

# **IMPROVING STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT BY USING QUANTUM LEARNING STRATEGY OF GRADE VIII C OF SMP MUHAMMADIYAH 1 JEMBER IN 2017 / 2018 ACADEMIC YEAR**

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## **Abstract**

Writing is one of the English skill which is to be taught to students in Junior High School. Students in SMP Muhammadiyah 1 Jember especially the eight grade faced several problems in writing such as difficulty in organizing ideas, no ideas to write about, and no motivation to write about. Therefore, the teacher should find an appropriate strategy to solve this problem. Quantum Learning Strategy is one of the suitable strategy to overcome students' problem in learning writing.

In this research, the problem is "How can Quantum Learning Strategy can improve writing skill in Descriptive text of grade VIII C students SMP Muhammadiyah 1 Jember? The objective of this research is to know how to improve students writing skill in Descriptive Text by using Quantum Learning Strategy. Based on the research problem and the objective of the research, the hypothesis of this research is described as follow: the use of Quantum Learning Strategy can improve students' writing skill in Descriptive Text of eight grade students of SMP Muhammadiyah 1 Jember by actively, creatively involved in learning process.

The design of this research is classroom action research. The research subject is VIII C class consisting of 26 students, and all of them are female students. The instrument of the research is writing test and classroom observation.

The average score of the students' writing skill in Cycle 1 is 65,84, and it doesnt fullfill the criterion of success yet. In this cycle, some students still don,t undertand the material, and don't pay attention to the teacher explanation. So, the researcher continue to the next cycle,. In Cycle II, the average score of the students is 74,73. The the students' score are increased in this cycle, and fullfill the criterion (70).

Based on the research result, it can be concluded that Quantum Learning Strategy can improve students' writing skill in Descriptive Text of grade VIII C of SMP Muhammadiyah 1 Jember in 2017/2018 academic year.

**Key Words:** Quantum Learning Strategy, Writing Skill

## Introduction

In teaching English, there are four language skills which should be taught to students namely listening, speaking, reading, and writing. Those four skills are essential in teaching and learning English, so students are expected to have a good mastery on them in order to be good English language users. As stated above, every skill is important to be mastered, for example the writing skill. According to Brown (2001:335), writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise texts for clearer meaning and to edit texts for appropriate grammar and how to produce a final product.

The research is conducted at SMP Muhammadiyah 1 Jember. This school uses School-Based Curriculum (KTSP 2006) in the teaching and learning process. The aim of teaching writing especially in descriptive text in this curriculum is to make students understand the text effectively and efficiently. This curriculum provides reading as one of the skills that is taught and learned in junior high school.

By interviewing the English teacher, it was found that the eighth grade students of SMP Muhammadiyah 1 Jember faced

several problems in writing skill. It was proven by the English writing score from the English teacher. Firstly, difficulty in organizing ideas, no ideas to write about, The students' writing ability was low. It was indicated by their writing score which explained that 76% of the students still had minimum score in achieving the score. Secondly, the students did not actively participate in classroom activities when the English teacher taught the students a writing material, there were many students had no motivation to write. They were not interested in writing a descriptive text. They found writing an English text was boring and stressful. For example, when the teacher asked about the meaning of the sentence, they seemed confused and could not tell the meaning of the sentence. They also needed much time to comprehend the text and they got difficult in making difference of the text. To solve those problems, the researcher uses the Quantum Learning Strategy in teaching the students. De Porter (2008:16) states, "Quantum learning is configured on theoretical foundations, atmosphere, design and environment. Theoretical foundations are relevant with believes, agreements and instructions. Whereas, honesty, trust and individual feelings compose the atmosphere. While design qualifies dynamic and interesting education program, environment is the structure

which will increase and support learning. in Quantum Learning students are required to think, explore, and construct knowledge from their experiences with the guide from the teacher to get their success. The objective of the research is to know how to improve students writing skill in Descriptive Text of Eight Grade of SMP Muhammadiyah 1 Jember in the 2017/2018 academic year by using Quantum Learning Strategy. This research entitled “Improving students writing skill in descriptive text by using Quantum Learning Strategy of grade VIII C of SMP Muhammadiyah 1 Jember in 2017 / 2018 academic year” is aimed to know how Quantum Learning Strategy can improve the students’ writing skill.

### **Method**

The type of the research used is Classroom Action Research (CAR). The aim of this research is to know of the improvement of the eight grade students’ writing skill by using Quantum Learning Strategy in Descriptive Text. According to

Arikunto (2010: 130), Classroom Action Research is a study of learning activities in the form of an action, which deliberately appears and occurs in a class. It means that CAR is a study used by the researcher in a class or in school where she or he collaboratively teaches the students by emphasizing on the improvement of learning processes and practices.

According to Lewin in Arikunto (2010: 131), Classroom Action Research (CAR) consists of four stages in each cycle. Those are planning, implementing, observing and reflecting. The planning stage is where the researcher prepares the lesson plan and the instructional material. The second stage is implementing of the action. The researcher implements or conducts the plan in teaching learning process. The next stage is observing. The researcher analyzes the key issues related to the problems identified in observing stage. Observing is done during teaching and learning process. Finally, reflecting is last activity to identify the data based on the problem.

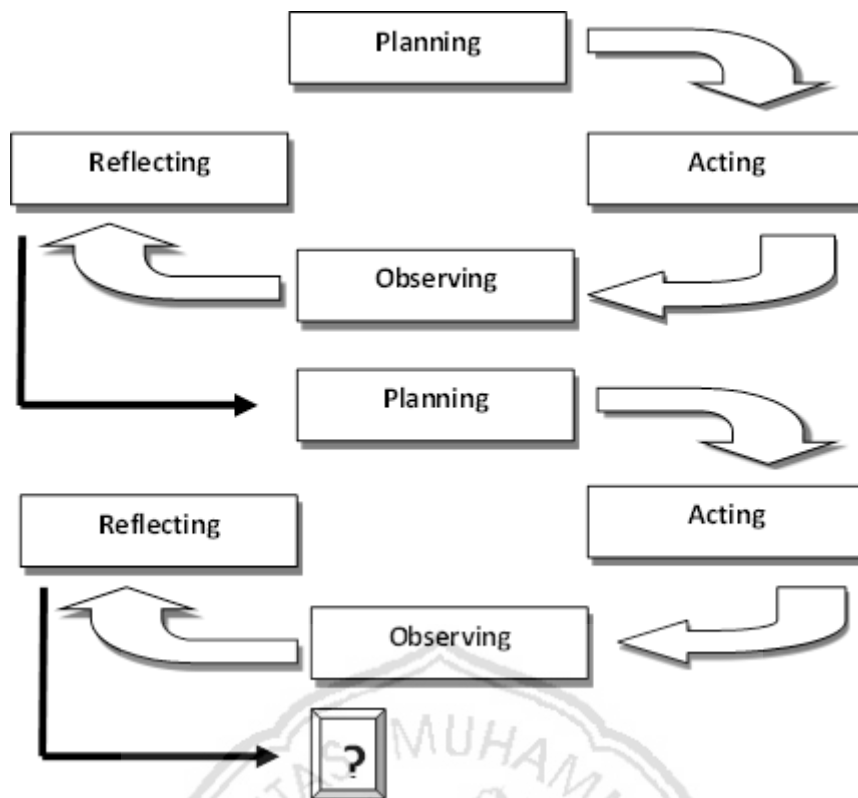


Figure 1. Classroom Action Research (CAR) design

(Adapted from Kemmis and McTaggart in Arikunto. 2010:137)

## Result and Discussion

Cycle 1 was conducted in three meetings. This action of the first cycle was conducted in two meetings. The first meeting was done on May 2<sup>th</sup>, 2018 at 08.20– 09.40, and the second meeting was done on May 7<sup>th</sup>, 2018 at 11.30-12.50. Writing test was given on May 9<sup>th</sup>, 2018 at 08.20-09.40 in cycle one. Every meeting covered four stages of activity namely, (1) the planning of the action, (2) the implementing of the action or acting, (3) the observing of the action, and (4) the reflecting of the action. Because the result of the cycle 1 did not fulfill the criteria of success, so it was needed to continue to the next cycle. Then in cycle 2, the activities

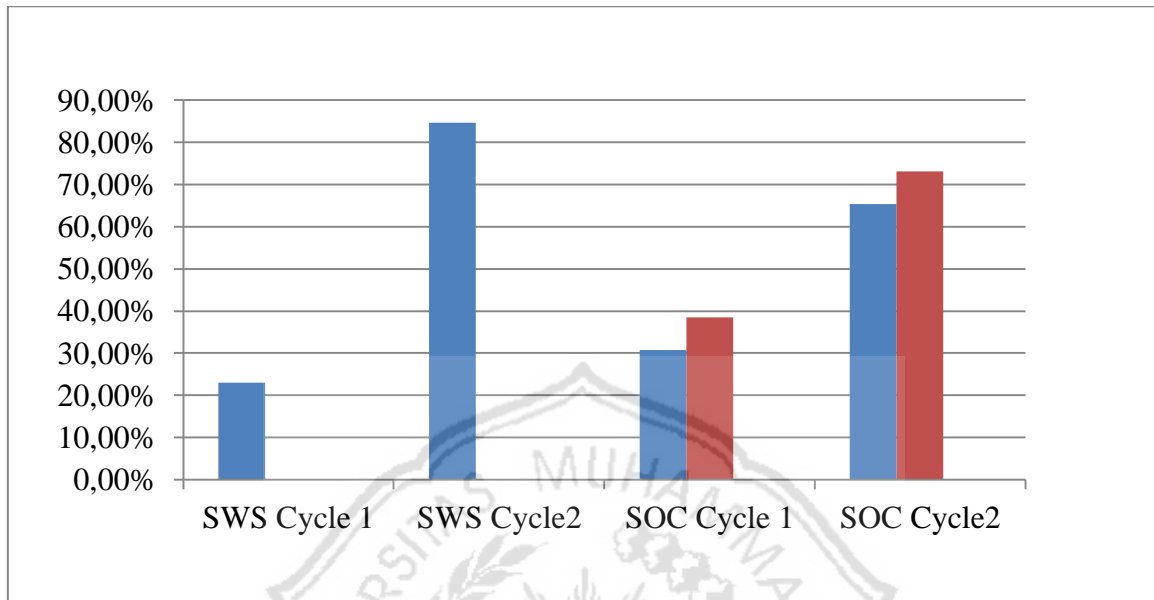
of teaching and learning process were revised because the cycle 1 did not achieve the targeted criteria. There were three meetings conducted in cycle 2, they are on May 28<sup>th</sup>, June 4<sup>th</sup>, 2018. Writing test was given on June 5<sup>th</sup>, 2018. The procedures of the cycle 2 also covered the planning, implementing, observing and reflecting.

Therefore, the actions of cycle 2 were needed to improve students writing skill in descriptive text by using Quantum Learning Strategy.

Based on the calculation of the writing test cycle 1, it was known that 23.07% of the students got score more than 70. The percentage average of active students was 34.61% in the first meeting

an 42,30% in the second meeting. In cycle 2, it was got 84.62% of the students got score more than 70. The percentage average of active students was 65,38% in

the first meeting, and in the second meeting was 73.07%. The improvement occurred in cycle 2. The different percentage could be seen in **Figure 2**.



Notes :

SWS : Students' Writing Score

SOC : Students' Observation Checklist

**Figure 2. Percentage of Students' Participation And Writing Test Result**

The writing test result of cycle 2 showed that the students' writing score had a better improvement than in cycle 1. As explained, this strategy principles divided into two, context and content. According to Dr. Georgi Lozanov, environmental context is very important (either inside or outside the classroom environment) because development of learning environment is able to stimulate and increase the students' active participation.

Quantum Learning as a learning activity in a pleasant atmosphere, Playing instrumental music will also help in teaching and learning. Music has a strong influence on the learning environment. This is also supported by Lozanov (1979) in DePorter et al. (2005:73) who states that music helps students to the condition of optimal learning.

Based on the discussion above, it can be concluded that the use of Quantum

Learning Strategy can improve students writing skill in descriptive text.

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