selected: 1). Original, 2). an idea in accordance with the genre selected, 3). An idea developed correctly and 4). appropriately
	3	Only fulfill 3 of 4 conditions set
	2	Only meets 2 of the 4 conditions set
	1	Only fulfill 1 or maybe does not meet the altogether 4 that provision has been established
Argument	4	The arguments chosen are: 1) support the appropriate topic, 2) the arguments are perfectly selected, 3) the ideas for writing and the information presented are very relevant, 4) the content of the arguments is very easy to understand.
	3	Only fulfill 3 of 4 conditions set
	2	Only meets 2 of the 4 conditions set
	1	Only fulfill 1 or maybe does not meet the altogether 4 that provision has been established
Reiteration	4	Reiteration was: 1) written concisely and precisely, 2) emphasizing the thesis statement from the first paragraph, 3) evidenced by supporting arguments, and 4).making conclusions.
	3	Only fulfill 3 of 4 conditions set
	2	Only meets 2 of the 4 conditions set
	1	Only fulfill 1 or maybe does not meet the altogether 4 that provision has been established
Grammar	4	There are no significant grammatical errors, the meaning and content of the text can be understood clearly
	3	There are some grammatical errors, however does not really affect the meaning sentences and text content
	2	Grammatical errors are often found, however the meaning and content of the text can still be understood
	1	There are so many grammatical errors that it is difficult to understand the meaning and content of the text
Vocabulary	4	Sentences used are: 1) very effective, 2) use lexical variations correctly, 3) master tenses and idioms correctly and 4) effectively, terms are used correctly
	3	Only fulfill 3 of 4 conditions set
	2	Only meets 2 of the 4 conditions set
	1	Only fulfill 1 or maybe does not meet the altogether 4 that

		provision has been established

Source: (Brown, 2003:219)

The steps in determining student scores are as follows:

$$SA = \frac{T + A + R + G + V}{SI} \; x \; 100$$

Note:

SA = Students' Achievement
T = Thesis
A = Argument
R = Reiteration
G = Grammar
V = Vocabulary
Score Ideal = Highest Score (4) x Aspect (5)

To know students' score researcher, use the following formula:

$$SS = \frac{SA\,R1 + SA\,R2 + SA\,R3}{N}$$

Note:

SS = Students' Score
SA R1 = Student achievement on rater 1
SA R2 = Student achievement on rater 2
SA R3 = Student achievement on rater 3
3 = Number of Rater

To know the average score, can sum all of the values of the Students and divide it by the total number of Students. This is the formulation:

$$M = \frac{\sum X}{N}$$

Note:

M = Mean
X = Sum Score
N = Sum of Students

Next, T-test was use to know the influence of independen variable toward the dependent variable by using SPSS program (*Statistical Product and Service Solution*) 26 *for Windows.* With the criteria:

- If Score Sig. < 0.05 and t *count* $>$ t *table,* it means there is significance effect of variable X to variable Y.
- If Score Sig. > 0.05 and t *count* $<$ t *table,* it means there is no significance effect of variable X to variable Y.

4. Result

Before the treatment is given to both classes, XI IPS 2 (control class) and XI IPA 1(experiment class), first of all pre-test is given to both of classes to determine students' prior knowledge. Furthermore, a different treatment is performed for each sample. In the experimental class (XI IPA 1) taught by using the *Quick Write Strategy* while the control class without using *Quick Write Strategy*. After several meetings the two classes were given a post-test. The result as following

Table 2. Pre-test and Post-test

Students' Code	Control Class		Experiment	
	Pre-test	Post-test	Pre-test	Post-test
S1	73.33	74.81	60.00	88.33
S2	55.56	53.58	65.00	78.33
S3	68.89	66.17	73.33	85.00
S4	53.33	48.15	51.67	95.00
S5	62.22	60.99	78.33	93.33
S6	57.78	56.79	86.67	86.67
S7	53.33	50.37	76.67	93.33
S8	55.56	51.36	55.00	90.00
S9	46.67	45.19	33.33	85.00
S10	77.78	72.35	33.33	88.33
S11	68.89	66.17	61.67	78.33
S12	53.33	48.15	73.33	85.00
S13	62.22	60.99	78.33	93.33
S14	57.78	56.79	76.67	93.33
S15	53.33	50.37	53.33	86.67
S16	55.56	53.58	30.00	93.33
S17	68.89	66.17	25.00	90.00
S18	47	48.15	58.33	85.00
Average Score	59.88	**57.23**	**59.44**	**88.24**

Source: Analyzed by Using Ms. Excel 2010

The average score of the control class (XI IPS 2) in the pre-test was 59,88 and if the score consulted with table 3.5 page 43 it was included in not rating quality. In the post-test results of the control class students, the highest score was 74,81 achieved by 1 student with code S1. Then the lowest score is 45,19 achieved by 1 student, with the codes S.9. The average score of the control class (XI IPS 2) in the post-test was 57,23 if the score consulted with Table 3.5 page 43 it was included in the Not Good rating quality. If the average pre-test and post-test scores of the control class are compared, the pre-test score is 59.88>57.23 post-test score. both of which are included in the rating quality not good. it means that the average control class student has the ability to write analytical exposition text that is not good.

The average score of the experiment class (XI IPA 1) in the pre-test was 59,44 and if the score consulted with table 3.5 page 43 it was included in not good rating quality. In the post-test results of the experiment class students, the highest score was 95,00 achieved by 1 student with code S4. Then the lowest score is 78,33 achieved by 1 student, with the codes S.2 and S.11. The average score of the control class (XI IPA 1) in the post-test was 88.24 if the score consulted with Table 3.5 page 43 it was included in the Excellent rating quality. If the average pre-test and post-test scores of the control class are compared, then the pre-test score is 59.44 <88.24 post-test score, it means that there is an increase in the ability to write analytical exposition text on grade XI students after being taught with Quick Write Strategy, where the initial ability of students is not good and after being taught with quick write strategy the ability increases to excellent.

T-test is used to know the significant influence of variable X on variable Y and to answer the hypothesis that has been proposed previously. The T-test was carried out with the help of

the SPSS 26 computer program with the results of the calculations presented in table 4.5 below.

Table 3. Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	78.955	5.369		14.706	.000
Without Quick Write Strategy	.128	.112	.243	12.146	.026

a. Dependent Variable: Quick Write Strategy

Source: Output SPSS 26

Based on table 4.5 above it is known that the value of Sig. 0,026 <0,05 and *t count* 12,146 > 1,713 *t-table* which means the hypothesis, Ho which says There is no significant effect of quick write strategy on student's writing exposition text at the eleventh grade of Senior High School 3 Sungai Penuh academic year 2022/2023 is rejected and H1 which say There is any significant effect of quick write strategy on student's writing exposition text at the eleventh grade of Senior High School 3 Sungai Penuh academic year 2022/2023is accepted.

5. Discussion

The discussed excerpt presents findings from an assessment of an analytical exposition text, employing a t-test to evaluate the influence of the quick write strategy on students' writing skills. The control class showed minimal improvement, with pre-test and post-test scores both falling within the "not good" category. In contrast, the experiment class, taught with the quick write strategy, demonstrated significant improvement, moving from the "not good" to the "excellent" category. The t-test results confirmed the strategy's substantial impact, rejecting the null hypothesis and supporting its effectiveness in enhancing students' analytical exposition writing skills. The subsequent discussion draws parallels with related research studies, particularly those by Pohan (2017) and Saliyah (2013), reinforcing the positive outcomes associated with the Quick-Write Strategy across different text genres. Additionally, the study by Aorora (2013) suggests the strategy's potential benefits extend beyond writing, encompassing reading comprehension skills. Overall, the findings advocate for the incorporation of the Quick-Write Strategy in teaching analytical exposition texts, indicating its promise in enhancing students' writing abilities across various contexts.

6. Conclusions

The study investigates the impact of the quick write strategy on eleventh-grade students' exposition writing at Senior High School 3 Sungai Penuh for the academic year 2022/2023. Utilizing a T-test through SPSS 26, the findings reveal a significant effect of the quick write strategy on students' writing skills. The significance value (Sig.) is 0.026, below the standard significance level of 0.05. Additionally, the t count value is 12.146, surpassing the critical t-value of 1.713 at a 0.05 significance level. Consequently, the null hypothesis (Ho), suggesting no significant effect of the quick write strategy, is rejected. Conversely, the alternative

hypothesis (H1) is accepted, affirming the substantial impact of the quick write strategy on students' exposition writing skills.

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