



A Classroom Action Research: Using Quick Write Strategy to Improve Grade IX NPM Thailand Students' Self-confidence in Writing

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Abstract

The aims of this research are to implement a suitable teaching strategy for overcoming the students' unconfident in writing by using quickwrite strategy and also tried to find how do the students perceive the implementation. This research employs a qualitative method which is action research. Purposive sampling was used in this reserch. The research participants were taken from students in the ninth-grade students, class five at Nongchok Phitthaya Nussorn Mattayom School, with 37 students. The instruments of the study are classroom action research with one group pretest-posttest design by using a paragraph writing test and a survey questionnaire which is the students' satisfaction survey. The writer analyzed the data using SPSS 26 to see the total score and the range of written words. Participants' survey responses will be examined for common and recurring themes in their responses. The study's findings indicate that the Quickwrite strategy was effective in improving students' writing self-confidence because there was a development score between the pre-test, treatment 1, and post-test, which can be supported by the mean score of the written words by students in each test. The students had a good attitude and were more engaged in studying English writing with the quickwrite strategy.

Keywords: *Classroom action research, Quickwrite strategy, Self-confidence in Writing, Writing skills*

Introduction

Writing skills is essential abilities that show how writers organize their thoughts or idea into their written work to express the message they want to convey to others. In this era, we mostly communicate with others using social media by writing notes, chatting, and posting. Writing has now become the primary way we gather information and interact and connect with others. Therefore, learning fluency in writing skills is inevitable. Writing skill helps learners gain imagination, creativity, independence, communication skills, knowledge, and confidence. If learners have mastered this skill, they will be able to produce great writing that will have a positive impact not only on their academic study and also on their future work.

Nevertheless, writing skills is still one of the difficulties in learning English. According to Inpanich & Somphong (2022), writing skill is challenging for Thai EFL undergraduate students which due to terms of sentence construction rules, English and Thai languages are dissimilar. Thai EFL students struggle greatly with writing because they believe they can compose each phrase by translating each word individually. Supported by Wonglakorn, P. & Deerajviset, P. (2023), stated that Thai EFL secondary school students also faced the difficulty in writing skill. They lacked writing experience and faced problems with grammar, vocabulary, ideas, sentence structure, and organization in writing.

Based on a prior class observation that was conducted with grade X students at Nongchok Phitthaya Nussorn Mattayom School or NPM school, Thailand, in three meetings, after the teacher explained all the materials that focus on vocabulary and translation, he asked his students to do the worksheet for review and practice. One of the exercises is asking the students to choose three vocabularies they have learned and then make three sentences from them. The students hesitated to start writing. Even though the teacher emphasized writing simple sentences, they were unsure to write and asked the teacher for an example. It shows they are not confident in writing and take too much time to do it.

This is supported by interviewing two grade X students and the samples of the student works. The results of interviewing show that the two students have a positive in learning English as a foreign language. They like and value learning English because English is a global language spoken by people in the global society. It will be useful if they can use it fluently. However, they also mentioned that they still faced the problem in writing which is self-confidence in writing. The problem is caused by inaccuracy in grammar, less vocabulary in their mind, wrong spelling, unsure of arranging sentences and worrying about making mistakes in writing.

Furthermore, in grade X students' sample of writing work, the writer found some of them use pencil to do the exercise worksheet first, then use pen to overwrite. There are numerous traces of corrections in their writing work arising from writing mistakes, wrong word order in sentences, crossing out misspelled

words. It can indicate that they always are not confident in their writing skills. With a purpose to overcome the problems, the writer interested to conducted classroom action research that attempted to improve students' self-confidence in writing skill through the implementation of a quickwrite strategy. Quickwrite strategy is one of effective teaching and learning way that can help learners' writing skills and their confidence in writing (Purwanto et al., 2022; Ciullo et al., 2019; Macagba, Samuel F & Neri, 2022; Dunn, 2022; Dewi et al., 2018; Syukur & Ardhy Supraba, 2020)

This research concentrated on using the quickwrite strategy for writing instruction. No previous study about quickwrite strategy has been done on teaching students to improve their writing self-confidence. Moreover, this research was carried out on students in the tenth-grade classrooms at Nongchok Phitthaya Nussorn Mattayom School or NPM school, Thailand. Based on the preceding issue, the goal of this classroom action research is to implement an effective teaching technique for overcome the students' unconfident in writing through Quickwrite strategy. This study also tried to find how do the students perceive the implementation as a good lesson for next implementation.

The writer expected that the findings of this study could provide significant information for teaching English writing that can improve students' writing skills and self-confidence in ninth-grade students at Nongchok Phitthaya Nussorn Mattayom School.

Method

In this research, a qualitative method will be employed because it can record classroom conditions and happenings, which allows the writer to provide rich detailed descriptions of complex phenomena and can examine the same situation in different way (Sofaer, 1999). Furthermore, the qualitative method used by the writer is action research. According to Hensen, as cited by Hine (2013), action research encourages self-reflective teaching and thinking, builds an openness to new ideas and learning new things, and empowers teachers to take ownership of successful methods. It also assists instructors in developing new knowledge specifically relevant to their classrooms.

Participants

The writer employed purposive sampling to select the sample. Etikan (2016) adds that "The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses." Supported by Sofaer (1999) stated that purposive sampling is designed to decrease the possibility of bias and reinforce the requirement to search for disconfirmation of emerging hypotheses. According to the aforementioned, the purposive sampling technique is, therefore, the most suitable in this research because the writer can accurately select the sample group that meets the objectives of the research based on the sample group most in need of help. Therefore, the research participants

were taken from students in the ninth-grade students, class five at Nongchok Phitthaya Nussorn Mattayom School or NPM school, which is one of the private schools in Bangkok, Thailand, to be representative because the class needs to improve students' confidence in writing skills the most. 37 students from one class represented the participants, with 28 females and 9 males.

Instruments

The instruments of the study were classroom action research with one group pretest-posttest design and a survey questionnaire which is the students' satisfaction survey after implementing the Quickwrite strategy to determine how the students perceive the implementation of the strategy. Consequently, according to Allwright and Bailey (1991: 2), as cited by Khasinah (2013), mention that Classroom Action Research (CAR) is a type of research that focuses on the classroom and tries to find out what occurs in the class. In this research, Classroom Action Research (CAR) was used by using four steps or activities stated. There were planning, implementing, observing, and evaluating or reflecting. Figure 1 showed a flowchart of the CAR cycles.

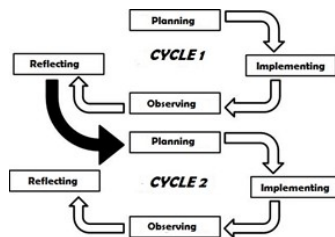


Figure 1 Classroom Action Research Cycles

There were two cycles for this CAR. Each cycle took three meetings to complete. The descriptions of the four activities are as follows.

- (1) Planning: In this state, the writer arranged learning tools and instruments that would be used in the research.
- (2) Implementing: Firstly, the writer asked to be allowed to do the research with the students and then explained the way of the research to the students. After that, the pre-test was conducted in which the students had to write a paragraph according to the topic given by the writer. Then, for the second meeting, the students would get treatment 1 using the Quickwrite strategy for one meeting.
- (3) Observing: The observation was conducted during the action implementation. It focused on the implementation of Quickwrite strategy steps.
- (4) Evaluating or Reflecting: After treatment 1 and observation, the post-test was applied to determine the students' achievement and progress. The test was different from the pre-test which is a different topic given and they needed to do the test in pairs. Next, the writer evaluated the students' scores and wrote the result that was conducted in cycle 1.

Data Analysis Procedures

The percentage technique was used to assess the data collected. Only one aspect was observed and recorded by the writer as shown in the table below.

Table. 1 Content Classification

Classification	Score	Criteria
Very good	80-100	The students can write down that show their understanding of the topic given well and can express their thoughts in writing freely. The written length ranges from 101 words written to 130 words written.
Good	70-79	The students can write down that show their understanding of the topic given well, but they cannot express their thoughts in writing freely. The written length ranges from 71 words written to 100 words written.
Fair	60-69	The students can write it down but still struggle with their limited vocabulary. The written length ranges from 41 words written to 70 words written.
Improve	50-59	The students cannot convey their knowledge and experience of the subject. The written length ranges from 1 word written to 40 words written.

SPSS 26 was used to analyze the data in this research. Participants' survey responses will be examined for common and recurring themes in their responses.

Results

Total score of students' pre-tests, treatment 1, and post-test

The pre-test, treatment 1, and post-test were implemented differently. The pre-test was given with the topic 'Write the truth things about you or your daily routine or your habits to let me know!' to focus on using the Present simple tense that students have learned in the last meeting. Treatment 1 was given with the topic 'Write the things you want to do in the future! What is your plan to achieve them?' to focus on using Present simple tense and Future simple tense. In this state, the writer gave them the conjunctions vocabulary to help them write the paragraph smoothly. And for the post-test, it was given the topic 'What I like about English' focused on using Present simple tense, Future simple tense, and If clauses which the students were instructed to write a paragraph in pairs. All the implementation was implemented before the starting class that took the time about 10 minutes for pre-test and treatment 1 and about 15 minutes for post-test. The following table

displays the score data:

Table 2. Rate and Frequency Percentage of Students' Pre-Test Score

The Students' Score in the Pre-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good 70-79	2	5.4	5.4	5.4
	Fair 60-69	4	10.8	10.8	16.2
	Improve 50-59	31	83.8	83.8	100.0
	Total	37	100.0	100.0	

The table 2 above can be indicated that, only 2 (5.4%) students had pre-test scores that were considered good (70-79) in the pre-test, 4 (10.8%) students' score was rated as fair (60-69), and 31 (83.8%) students' score classified as improve (50-59). In this case, the majority of students still lack confidence in their ability to write. Therefore, the writer considered that they need more writing practice, encouragement, facilitation from the teacher.

Table. 3 Rate and Frequency Percentage of Students' Treatment 1 score

The Students' Score in the Treatment 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good 70-79	3	8.1	8.1	8.1
	Fair 60-69	7	18.9	18.9	27.0
	Improve 50-59	27	73.0	73.0	100.0
	Total	37	100.0	100.0	

Table 3 above demonstrates that just 3 (8.1%) of the treatment 1 students had scores that were considered to be good (70-79), 7 (18.9%) students' score classified as fair (60-69), and 27 (73.0%) students' score classified as improve (50-59). It can be said that students get greater confidence in writing by practicing writing a paragraph with conjunctions given by the teacher. By giving the conjunctions, they can write the paragraph easier and manage the content for their writing. However, most of their score is still low which there are 27 students get the score around 50-59.

Table. 4 Rate and Frequency Percentage of Students' Post-Test score

The Students' Score in the Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good 70-79	4	10.8	10.8	10.8
	Fair 60-69	12	32.4	32.4	43.2
	Improve 50-59	21	56.8	56.8	100.0
	Total	37	100.0	100.0	

Table 4 above shows that only 4 (10.8%) of the treatment 1 students had scores that were considered to be good (70-79), 12 (32.4%) students had scores that were considered fair (60-69), and 21 (56.8%) students' score classified as improve (50-59). In this case, the student can improve their confidence in writing skills more by taking the writing paragraph in pair when compared to the pre-test score and the treatment 1 score. The writer can conclude that the students can express their idea and knowledge when they practice writing paragraphs in pair. It shows they also have more confidence in writing. Even though the students got the score more than the pre-test by taking treatment 1 individually, they got the score more than the pre-test and treatment 1 by taking the post-test in pair.

Mean, Standard Deviation, Minimum, and Maximum of the Written Words in Pre-Test, Treatment 1, and Post-Test

The mean score, standard deviation, minimum, and maximum written word counts for each test were then calculated. Additio nally, the outcome demonstrated that students' writing skills had improved. The outcome is shown in the following table:

Table. 5 Mean, Standard Deviation, Minimum, and Maximum of the Written Words in the Pre-Test

Statistics		
The Written Words in Pre-test		
N	Valid	37
	Missing	0
Mean		29.24
Std. Deviation		17.199
Minimum		12
Maximum		85

From the table 5 above, it shows the statistical analysis of the written words in the pre-test. The pre-test writing performance of the students had a mean score of

29.24, which is considered to be improving with a standard deviation of 17.199. The minimum of the written words by the students is only 12 words and the maximum is 85 words. This can be proof that they still lack confidence in their writing. It is confirmed by the students' pre-test results, of which 31 (83.8%) students got scores in the improved range of 50–59.

Table. 6 Mean, Standard Deviation, Minimum, and Maximum of the Written Words in the Treatment 1

Statistics		
The Written Words in Treatment 1		
N	Valid	37
	Missing	0
Mean		33.92
Std. Deviation		17.533
Minimum		11
Maximum		80

From the table 6 above, it shows the statistical analysis of the written words in the treatment 1. The students' written words got an average score of 33.92 in treatment 1, which is defined as improving with a standard deviation of 17.199. The minimum of the written words by the students is only 11 words and the maximum is 80 words. This can be indicated that their confidence in writing develop. It is supported by the students' score in treatment 1 which there are 3 (8.1%) students got range of the score around 70-79, which is classified as good, and 7 (18.9%) students got range of the score around 60-69, which is classified as fair.

Table. 7 Mean, Standard Deviation, Minimum, and Maximum of the Written Words in the

Post-Test

Statistics

The Written Words in Post-test

N	Valid	37
	Missing	0
Mean		45.38
Std. Deviation		17.479
Minimum		27
Maximum		83

From the table 7 above, the statistical analysis of the students' mean score, standard deviation, minimum, and maximum written word counts on the post-test is shown that the mean score was 45.38, which has a standard deviation of 17.479 and is considered fair. The minimum of the written words by the students is 27 words and the maximum is 83 words. This can be indicated that their confidence in writing develop more than the mean score of pre-test and treatment 1. It is supported by the score of the students in post-test which 4 students (10.8%) scored between 70 and 79., which is classified as good, and 12 (32.4%) students got range of the score around 60-69, which is classified as fair. The writer draws the conclusion that the students' self-confidence in writing was increased by using quickwrite strategy to review the previous lessons before starting in next meetings.

The Students' Satisfaction Questionnaire Results

Open-end questions were conducted after implementing the quickwrite strategy to determine how the students perceive the implementation of the strategy. The results indicate that most students have a positive attitude toward writing in English. The statement is as follows.

'I like it because it feels like it's a spelling practice in itself.'

'I like it because it's like we can practice the use of English vocabulary and also can practice ordering sentences.'

'I like it. I feel that I have the courage to write, I'm not afraid of writing whether I write it wrong or not. And I also enjoy writing.'

'I like it because writing can make me remember more words.'

From the statements, it shows the students like and feel enjoy in English writing. Practice English writing could help them gain more their vocabulary and help them in the use of English.

1) Prior to using Quickwrite strategy, how confident did you feel in your

writing abilities?

'I'm not confidence in writing because I'm afraid that I will write it with wrong grammar.'

'I have less confidence in writing.'

'I'm not confidence because I'm afraid of spelling mistakes and cannot arranged the sentence properly.'

'Before I using a Quickwrite stretegy I feel unconfident when I write because I worry about using the wrong words'

The above statements show that mostly students are not confidence in writing before implementing the quickwrite strategy. They are worried about the grammar, words arranging, and wrong spelling.

2) Think back to the days when we started class with Quickwrite. How did you feel when I gave you Quickwrite in class?

'At first, I was very worried about whether I could do it, whether I could write it correctly or if I could write it. But the teacher said just write it down, so I was confident in myself. I was able to write it out.'

'I was challenged and wanted to try it.'

'I'm excited because I rarely practice writing in free style. Usually, I copy the teacher's writing on the whiteboard.'

The statements can be interpreted that it is the first time for them in using quickwrite strategy, so they were challenged and excited when the writer asked them to write English in free style. Even though, they are worried in writing at first but when the writer encourages them, they feel more confidence in writing.

3) Do you think Quickwrite has shaped your view of your writing confidence in any way? If so, how?

'Yeah, quickwrite help me to have confidence in writing.'

'I have more confidence in writing because when I saw what I had written, I felt like oh...I could write it.'

'Yes, the more the teacher don't pressure it, the more fun it is.'

'I feel more confident because the teacher told me not to worry about writing wrongly.'

The statements indicate that students now have higher confidence in their writing skills after implementing the quickwrite strategy. At first, they had mind that they couldn't write it down but after trying they believe in their writing skills more. They have fun with it when the teacher doesn't take it seriously and encourage them to write it down as much as they can.

Discussion

After applying the quickwrite strategy, it can be stated that implementing the

quickwrite strategy can enhance students' writing self-confidence. This statement is stated with evidence which can be seen in the post-test score. While conducting the quickwrite strategy in the class for pre-test, the writer found that the students still had struggle with their limited vocabulary. Even though the writer asked them to write it down that no need to focus on the grammar, misspelling, and wrong order words in the sentences, they kept asking the writer about vocabulary they do not know and asking that they write it right or wrong. However, after conducted the treatment 1, the students have more self-confidence in writing than before which causes their post-test score to rise compared to the post-test and treatment 1.

They could focus on the content they want to convey more than focusing on the grammar, misspelling, and wrong order words. Some students solve their limited vocabulary problem by using romanization and mixing Thai-English that helped them keep going writing more. Furthermore, students looked more interested and fun in writing in the class because it makes them feel free to write their thoughts. Therefore, using quickwrite strategy in the class not only could improve students' self-confidence in writing but also could help the teacher in teaching writing class.

Conclusion

Considering there was a development score between the pre-test, treatment 1, and post-test, which is potentially supported by the mean score of the written words by students in each test, the quickwrite strategy is successful in promoting students' self-confidence in their writing abilities. It shows students' progress in their self-confidence in writing which increases with every test they take. By applying quickwrite strategy, the students could focus on the content they want to convey more than the mistakes in writing that could help them express their thoughts easily and orderly. Additionally, it gave them the writing ability to continue writing even while under time pressure. In addition, the ninth-grade students in class five at Nongchok Phitthaya Nussorn Mattayom School, known as NPM school, had a good attitude toward studying English writing and were more cheerful about using the quickwrite strategy. It was proved by the survey questionnaire shows many aspects that quickwrite strategy can help them improve their self-confidence in writing.

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