TEACHING DESCRIPTIVE PARAGRAPH WRITING THROUGH QUANTUM TEACHING MODEL

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Abstrak: Penelitian ini dilaksanakan untuk menyelidiki seberapa signifikan peningkatan nilai siswa dalam menulis paragraf deskriptif melalui model pengajaran quantum. Penelitian ini menggunakan kuasi-experimen yang menggunakan dua kelas , satu kelas eksperimen dan satu kelas kontrol. Subjek penelitian ini adalah kelas VIII A yang berjumlah 31 siswa sebagai kelas eksperimen dan kelas VIII B yang berjumlah 32 siswa sebagai kelas kontrol. Data penelitian dikumpulkan melalui pre-test dan post-test dalam bentuk tes tertulis. Data tersebut dianalisa dengan menggunakan rumus tingkat efektifitas (effect size). Hasil penelitian menunjukkan peningkatan nilai kelas eksperimen yang diajar dengan model quantum lebih signifikan dibanding nilai kelas kontrol. Selisih nilai pre-test dan post-test kelas eksperimen adalah 44.24 (dari 27.59 menjadi 71.38) sedangkan kelas kontrol 37.20 (dari 25.32 menjadi 62.52).

Kata kunci: Menulis, Paragraf Deskriptif, Model Pengajaran Quantum

Abstract: This research was held to investigate the significant of students' achievement in descriptive paragraph writing through quantum teaching model. This research applied quasi-experimental which used two classes, one experimental class and one control class. The subject of this research was VIII A consists of 31 students as experimental class and VIII B consists of 32 students as control group. The data were collected by pre-test and post-test in form of written test. The data was analyzed by using formula of effect size. The results indicated that the improvement of experimental class achievement after being taught by quantum teaching was more significant than the control class.The interval pre-test and post-test score of experimental class was 44.24 (from 27.59 became 71.38) whereas the control class was 37.20 (from 25.32 became 62.52).

Keywords: Writing, Descriptive Paragraph, Quantum Teaching Model

In English language learning in SMPN1 Menjalin, writing is still considered as a difficult skill by the students. It is because they have to express their ideas into the target language where the vocabularies and language features are still unfamiliar for them, they also have to pay attention for the generic structures and mechanic using in writing. That's why, the teacher often finds students' errors in writing such as in dictions, language features, generic structures, and mechanics.

Since writing is difficult, the teacher must give more models and practices in teaching writing. Nowadays, some English teachers in SMPN1 Menjalin still teach the writing to the students by lecturing method without combining it with the other methods. It causes less interaction between students-teacher or students-students. The teacher often just asks the students to write without giving clear explanation and instruction about the writing, or do the writing tasks in the textbook or students' work sheets.

Based on the researcher's experience when she taught in "SMPN1 Menjalin", the teacher seldom used the variation in teaching writing. For example, the teacher just used a handbook as source of materials and asked the students to do the writing tasks in the handbook. It made the students passive during the writing class and unenthusiastic in doing the writing tasks from the teacher. As a result, students' achievement in writing was low.

In teaching writing, the use of various media, sources, and teaching activities are needed to attract students' attention. The teacher as a manager, who has the power to manage the class, should be able to create good, fun and interesting teaching and learning that enable the students to play active roles in the class. For example by using attractive media, changing the classroom's environment, and arranging fun learning activities. According to National System of Education for Teacher and Lecturer No.23/2003 section 39(a), "Teachers and pedagogues are obliged to create a meaningful, fun, creative, dynamic, and dialogical educational environment". If the teacher can create such kind environment of the class, the students will follow and participate in teaching learning process enthusiastically.

Nowadays Quantum teaching is applied by many educational institutions. It is proven by improvement of students' motivation and achievement in learning. Firstly, this model was developed by Bobbi Deporter in her educational institution called Supercamp. This model is the adoption of some previous theories such as accelerated learning, multiple intelligences, neuro-linguistic programming, and other related theories.

According to Deporter (2010), quantum teaching is a change of study royally with its entire nuances. Quantum teaching is also enclosing all contents, interactions, and differences that can maximize students' learning interest. It focuses on the dynamic relationship in classroom environment and interaction that build basic and framework for learning. In quantum teaching, the teachers ought to pay attention to students' desirability. It is intended to enable good interaction between students-teachers and students-students, in order to create positive persuasion that make students more active in learning.

Based on those reasons, the researcher was interested to use quantum teaching model in this research. This model enabled the students to experience studying by themselves in fun and interesting environment based on the specific goals that have been given. The researcher also took descriptive writing as the sample of learning material. It is not only to improve students' motivation and achievement in the descriptive paragraph writing class, but also to build cooperation and socialization between students-teacher and students-students.

METHOD

The researcher only measured the score of students' paragraph writing after the treatment and did not observe any emotional response that might be appeared during the research. In accordance with the problems, the appropriate method to be used in this research is quasi-experimental. Muijs (2004) says that for the experimental group, the design started by giving the students pre-test. After the pre-test, the design continued with treatment and ended with a post-test. For the control group, the students received the pre-test and post-test as well as the experimental group. However, this group did not receive any treatment after the pre-test.

Table 1: Quasi-experimental Design.

Subject	Pre-test	Treatment	Post-test
Experimental Class	0_1	X	0_2
Control Class	0_3	-	0_4

The population of this research included all of the eighth grade students of "SMPN1 Menjalin" in academic year 2012/2013 where the samples were chosen by purposive sampling. Purposive sampling is selecting samples because of some characteristics. The researcher chose class VIII A as experimental group and VIII B as control group because their interval score in English subject was not far. Besides, the researcher also ever taught those classes more regular than the other classes.

This research used the measurement technique to measure how the students' writing on descriptive paragraph after being taught by quantum model. Measurement technique is a technique to collect the data of research which purpose in collecting quantitative the data, in the form of score or achievement. Measurement technique is a technique to collect quantitative data. The researcher only measured the students' writing score and did not measure any emotions that may appear in the class during this research. The tool of data collection was a written test. It is designed to measure the students' ability before and after the treatment. In scoring students' work in descriptive paragraph, there are four items to be evaluated.

Table 2. Item of Specification

No	The writing item to be evaluated	Specification
1	Content	A text has clear appropriate focus of the topic in describing people, place and thing.
2	Organization	It refers to how the ideas support the content and flow in a logical sequence.
3	Language Features	It refers to the tense used and word order

		in a text.
4	Mechanics	
	a. Spelling	It refers to the correct words in writing
	b. Punctuation	It refers to the usage of period and comma
	c. Capitalization	It refers to the usage of capital letter

Table 3. Scoring Profile

Item	Score	Description
Content (Identification and Description)	27-35	**Excellent to very good** The main idea of topic sentence focuses on specific participant. And all ideas in supporting sentences support the topic.
	18-26	**Good to average** The main idea of topic sentence is general. But, all ideas in supporting sentences support the topic sentence.
	9-17	**Fair to poor** No topic sentence or topic sentence is general. And 1-3 ideas in supporting sentences do not support the topic sentence.
	1-8	**Very poor** No topic sentence or topic sentence is general, and $3<$ ideas in supporting sentence also do not support the topic sentence.
Organization	27-35	**Excellent to very good** The paragraph follows the structure (identification, description), all ideas are clearly stated, and there is no repeated sentence.
	18-26	**Good to average** The paragraph follows the structure (identification, description), 1-2 ideas are not clearly stated, and there are repeated sentences.
	9-17	**Fair to poor** The paragraph lacks the structure, 3-4 ideas are confusing, also there are repeated sentences.
	1-8	**Very poor** The paragraph lacks the structure, $4<$ ideas are confused and not clearly stated, and there are repeated sentences.

Language features	16-20	**Excellent to very good** Writer makes ≤4 or no errors of tense, word order, and preposition. But it does not interfere with meaning.
	11-15	**Good to average** Writer makes 4< errors of tense, word order, and preposition. But it does not interfere with meaning.
	6-10	**Fair to poor** Writer makes ≤4 errors of tense, word order, and preposition. It may interfere with meaning.
	1-5	**Very poor** Writer makes 4< errors of tense, word order, and preposition. It may interfere with meaning.
Mechanics	9-10	**Excellent to very good** Writer makes ≤2 or no errors in spelling, capitalization and punctuation
	6-8	**Good to average** Writer makes 3-5 errors in spelling, capitalization and punctuation.
	3-5	**Fair to poor** Writer makes 6-8 errors in spelling, capitalization and punctuation
	1-2	**Very poor** Writer makes 9≤ errors in spelling, capitalization and punctuation

The test administered twice for both experimental and control group. The first was pretest, which was given to investigate the students' achievement before the treatment. The second was posttest which was given to investigate the students' achievement after the treatment.The results of both tests would be compared to know its interval that was used to investigate whether the achievement is significant or not. To find out the significant of teaching descriptive paragraph writing through quantum teaching model, the effect size formula was applied.

FINDINGS AND DISCUSSION
Findings

The researcher administered the objective test with the table of specification in experimental and control group. The researcher only implemented the score not the emotion that might appeared during the research, to discuss in finding and discussion. These tests consisted of two parts; pre-test and post-test for the both classes.

After the treatment, the subject showed a change in the writing skill. From the result of computation, it was found that the mean score of post-test in experimental group was higher than the control group (71.83>62.52). And the
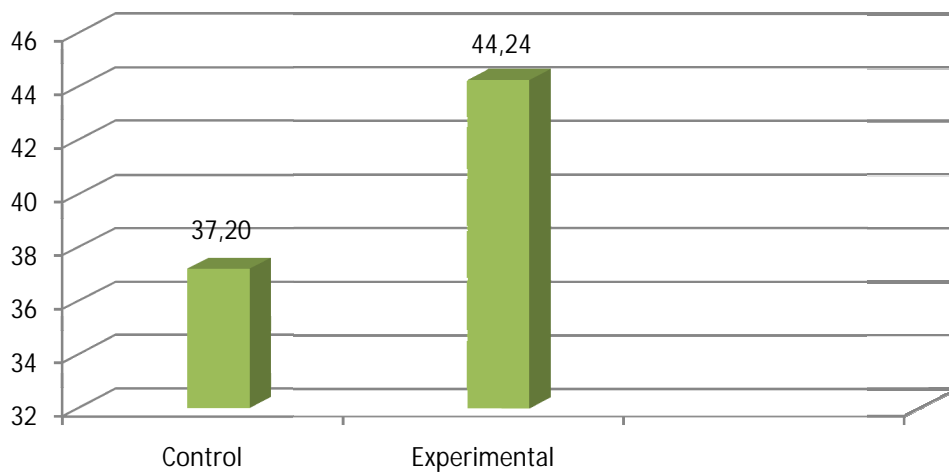
intervals of the students' mean score in experimental group was also higher than control group (44.24>37.20). The result of effect size was 0.42 categorized as "moderate". In conclusion, the experimental group performed better in achievement than control group.
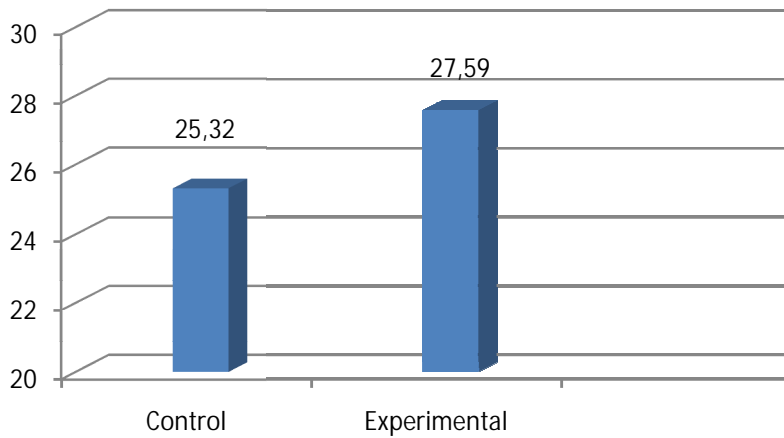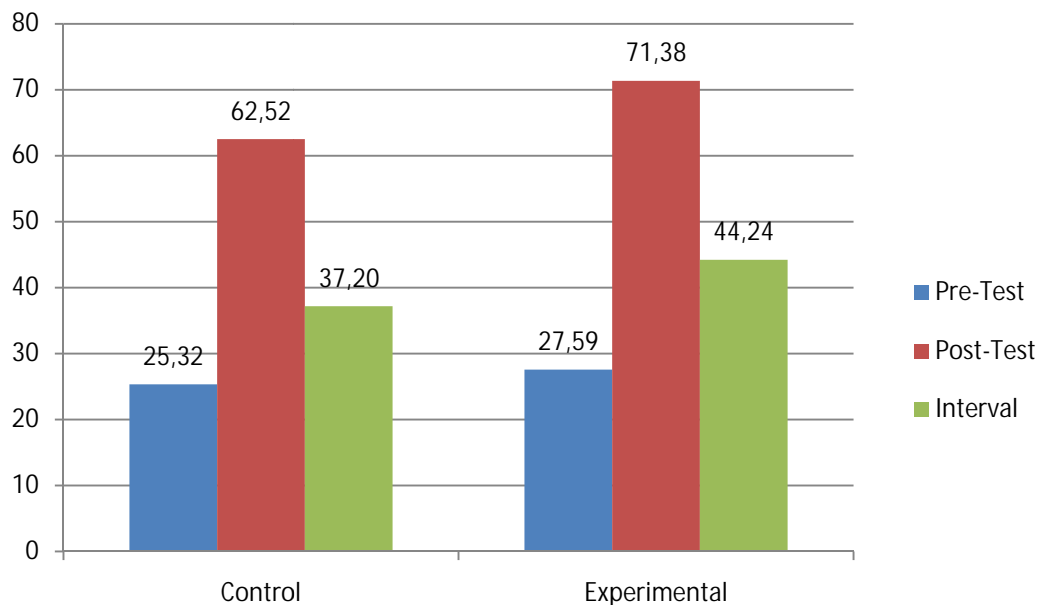

Graphic 1. The Achievement of Students' Pre-Test
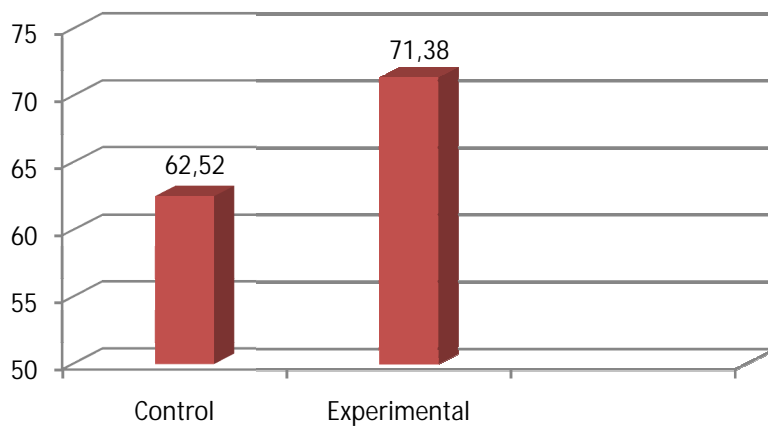
Graphic 2. The Achievement of Students' Post-Test

Graphic 3. The Interval of Students' Achievement

Graphic 4: Comparison of control and experimental class result

Discussion

For the experimental group, teacher used quantum teaching model as a treatment. It was done in three meetings before the researcher gave the post-test. The students' mean score of pre-test was 27.59 which considered as "poor (the score was below the standard score)" where the post-test was 71.38 which considered as "average to good (the score filled the standard score)". In control group, the researcher did not use quantum teaching model. She taught the control group only by lecturing method. The control group's mean score in pre-test was 25.32 considered as "poor". And the mean score in post-test was 62.52 considered as "average to good".

Then, the researcher calculated the standard deviation of each group. From the result of computation, it was found that the mean score of post-test in experimental group was higher than the control group (71.83>62.52). And the intervals of the students' mean score in experimental group was also higher than control group (44.24>37.20). The result of effect size was 0.42 categorized as "moderate".

The interval of students' scores between control group and experimental group was not too far. There were some reasons affected this condition. First, the facilities of the classroom that was used for experimental group also became a problem to do the treatment. The floor that was used is dusty, so the students had to sweep the floor first before continuing the lesson. This condition was very annoying and took a few minutes for the students to prepare the class.

Second, the concept of material and teaching learning process for both classes were applied by the researcher were not too different. In some points, the learning material, media and activities in control group were similar with the experimental group, but they also had the differences. As showed in the table:

Table 4: The comparison of experimental and control class design.

	Experimental Group (Quantum Teaching Model)	Control Group (Lecturing Method)
The students' seats	1. The students sit on the floor 2. No table and chair 3. The seats are arranged in form "U"	The students sit in their own seat
The use of music	Using music in teaching and learning	No music
The use of ice breaker	Using ice breaker	No ice breaker
The media	1. Using projector 2. Using Picture 3. Using colorful text 4. Using coloring carton 5. Using coloring marker	1. Using projector 2. Using Picture 3. No colorful text 4. Using coloring carton 5. No coloring marker
The classroom's activities	1. There is group assignment 2. There is individual assignment 3. Applying the process of writing (planning, drafting, sharing, revising, editing,	1. There is group assignment 2. There is individual assignment 3. No process of writing

Third, teaching writing took long time period to have specific change. According to Harmer (2004: 12), "One of the problems of the process writing is it takes time. Over-planning can take up too much time and, sometimes restrict spontaneity and creativity. Working intensively on second and third drafts also requires periods for reflections, editing, and rewriting. If this is being done conscientiously it can be quite a long process". Writing is a process where its result could not be change instantly. Besides it is influenced by spontaneity and creativity.

Although the interval of students' scores in this research was not far, but the experimental group score was higher than the control group. Therefore, quantum teaching model significantly improved students' achievement in descriptive paragraph writing to the eight grade students of "SMPN1 Menjalin" in academic year 2012/2013.

CONCLUSION

Related to the explanation on the findings and discussion, it can be concluded that quantum teaching model significantly improved students' achievement in descriptive paragraph writing. The result of the t-value is 6.12. It is higher than t-table for the df=29+31-2=58 that is 2.00172. Hopefully, the result of this research can be a reference for the English teacher to be more creative in teaching in order to help the students' writing, especially in descriptive paragraph.

SUGGESTION

Teaching and learning English must be fun, enjoyable, and entertaining for both teacher and students. For example by using and applying entertaining and interesting media, activities, and environment in order to capture the students' interest in teaching learning process. It is suggested to the English teacher to apply quantum teaching because it can motivate the students to learn and make the students' more active in the class, besides can also build students' enthusiastic and coopertive during learning.

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