

# **The Effectiveness of Application Quantum Teaching Methods in Writing Skill on Descriptive Text**

(An Experimental Study in the Seventh Grade of Junior High School 1 Juwiring  
in Academic Year of 2022/2023)

## **THESIS**

Submitted as A Partial Requirement for Undergraduate Degree



by:

SELLY NINDYA NUR WAHYUNI

SRN. 183221190

ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF CULTURES AND LANGUAGES  
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2022

## ADVISOR SHEET

Subjects : Thesis of Selly Nindya Nur Wahyuni

SRN : 183221190

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

*Assalamu'alaikum Wr.Wb.*

After reading thoroughly and giving necessary advices, herewith, as the advisor, I state that the thesis of

Name : Selly Nindya Nur Wahyuni

SRN : 18.32.2.1.190

Title : *The Effectiveness of Application Quantum Teaching Methods in Writing Skill on Descriptive Text (An Experimental Study in the Seventh Grade of Junior High School 1 Juwiring in Academic Year of 2022/2023)*

Has already fulfilled the requirements to be presented before the Board of Examiners (Munaqosyah) to gain Bachelor Degree of English Education in UIN Raden Mas Said Surakarta.

Thank you for the attention.

*Wassalamu'alaikum Wr.Wb.*

Sukoharjo, 07 November 2022

Advisor,



H. Zainal Arifin, S.Pd., M.Pd.

NIP. 197308202003221003

## RATIFICATION

This is to certify that the *Sarjana* thesis entitled *The Effectiveness of Application Quantum Teaching Methods in Writing Skill on Descriptive Text (An Experimental Study in the Seventh Grade of Junior High School 1 Juwiring in Academic Year of 2022/2023)* by Selly Nindya Nur Wahyuni has been approved by the Board of Thesis Examiners as the Requirement for the degree of *Sarjana* in Englis language education program.

**Main Examiner** : Hj. Fithriyah Nurul Hidayati, M.Pd. (.....)  
NIP. 197503252017011164

**Chairman** : Furqon Edi Wibowo, M.Pd. (.....)  
NIP. 198901242017011128

**Secretary** : H. Zainal Arifin, S.Pd., M.Pd. (.....)  
NIP. 197308202003221003

Sukuharjo, .....05 December..... 2022

Approved by  
The Dean of Cultures and Languages Faculty



**Prof. Dr. Toto Suharto. S.Ag., M.Ag.**  
NIP 19710403 199803 1 005

## **DEDICATION**

This thesis is dedicated to:

1. Allah S.W.T and Prophet Muhammad S.A.W.
2. My own self. Selly Nindya Nur Wahyuni. thank you for going through these difficult times and being strong.
3. My beloved Parents, Mr. Wahyu Hadi Subroto and Mrs. Kartina for their support, love, prayers, facilities, and everything they give to the researcher so that this research could be completed.
4. My sister, Garinda, Fabia, Cintia, Dianna, and Nisa.
5. My brother, Damar, Agung and Taufik.
6. My beloved close friends, Aldrian Reynaldi, Vinda Nur Khasanah, Shintia Yunitasari, Ravica Anindiyati, Inne Noviyanti, and Laily Nur Aisyah.
7. My best and supportive friends in E “ELANG” class 2018 of the English Education Department.
8. My beloved Almamater, Raden Mas Said Islamic University of Surakarta.

## **MOTTO**

“Indeed, with hardship (will be) ease”

(Al - Insyirah 94:5-6)

Life is like riding a bicycle. To keep your balance you must keep moving.

-Albert Einstein-

## **PRONOUNCEMENT**

Name : Selly Nindya Nur Wahyuni  
SRN : 18.32.2.1.190  
Study Program : English Language Education  
Faculty : Cultures and Languages Faculty

I here by sincerely state that the thesis entitled **THE EFFECTIVENESS OF APPLICATION QUANTUM TEACHING METHODS IN WRITING SKILL ON DESCRIPTIVE TEXT (AN EXPERIMENTAL STUDY IN THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL 1 JUWIRING IN ACADEMIC YEAR OF 2022/2023)** is my real masterpiece. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

If later prove that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 06 December 2022

Stated by,



Selly Nindya Nur Wahyuni

SRN: 183221190

## **ACKNOWLEDGMENT**

Alhamdulillah, all praises to Allah, the single power, the Lord of the universe, master of the Day of Judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this entitled “The Effectiveness of Application Quantum Teaching Methods in Writing Skill on Descriptive Text (An Experimental Study in the Seventh Grade of Junior High School 1 Juwiring in Academic Year of 2022/2023)” Peace be Upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Mudhofir, S.Ag., M.Pd., as the Rector of Raden Mas Said Islamic University of Surakarta
2. Prof. Dr. Toto Suharto, S.Ag. M.Ag. as the Dean of the Faculty of Cultures and Languages
3. Elen Inderasari, S.Pd., M.Pd, as the Head of English Language Education, the State of Islamic University of Raden Mas Said Surakarta.
4. Wildan Mahir Muttaqin, MA TESL. as the Coordinator of English Language Education Study Program in Raden Mas Said State Islamic University of Surakarta.



5. H. Zainal Arifin, S.Pd., M.Pd. as the Advisor for his guidance, precious, advices, help. and corrections to revise the mistakes during the entire process of writing this thesis.
6. All lecturers of English Language Education Study Program who has given guidance, support, and shared experience, knowledge and dedication for the researcher
7. All students of SMP Negeri 1 Juwiring especially the seventh grade in academic year of 2021/2022 who has helped the researcher in doing the researcher.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 06 December 2022

Sincerely, the research

Selly Nindya Nur Wahyuni

SRN: 183221190



## TABLE OF CONTENTS

TITLE.....	
ADVISOR SHEET .....	i
RATIFICATION.....	ii
DEDICATION .....	iii
MOTTO .....	iv
PRONOUNCEMENT.....	v
ACKNOWLEDGMENT.....	vi
TABLE OF CONTENTS.....	viii
ABSTRACT .....	x
LIST OF TABLES .....	xi
LIST OF APPENDICES.....	xii
CHAPTER I INTRODUCTION .....	1
A. Background of the Study.....	1
B. Problem of Identification .....	5
C. The Limitation of the Study .....	5
D. Formulation of the Problem .....	5
E. The Objective of the Study .....	5
F. Benefits of the Study.....	6
G. Definition of Keys Term .....	6
CHAPTER II LITERATURE REVIEW.....	8
A. Theoretical Review .....	8
1. Teaching Writing .....	8
2. Quantum Teaching.....	25
3. Direct Instruction Method.....	32
B. Previous Study .....	37
C. Rationale .....	41
D. Hypotesis.....	42
CHAPTER III RESEARCH METHODOLOGY .....	44
A. Research Design.....	44
B. Research Setting.....	45

C. Research Variable .....	46
D. Population, Sampling, and Sample .....	46
E. Research Instrument.....	48
F. Technique of Collecting the Data .....	51
G. Technique of Readability Data.....	52
H. Techniques of Analysis Data.....	54
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	62
A. Research Finding .....	62
B. Discussion .....	68
CHAPTER V CONCLUSION AND SUGGESTIONS .....	71
A. Conclusion .....	71
B. Suggestions .....	71
Bibliography .....	73

## ABSTRACT

Selly Nindya Nur Wahyuni. 2022. *The Effectiveness of Application Quantum Teaching Methods in Writing Skill on Descriptive Text (An Experimental Study in the Seventh Grade of Junior High School 1 Juwiring in Academic Year of 2022/2023)*. Thesis. English Education Department, Cultures and Languages Faculty.

Advisor : H. Zainal Arifin, S.Pd., M.Pd.

The aim of this research is to out the effectiveness of using quantum teaching methods in writing skill on descriptive text at SMP Negeri 1 Juwiring in academic year of 2022/2023.

This research used quantitative method with pretest posttest control group design. The population was all the seventh-grade students of SMP Negeri 1 Juwiring which consisted of eight classes. The total students are 256. By using purposive sampling technique, the researcher took 64 as the sample and those classes are selected randomly. There are two samples in this study, namely experimental class and control class. Each group consisted of 32 students.

The data analyzed were pretest and posttest score of two groups. Based on the results of the hypothesis test, it show that the value of sig. (2-tailed) is  $0.001 < 0.05$ . Which means the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. Which means there is significant difference between the score of students who are taught by using quantum teaching method and direct instruction method. The mean posttest score of control class is 71.97, while the mean posttest of experimental class is 82.81. It means the score of experimental class which was taught quantum teaching method is higher than the score of control class which was only taught using direct instruction method. Then it can be concluded that the use of quantum teching method is effective to teach descriptive text at the seventh grade of SMP Negeri 1 Juwiring.

**Keywords:** *Effectiveness, Quantum Teaching Method, Direct Instruction Method*

## LIST OF TABLES

Table 2 1 Generic Structure of Descriptive text.....	12
Table 2 2 Categorization of Indicators in Students Writing Skill.....	23
Table 2 3 Rubric Score Adapted from Brown 2007 .....	24
Table 2 4 Research GAP .....	40
Table 3 1 The Table of Design.....	45
Table 3 2 Activities Schedule Research.....	45
Table 3 3 Population .....	47
Table 3 4 Sample.....	48
Table 3 5 Blue Print .....	49
Table 3 6 Criteria of Scoring Adapted from Brown 2007 .....	50
Table 4 1 Frequency Distribution of Pre-test Experiment Group.....	63
Table 4 2 Frequency Distribution of Pre-test Control Group .....	63
Table 4 3 Frequency Distribution of Post-test Experiment Group .....	64
Table 4 4 Frequency of Post-test Control Group .....	65
Table 4 5 Test of Normality .....	66
Table 4 6 Test of Homogeneity of Variances .....	66
Table 4 7 Independent Sample T-Test .....	67

## LIST OF APPENDICES

APPENDICES 1 .....	80
APPENDICES 2 .....	87
APPENDICES 3 .....	94
APPENDICES 4 .....	96
APPENDICES 5 .....	98
APPENDICES 6 .....	100
APPENDICES 7 .....	105
APPENDICES 8 .....	107
APPENDICES 9 .....	109
APPENDICES 10 .....	111
APPENDICES 11 .....	113
APPENDICES 12 .....	122
APPENDICES 13 .....	125

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Education is very important, through education humans can develop their knowledge, creativity, and skills. In schools, the role of the teacher is needed to teach students in all things. Teaching is a skill that every teacher must have. This is in line with Turney (in Mulyatun, 2016:80) who said that teaching is a skill that must be possessed by a teacher to transfer knowledge, skills, attitudes, and values to students in the learning process. In learning at school, teachers teach various skills such as writing.

According to Amalia, et al., (2021:795) that state if writing is one the language skills in teaching english students in all education levels, notably junior high school students. Writing is intended as an expression of ideas, opinions, or thoughts and feelings (Hikmah et al., 2019:34). However, writing is considered the complicated skill to be taught to the students. Many students often fail in writing English because of wrong structure, unsuitable method, lack of vocabulary, etc. This is considered difficult because apart from sharing their thoughts through writing, they have to learn about word choice, grammar, and mechanics. Therefore, teaching writing is very important to be teach to students.

One of the kinds of writing that junior high school students need to master is descriptive text. As said by Fitriani et al., (2019:634) descriptive text is a kind of text that used to describe person, place, and things. In the same way, descriptive text is one of the texts that must be mastered (Noprianto, 2017:65). However, not

all students can master descriptive text so some students consider the text to be the most difficult type of text for students. This is in line with Rusmawan (2017:120) that state if the most challenging text is descriptive text. Therefore, teachers must avoid monotonous ways of teaching writing to make students interested.

In teaching writing process, a suitable method is needed so that students can able to write. The method used must be interesting so that students can increase their interest and creativity in writing. Methods and strategies greatly affect the success of learning. In order to achieve effective results, conducive conditions need to be created. The conducive conditions can be achieved by doing activities such motivating student to perform a variety of learning activities that are interactive (Dewi, 2018:550). One of methods that recently used to create conducive conditions is quantum teaching method.

As said by Pulungan and Yanti (2021:216) quantum teaching gives more effective and gives good results because the basic principle in the quantum method is to create or make fun effective teaching-learning process. Quantum Teaching focuses on dynamic relationships in the classroom environment, interactions that establish a learning framework (Arianti & H, 2018:75). According to DePotter (in Sabillah and Sukmawati, 2020:928) by applying quantum teaching in the classroom, a teacher can create a pleasant learning atmosphere so that it can affect student learning outcomes. Based on those statements above, quantum teaching is considered as the one of methods that interactive. Therefore, this method is expected to help the problems that are often faced by students in learning to write descriptive text.



In this research, Junior High School 1 Juwiring is selected as the research location because writing descriptive text is taught to students and appropriate with the syllabus. Another reason that underlies this research will conducted at Junior High School 1 Juwiring is that the quantum teaching method has never been done by the teachers at Junior High School 1 Juwiring. The teacher at the Junior High School uses direct instruction method in teaching English. So that in learning is not enough to improve student learning outcomes. Based on these reasons, Junior High School 1 Juwiring is the right location for conducting this research.

Based on the interview had been conducted with English teacher of Junior High School 1 Juwiring, there were several problems in the learning process. One of them is that not all students are enthusiastic about writing. The students tended to write incompletely in describing something. The students also do not feel happy and often feel bored in doing learning in class. This is the basis for conducting research at SMPN 1 Juwiring.

Several previous similar studies have differences in discussing quantum teaching methods, research by Khairunnisa et al., (2018) entitled “The effect of quantum teaching on students’ motivation on social studies (An quasi experiment for 5th grade elementary school)” with population is all students of class X hotel accommodation at SMK N 9 Padang. The sample is 44 students. The research apply quasi-experiment with nonequivalent control group design. To find out analysis, the researcher uses t-test. The result of the t-value is 5,624, which is greater than the ttable 2,089. The result is said that quantum teaching is positive effect to improve students’ learning motivation.

Kalsum and Fadhila (2018) entitled “Implementation of Quantum Teaching Method with TANDUR Techniques on Learning Physics Student Result Class XI IPA SMA PPM Al-Ikhlas” with population is all students of X IPA SMA PPM AL-IKHLAS academic year 2016/2017. The sample is 25 students. The design uses in this research is One-Shot Case Study Design. The type of research is pre-experimental research. The result of hypothesis testing by using the z-test, the average value of student learning outcomes on cognitive aspects obtained price  $z_{count} = 0.428$ . This value is smaller than the  $z_{table}$  price at the level of significance  $\alpha = 0.05$  is 0.3289. In conclusion, the application of quantum teaching method of TANDUR has fulfilled the predetermined standard of classical completeness to the achievement of students' cognitive learning outcomes.

Although there are some similarities with previous studies, in this study the researcher used the quantum teaching method to prove whether the quantum teaching method was effective in writing descriptive texts for students. Quantum teaching can make students feel happy and enthusiastic in learning in class. In this method, it is hoped that students do not feel bored and understand about the learning material, so that learning becomes fun. Furthermore, the researchers will use the experimental design Pretest-Posttest Control Group design in conducting research.

Realizing the fact mentioned above, the researcher interests in doing research on topic with title **“The Effectiveness of Application Quantum Teaching Methods in Writing Skill on Descriptive Text at Seventh Grade Junior High School 1 Juwiring in Academic Year of 2022/2023”**.

## **B. Problem of Identification**

Based on the explanation of the background. Some problems that occur in the learning process are:

1. Many students are not enthusiastic about writing in the learning process.
2. The students tended to write incompletely in describing something.
3. The students also tended to use repeated sentence patterns with the subject always in front.
4. A deep belief in students that writing is difficult to understand is also one of the problems.

## **C. The Limitation of the Study**

In this research, the researcher gives the limit of this research just focused on the effectiveness of the application of quantum teaching methods in writing skill on descriptive text at seventh grade junior high school 1 Juwiring in academic year of 2022/2023.

## **D. Formulation of the Problem**

Based on the statements above, the formulation of this study is *“is there any significant difference between students' who are taught by using quantum teaching method and direct instruction method?”*

## **E. The Objective of the Study**

The purpose of this study is to find out the effectiveness of using quantum teaching methods in writing skill on descriptive text at junior high school 1 Juwiring in academic year of 2022/2023.

## **F. Benefits of the Study**

Finding of this study will be expected to be useful for:

### **1. Theoretically**

This study gives more understanding about the use of quantum teaching in teaching writing descriptive text students. Whether or not quantum teaching is effective to students' teaching writing in descriptive text.

### **2. Practically**

#### **a. The teacher**

Teacher can understand the students' needs and teacher can apply a quantum teaching if the method is suitable for the students in teaching writing descriptive text.

#### **b. The students.**

The students are expected to improve their writing skill, especially in writing descriptive text.

#### **c. The other researchers.**

This research is expected to provide the latest information for the next researchers. So, this research can be reference for further researchers who are interested in conducting similar studies.

## **G. Definition of Keys Term**

### **1. Quantum Teaching**

Pulungan and Yanti (2021:216) quantum teaching gives more effective and gives good results because the basic principle in the quantum method is to create or make fun effective teaching-learning process. Quantum Teaching is a

method that usually use to improve the interest of the students in learning process because the main concern of this method is to make the learning process more fun to create conducive situation.

## 2. Teaching

Teaching is a skill that every teacher must have. This is in line with Turney (in Mulyatun, 2016:80) who said that teaching is a skill that must be possessed by a teacher to transfer knowledge, skills, attitudes, and values to students in the learning process.

## 3. Writing

According to Hikmah et al., (2019:34) writing is intended as an expression of ideas, opinions, or thoughts and feelings.

## 4. Descriptive Text

Descriptive Text is a kind of text which is used to describe the real object i.e. person, place, and things (Fitriani et al., 2019:634). Some students consider the text to be the most difficult type of text for students. Rusmawan (2017:120) said that the most challenging text is descriptive text. Descriptive text in learning English has been given to junior and senior high school students. In this study, it was carried out at the junior high school level.

## 5. Direct Instruction Method

Direct instruction is a teaching method that involves clear and definite instructions given to students in order to improve the learning process. With direct instruction, each step of the learning topic is explained to students. By letting students experiment on their own or asking questions only when

necessary, this particular teaching method emphasizes detailed lectures and developing action plans so that students can better understand a particular subject or topic (Indriawati 2017).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Teaching Writing**

###### **a. Definition of Teaching Writing**

Teaching is an action to transfer knowledge from the teacher to the students. According to Ayua (2017:19) teaching is a systematic, rational and organized process of transmitting knowledge, attitude, and skills, in accordance with professional principles. The aim is to make the students understand the material given by teacher. So, for any effective teaching there must be adequate planning.

Writing is an expressive activity which means that the writer can express his ideas and knowledge by pouring them into written form. Meyers (in Rani, 2017:46) states that writing is a process of discovering, organizing, and putting ideas on paper, reshaping, and revising it. In the same way, Aghajani and Adloo (2018:433) one of the important tasks must be mastered by everyone who uses language is writing. Writing is one of the necessary skills because writing is considered the most difficult of the other skills. This is because writing involves the elements of writing namely, vocabulary, pronunciation, and grammar (Khazrouni, 2019:31).

In teaching and learning writing activities, teachers train students to express their experiences, ideas, and opinions systematically and creatively in written form. Writing must be studied seriously and requires



effective training because there are still many students who think that writing is difficult and boring. This is in line with Fitria and Pratiwi (2020:15) state that many students consider writing skills to be boring and difficult language skills. This causes students not to be interested in learning writing skills.

It can be concluded that teaching writing is an activity to teach students to write systematically which requires knowledge, attitude, and skills from the teacher to the students. Writing is an ability that must be possessed by students in the language learning process. Through the teaching writing process, students can find out and develop their writing skills.

#### **b. Material of Teaching Writing**

According to Nuryasana and Desiningrum (2020:967) learning materials or teaching materials can be interpreted as a set of materials that are systematically arranged both written and unwritten to achieve a learning goal, so as to create an environment or atmosphere that allows students to learn. Teaching materials can be in the form of main handbooks, supporting material handbooks, journals, articles, and so on related to the material being taught. As said by Mendale et al., (2019:184) there are five types of text-based on curriculum 2013 should be learned by junior high school students, as follows:

### 1. Procedure Text

Procedure text is a text that provides instructions for doing or using something in sequential steps. The purpose of this procedural text is to present the procedures and steps about making, using, or doing something. One example is the step of cooking instant noodles. This text is often found in fast food and beverage wrappers (Dewi et al., 2021:1012).

### 2. Recount Text

Recount text is a text that describes past experiences by retelling events in the order in which they happened in the chronological order. The purpose of a recount text is to retell events with the purpose of either informing or entertaining their audience (or both). The language features of a recount text include that the language is written in the simple past tense, and the frequent use is made of connectives that link events in time, such as next, later, when, then, after, before, first (Sianipar et al., 2020:120).

### 3. Narrative Text

According to Rebbeca (in Anrasiyana, 2021:3) a narrative text is a text, which is logic and chronological order related events that are caused or experienced by many factors in the story itself. narrative is a text telling a story and the purpose of the story is to amuse the listener. The generic structure of narrative text is Orientation (Usually introducing the participants and informing the time and place. It

is the introduction of who/what, when and where), Complication (Present one or more problem for the character to solve), and Resolution (Sort out the problem for the characters) (Syafitri et al., 2021:25).

#### 4. Report Text

Report text is a text that has purpose to describe the way things are, with reference to a range of natural, man-made, and social phenomena in our environment (Azizah, 2019:226). The topic of the report is usually introduction by an opening general statement or general classification and followed by a series of description paragraphs about the topic. The purpose of a report text is to convey information about something in its current state, as a systematic observation or analysis (Syaifullah and Kristini, 2021:210).

#### 5. Descriptive Text

Descriptive text is a kind of text that gives description about things. Descriptive text describes much information about an object, where the information is about the parts, qualities, characteristics of object, or setting that is described (Siregar, 2021:78). Gerot and Wignell (in Anggun, 2016:149) said that the purpose of descriptive text is to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. In writing descriptive text, students must involve language features such as grammatical functions, vocabulary, and mechanics. Descriptive text consists of generic structures that can be

elaborated as follows: 1) Identification means that to identify the phenomenon that to be describe from text, 2) Description describes parts, activities and characteristic of thing, person, animal and place (Zulaikah et al. 2018:13).

*Table 2 1 Generic Structure of Descriptive text*

<b>Identification</b>	General description of what will be described
<b>Description</b>	Description of the parts, qualities, characteristics

### c. Media of Teaching Writing

The use and selection of the right media is very important in the learning process, because the use of media can make students more interested in learning. Teachers are required to be more creative in providing explanations of learning materials with proper use. One way to make students interested in teaching English is to use media. Media can help students understand the material provided by the teacher easily in learning English. According to Tafonao (2018:103) there are several teaching media that are often uses by teachers, as follows:

#### 1. Visual Media

Visual media is term used to include teaching aids which depend on the use of visual communication channel. Simulation of visual media fortunately give students result of teaching and learning more effective and efficient as good as possible like re-remembering and knowing the material. Visual media are able to make easy understanding and can unifying of remembering students. Various

kinds of visual media include pictures, real objects, charts, posters, blackboard or whiteboard, flashcards, over head projectors, and LCD projectors (Suhartono and Laraswati 2016:39).

## 2. Audio Media

Prastowo (in Widyaningrum, 2016:202) explains that audio teaching media is one type of non-printed teaching material which contains a system that uses audio signals directly that can be heard by educators to their students to help them master certain competencies. The use of audio media can also help cover up the shortcomings of the teacher's appearance when telling stories, such as low/low voice, unclear intonation, and tired physical condition while teaching. In addition, the story will be more interesting and lively because it is interspersed with music and sound effects according to the sequence of the story so that it can help students to be able to enjoy the stories they hear with imagination and concentration. Various kinds of audio media include tape recorder, cassette and language laboratory

## 3. Audiovisual Media

According to Hermawan (in Gabriela, 2021:106) audiovisual media is a modern instructional media that is in accordance with the times, including media that can be seen and heard. As the name implies, audio-visual media is a combination of audio and visual or can be called viewing-hearing media. Audiovisual will be a more complete and optimal presentation of teaching materials to students.

In addition, this media to some extent can also replace the role of the teacher. Because, the presentation of material can be replaced by the media, and the teacher can turn into a learning facilitator to accompany students in the use of media, which makes it easy for students to learn. Various kinds of audio media include film, video and computer.

#### **d. Method of Teaching Writing**

In learning to write, the teacher needs a learning method for teaching. The learning method is a way of presenting learning material that is carried out systematically to encourage the achievement of teaching objectives in a process of making people learn. There are several suitable methods in teaching English writing, namely:

##### **1. Direct Instruction Method**

Direct Instruction is a teaching method that teaches students the basic skills and knowledge they will need in the future. Direct instruction is a teaching method that involves clear and definite instructions given to students in order to improve the learning process. By allowing students to experiment on their own or asking questions only when needed, this particular teaching method laid out action plans so that students can better understand a particular subject or topic (Indriawati, 2017).

## 2. Grammar Translation Method (GTM)

According to Karnain and Widiati (2021:3) the grammar translation method focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjugations. The purpose of using the grammar translation method is to be able to read literature written in the target language. The students are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigm such as verb conjugations.

The major characteristics of Grammar translation: classes are taught in the mother tongue, with little active use of the target language, much vocabulary is taught in the form of lists of isolated words, long elaborate explanations of the intricacies of grammar are given, grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words, reading of difficult classical texts is begun early, little attention is paid to the content of texts, which are treated as exercises in grammatical analysis, often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue and little or no attention is given to pronunciation (Elmayantie, 2015:125).

## 3. Quantum Teaching

According to Ramadhani and Ayriza (2019:49) quantum teaching is one of the learning method that create enjoyable and



conducive learning situations through numerous effective interactions during the learning process. Quantum Teaching focuses on dynamic relationships in the classroom environment so that each student can feel important, safe, and comfortable. So that learning is carried out to be effective with the quantum teaching method, the conditions of learning carried out must be made fun.

#### **e. Strategy of Teaching Writing**

In a teaching and learning environment, a teacher must have a strategy to convey material to students. Choosing the right strategy can develop students' creativity and innovative attitude. Teaching strategy is an educational technique, method, or plan of classroom actions or interactions intended to accomplish specific teaching/learning goals (Ayua, 2017:20). According to Ratminingsih (2017:151) there are several teaching strategy that are often uses by teachers, as follows:

##### **1. Mind Maps**

According to Kulsum (2018:128) mind mapping is a technique to summarize the material need to study and projecting the problems faced in the form of a map or graph techniques so that it is easy to understand. It leads to a creative exploration that is required by students about a concept as a whole, unfurled a subtopic and ideas associated with the concept in a presentation of the whole on a piece of paper, through the depiction of symbols, words, lines, and arrows. In addition, mind mapping has many benefits which can help someone to increase their

skills (Nurlaila, 2013:10). First, mind mapping can help solve problems which students face in understanding and thinking skills. Furthermore, it provides the idea to cope with the problem to identify clearly (Conceição et al., 2017:3). Mind mapping also can make students more concentrate on the problem that is faced.

## 2. TAD

According to Nui (in Pratama et al., 2020:226) refers to “a drafting strategy that helps students to organize a sequence of events into a paragraph”. In this strategy, three columns must be filled by students, namely the transition column, action column, and details column. The action column was filled with things that happened in that event, next to the detail column. This details column contains a description of the action column. The purpose of this column is to support the action column. Then, the final step is to create a simple phrase in the transition column that initiates each action.

## 3. PLEASE

According to Boyle (in Siringoringo et al., 2017:2) said that PLEASE is a mnemonic writing strategy that guides the students to write all of the parts of a paragraphs using planning, composing and revising components. This strategy can help students to generate their ideas and guide them while writing. It is because of PLEASE strategy consist of some steps which guide students from the pre-writing until

they finish their writing. The procedures of PLEASE strategy is Pick, List, Evaluate, Activate, Supply and End.

#### **f. Writing Activities**

In learning to write, the teacher must know how to teach writing to students. This is done so that learning to write can be done properly and correctly. Teaching writing is a challenge for teachers. Due to the many factors that hinder teachers in teaching. This is in line with Al-Badi (2015:64) that the main factor of teaching writing difficulties related to students' lack of experiences, and their prior knowledge. Explain that writing is hard work. According to Baraja (in Leonardo et al., 2022:9) there are several stages in writing learning, namely:

##### **1. Featuring**

At this stage, students are asked to write based on examples.

##### **2. Producing**

At this stage, students are asked to write a summary of the material that has been studied in writing learning. This stage can begin with listening and reading activity by using a text. The results of what are listened by students then poured in a writing product using their own words.

##### **3. Recombination**

At this stage, students are led to be able to combine sentences that initially standalone into a combination of several sentences.

#### 4. Guided Writing

At this stage, students are taught about good paragraph writing, with the help of teachers to explain about paragraph. At this stage, the teacher can use the help of pictures or writing frameworks.

#### 5. Free Writing

In this stage, students are given the freedom to write their own ideas, feelings, and thoughts into a real writing form. For example, writing news, papers, and so on.

To fulfill the writing criteria, students are required to have knowledge and understanding of what they want to write, and what steps will be done when writing. The understanding should concern the contents of the writing product and then concern to the use of language and writing technique.

#### **g. Evaluation of Teaching Writing**

According Weir & Roberts (in Yambi, 2018) evaluation means measuring or observing the process of determining value in the field of education by comparing it. Evaluation is the final process that is determined to understand the quality of the process from students and that quality is determined by grades. The desired evaluation as a selection and classifying tool. In addition, evaluation becomes a means to assist the growth and development of students in advancing levels, and as a graduation selection tool at the end of the level. The objective of the evaluation is to overcome deficiencies of children. Judging from the form

of evaluation commonly known according to Asrul et al., (2015:35) includes 4 forms, namely:

### 1. Performance Appraisal

Observation of student performance needs to be done in various contexts to determine the level of achievement of certain abilities. Self-assessment is included in performance appraisal. Self-assessment is an assessment technique that asks students to judge themselves related to the status, process and level of competency achievement they learn in certain subjects. Self -assessment techniques can be used to measure cognitive, affective and psychomotor competencies.

In performance appraisal requires special considerations. First, performance steps must be taken by students to show real performance for a particular type of competency. Second, the accuracy and completeness of the aspects of the performance assessed. Third, special abilities needed by students to complete learning assignments. Fourth, the main focus of the performance to be assessed, especially the essential indicators that will be observed. Fifth, the order of students' abilities or skills will be observed (Asrul et al., 2015:35).

### 2. Project Assessment

Project Assessment is an assessment activity of tasks that must be completed by students according to a certain period/time. The completion of the task is in the form of investigations carried out by students, starting from planning, data collection, organizing,

processing, analysis, and presentation of data. Thus, the project assessment is in contact with aspects of understanding, applying, investigating, and others. During working on a learning project, students get the opportunity to apply their attitudes, skills, and knowledge (Asrul et al., 2015:37).

### 3. Portfolio Assessment

Portfolio assessment is an assessment of student work that shows progress. Portfolio assessment can be assessed from the work of students individually or in groups. Portfolio assessment is an assessment in the form of student work from the learning process that is considered the best, test results (not grades), or other information relevant to the attitudes, skills, and knowledge required by certain topics or subjects.

Through portfolio assessment the teacher will know the progress or progress of student learning. For example, the results of their work in compiling or making essays, poems, letters, musical compositions, pictures, photos, paintings, book/literature reviews, research reports, synopsis, and others. On the basis of that assessment, teachers and/or students can make improvements according to the demands of learning (Asrul et al., 2015:38).

### 4. Written test assessment

Written tests in the form of descriptions or essays require students to be able to remember, understand, organize, apply, analyze,

synthesize, evaluate, and so on the material that has been studied. Written tests in the form of descriptions are as comprehensive as possible, so that they are able to describe the domains of attitudes, skills, and knowledge of students.

In the written test in the form of an essay, students have the opportunity to give their own answers that are different from their friends, but are still open to getting the same score. The written test in the form of an essay usually requires two types of response patterns, namely extended-response or restricted-response. This really depends on the weight of the questions given by the teacher. This kind of test provides an opportunity for teachers to be able to measure student learning outcomes at a higher or complex level. (Asrul et al. 2015:39).

The time of the evaluation can be carried out, namely before learning, during, and after learning. The assessment must lead to three points inherent in students, namely the process of thinking (cognitive), attitude (affective), and skills (psychomotor). In the context of learning evaluation, these three points are the targets in each evaluation of learning outcomes. Learning evaluation includes indicators in writing and score rubrics to assess student learning outcomes.

#### a. Indicators of Writing Skills

Writing test is an important part of learning writing. Knowing the student's writing achievement can also show the students' writing skill. According to Purnamasari et al., (2021:103) there are some

criteria in scoring English writing test; one of them is using criteria of scoring by Heaton's theory. Heaton in 1988 divides some components in a scoring writing test. He classifies into content, which consists of the idea of writing. This organization concerns the writers' ideas, grammar, or language uses that concern choosing the correct word, and the last mechanics, which refers to punctuation, spelling, and capitalization. Then for the criteria of scoring, Heaton classified into four categorizations as follows.

*Table 2.2 Categorization of Indicators in Students Writing Skill*

<b>Score</b>	<b>Categorization of Scoring</b>
3.51-4	Excellent – very good
2.51-3.50	Good – average
1.51-2.50	Fair- poor
1-1.50	Very poor

b. Scoring Rubrics

According to Hima and Saputro (2017:102) a scoring rubric is generally defined as an instrument that a teacher needs to assess students' performance. It is an assessment guide that describes evaluation criteria (or grading standards) based on the expected outcomes and performances of the students. Scoring rubrics are usually presented in a table which contains some aspects to be rated, quality descriptions for each aspect and a rating scale for those descriptions. Each rubric comprises of an arrangement of scoring criteria and point esteems related with these criteria.



Rubrics can be classify as either holistic or analytical. However, in taking grades, teachers often use holistic rubrics instead of using analytical rubrics. This is because the holistic rubric is easier and the assessment provides a single score based on the overall results of student performance on an assignment. Scoring rubric holistic comprises of a single scale with all criteria to be incorporated into the assessment being viewed together (e.g., content, organization, language use, and mechanics). However, the rubric that is often used when assessing students' writing is the adaptation rubric from Brown 2007. Then for the criteria of scoring, the classified into five categorizations as follows.

*Table 2 3 Rubric Score Adapted from Brown 2007*

<b>Aspect</b>	<b>score</b>	<b>Performance Description</b>	<b>Weighting</b>
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged	

		with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% -Use present tense -Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice and words and word forms	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms and not understandable	
Mechanic (M) 15% -Punctuation -Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent of spelling, punctuation and capitalization	
	1	It is dominated by errores spelling, punctuation and capitalization	

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

## 2. Quantum Teaching

### a. Definition of Quantum Teaching

Quantum teaching is a method introduced by Bobbi Deporter in 1999 and applied during Supercamp. According to Ramadhani and Ayriza

(2019:49) quantum teaching is one of the learning method that create enjoyable and conducive learning situations through numerous effective interactions during the learning process. Nahar et al., (2022:452) states quantum teaching as one of the learning method that focusing on the learning process that gives learners a freedom, namely a freedom to learn, a freedom to interact, a freedom to communicate and freedom to access learning source. Thus from some experts' opinions, quantum teaching method is a directed learning that is made lively and fun in teaching and learning activities.

Pulungan and Yanti (2021:216) quantum teaching gives more effective and gives good results because the basic principle in the quantum method is to create or make fun effective teaching-learning process. So that learning is carried out to be effective with the quantum teaching method, the conditions of learning carried out must be made fun. With pleasant conditions, students can carry out learning activities well. It can be said that learning by using quantum teaching, the teacher tries to create an effective and fun learning environment in the classroom. By feeling that learning is fun, the interest in learning will increase, resulting in increased learning outcomes.

According to Hy (2019:125) using quantum teaching can help teacher to create teaching learning process which simpler, easier, more interesting, more understandable, etc. Since quantum teaching encourage teacher should be able to create a supporting learning environment. So that

a supportive learning environment makes it easy for students to understand the material given by the teacher. Thus, Quantum Teaching focuses on how teacher should do in the teaching learning process as well as how teacher is able to fulfill students' need in learning.

Based on the explanation above, it can be concluded that quantum teaching method is a learning method that can improve student learning outcomes. Quantum teaching is learning method that pays attention to the skills of teachers in designing, developing, and managing learning systems. So it can create a fun learning situation.

#### **b. The Principles of Quantum Teaching**

As said by Khairunnisa et al., (2018:152) the quantum teaching method there are five principles that are considered the basis for teaching teachers. The five principles are described as follow:

##### **1. Everything Speaks**

Everything is spoken here meaning from the learning environment and tone of voice to the teacher's body language can all send important messages about learning. So, all of these things have an influence on the student learning process.

##### **2. Everything is On Purpose**

Everything that is done in class has its intended purpose, for example if the teacher asks students to answer a question. It shows that the teacher asking the students to do something has an intended purpose or meaningful purpose, not useless.

### 3. Experience Before Label

Learning happens best when students experience the information in some aspect (creating or connecting to prior schema) before they acquire the labels for what was learned. Here, the word “label” refers to the information to be learned – the facts, the formulas, the new terms, the reasons, etc. The tenet is about creating a teachable moment, getting students involved, and generating questions such as Why, When, Where, What, or How.

### 4. Acknowledge Every Effort

In the learning process, not everything can go well. Recognition of each learning process, can encourage self-efficacy in students. Self-efficacy is a student's ability and what he is able to achieve. Therefore, students who are willing to try are a sign of good students. So even though the students' grades may not be very good, they are still considered good students because they are willing to try to learn even though their grades are not very good.

### 5. If It's Worth Learning, It's Worth Celebrating

Celebrations can increase motivation in learning. It is the good feeling students have about their own progress and their contributions to the learning. This is because students feel happy because what they do is appreciated by others with celebration.

### c. Steps for Quantum Teaching

According to Faj et al., (2018:41) in carrying out the steps using quantum teaching, six steps are reflected in the term TANDUR. TANDUR is a quantum teaching method design that is expected to fully make students interested and interested in learning because it emphasizes cooperation between students and teachers to achieve learning goals.

1. **T = Tumbuhkan (Grow)**, provide apperception to students so that since the beginning of the activities students have been motivated to learn. At this stage, it can be done to explore problems related to the material to be studied, for example by displaying a picture or real object, short story or video.
2. **A = Alami (Experience)**, at this stage the teacher provides real experience for students to try. Students are active in the learning process, not only seeing but also doing activities. In a way, students to ask questions about something they want to know about the material being taught.
3. **N = Namai (Name)**, after the teacher gives explanation to the students, students can study certain basic competencies, they are invited to write on paper, name what they have obtained, whether it is information, formulas, thoughts, places, and so on.
4. **D = Demonstrasikan (Demonstrate)**, after students learn something, allow them to demonstrate or present their abilities, because students can remember when students heard, saw and did it. Through learning

experiences, students can understand that they have sufficient abilities.

5. **U = Ulangi (Repeat)**, repetition can strengthen neural connections and foster a sense of “I know this!”, so students will remember what was said. This can be done by providing several questions for students to answer.
6. **R = Rayakan (Celebrate)**, celebration is an expression of a group or someone who has succeeded in doing a task or obligation very well. So, it is appropriate if students who have done their duties and obligations well to be celebrated by clapping their hands as a gift.

#### **d. Advantages and Disadvantages of Quantum Teaching**

According to Khairunnisa et al., (2018:152) quantum teaching has the following advantages.

1. Make students enthusiastic about learning and can increase success in learning.

Quantum learning emphasizes success rate in learning. For example, the use of video or photo will stimulate student comprehension and acceleration of students' understanding of the material given. Students are more enthusiastic and also do not feel bored in the learning process because of the provision of different materials, so students can understand the material provided.

2. Make students more creative.

The quantum learning method makes students practice their own activities so that students can increase creativity that can be useful for themselves. For example, when teachers teach in class, students are accustomed to always think creatively to find new things.

3. Can increase students' learning motivation.

In quantum learning, a comfortable classroom atmosphere is needed to create high learning motivation. High motivation can increase the confidence of students so that students do not hesitate and shy, and willing to develop the potentials that exist.

While the disadvantages of quantum teaching as said by Pratama et al., (2020:227) include the following.

1. Require adequate facilities learning process.

Not all schools have complete learning tools and learning resources. For example schools in remote areas lack attention from schools. Due to the limitation of infrastructure would prevent the implementation of these activities and the results of teaching and learning activities will run less effective.

2. Need careful preparation for teachers and a supportive environment.

In quantum teaching, teachers are required to have expertise and skills. This is done because students quickly feel bored and there is no motivation to learn. So that the learning process requires teachers to be creative and make learning activities more fun.



### 3. Requires a real experience.

This method requires special teacher skills because without learning process will not effective. So quantum teaching requires teachers to be creative and make learning activities more fun so that the experience needed can create a situation that is ripe for the above. Requires and demands the expertise and skills of teachers more specifically.

### **3. Direct Instruction Method**

#### **a. Definition of Direct Instruction Method**

DI or Direct Instruction was introduced by Siegfried Engelmann. He is widely recognized by educational institutions worldwide as a leading figure in hands-on learning. Direct instruction is a teaching method that involves clear and definite instructions given to students in order to improve the learning process. With direct instruction, each step of the learning topic is explained to students. By letting students experiment on their own or asking questions only when necessary, this particular teaching method emphasizes detailed lectures and developing action plans so that students can better understand a particular subject or topic (Indriawati, 2017).

Direct Instruction (DI) is an educational theory that is most effective to use in teaching and learning activity. Daryanto and Karim (2017:82) said that this method consists of the teacher's explanation of new concepts or skills to students. Direct instruction can improve students' cognitive

learning (Buchori et al., 2017:138). It also can improve students' writing ability (Marzuki, 2016:107). Idiomatically, the Direct Instruction is based on the concepts of behavior modification, as this method provides clear and specific steps for both the student and the teacher; Where the focus in this method is on a set of procedures such as reinforcement, feedback, direct observation, frequent measurement, and task analysis.

Based on the explanation above, it can be concluded that the direct instruction method is a learning method which is the teacher transforms declarative knowledge and procedural knowledge directly to students in a structured manner and is taught in stages, step by step.

#### **b. The Principles of Direct Instruction Method**

As said by Richard and Rodgers (in Jaya, 2016:4) direct instruction method there are eight principles that are considered the basis for teaching. The eight principles are described as follow.

1. The native language should not be used in the classroom. The teacher will use the target language during learning process.
2. Lesson should contain some conversational activity – some opportunity for students to use language in real contexts. Students should be encouraged to speak as much as possible because daily vocabulary will be taught.
3. Oral communication skills has build in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class.

4. Grammar should be taught inductively. There may never be an explicit grammar rule given.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and pictures. Demonstration, objects, and pictures presented in the immediate classroom environment should be used to help students understand the meaning. Objects are very important, because the teacher will not translate the word in to the native speaker.
7. Both speech and listening comprehension will be taught.
8. Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists.

**c. Teaching Procedure of Direct Instruction Method**

According to Joyce (in Sidik et al., 2016:51) in carrying out the steps using the Direct Instruction method, there are six very important steps in the process. This method can make students understand and really know the knowledge thoroughly and be active in learning.

**1. Introduction**

First, set the stage for learning. This is the opening of the lesson, and it's intended to engage students, get their attention, and activate their prior knowledge. Build upon a previous lesson, or get an understanding of their background knowledge of the subject you are about to teach them. To show your students what exactly they have to

learn and what is expected from them, you can give them lesson objectives.

2. Present the new material

The presentation begins by explaining a new concept or skill, presenting a visual representation of the assigned task and ensuring understanding. In the direct instruction method, the teacher can present new material through lectures or through demonstrations.

3. Structured Practice

The structured practice is conducted by the teacher. The purpose of this step is to guide initial practice, correct mistakes, reteach (if necessary) and provide sufficient practice so that students can work independently. This begins by making groups of students and then giving questions, then students respond with questions and ends by providing corrections to errors and then strengthening correct practice.

4. Feedback and Correctives

If students don't understand the lesson material, the teacher has to correct them and give feedback. This is also very important in the guided practice, as students have to understand everything in that phase.

5. Independent Practice

After guided practice and receiving the right feedback, students are ready to apply the new learning material. Independent practice gives the students the repetitions they need to integrate the new information

or skills with previous knowledge or skills. Independent practice also helps students to become automatic in their use of the skills.

**d. Advantages and Disadvantages of Direct Instruction Method**

According to Aris (2016:66) direct instruction method has the following advantages.

1. The teacher is more able to control the content of the material and the sequence of information received by students so that they can maintain focus on what students must achieve.
2. It is the most effective way to teach explicit concepts and skills to even low achieving students.
3. Emphasize listening activities (through lectures) and observing activities (through demonstrations) so as to help suitable students learn in this way.
4. Provides a challenge to consider the gap between theory (what should be) and observation (what actually happened).
5. Can be applied effectively in large classes and small classes.
6. Students can know the learning objectives very clearly, because before the start of learning students are told the objectives of the learning to be carried out.

While the disadvantages of direct instruction method as said by Aris (2016:67) include the following.

1. The teacher plays a central role in this method, the success of this learning depends on the teacher's image.

2. Highly depends on the teacher's communication style, because style can affect student understanding, so the teacher's communication style must be clear.
3. If the material presented is complex, detailed or abstract, the direct instruction learning method may not give students sufficient opportunities to process and understand the information presented.
4. If used too often, the direct instruction learning method will make students believe that the teacher will tell students everything they need to know.

## **B. Previous Study**

Previous study is aimed to be scientific need that is useful to give the clearness and the limitation of the information understanding that is used and searched through references to get relevant data for research. There are some several studies that relevant with this research.

First, research by Hariani in her masters thesis entitled “The effectiveness of cooperative learning with collaboration quantum teaching method in teaching reading comprehension at the nine grade students of junior high school 4 Suppa” (2020) the population of this study is IX grade SMP Negeri 4 Suppa and sample of this research is 20 students. The researcher use Classroom Action Research (CAR). From this research, there is a significant difference between the pretest and posttest. The result of pretest got the mean score (42,00) and the cycle I got the mean score (48.75) while the cycle II got the mean score (81,75). This study shows that the research hypothesis can be accepted. So teaching reading comprehension by using

collaborative learning with quantum teaching increase the students' ability to read at the nine grade students of SMP Negeri 4 Suppa.

Second, research by Muhammad Rizwan Hasim, in his thesis entitled *Improving Students' Vocabulary by Using A Quantum Teaching Method* (2019) the population of this study is VIII grade SMPN 01 Suwawa Gorontalo in academic year 2018/2019, and Sample of this research is 20 students. The researcher used experiment method and the design was pre-experimental with one group pre-test post-test. The result of this study showed that the total score of post-test was 190 and the total score of pre-test was 101. The hypothesis was tested by using a t-test formula. In this case, the researcher found that the  $t_{\text{count}}$  is bigger than  $t_{\text{table}}$  ( $4,81894 > 2,086$ ) with the level of significance  $\alpha = 0,05$ . Based on the result of the data analysis, the hypothesis of this study is accepted. It can be concluded that a quantum teaching method can help students' improve their English vocabulary capacity mastery.

Third, the research title is *"The Effectiveness of Quantum Learning Method on Students' Vocabulary Muslim' Daily Activities at the Eight Grade of MTs Al Hikmah Balekencono Batanghari East Lampung 2018/2019"* (2019) by Novi Junitasari, The population of this research is the eighth-grade students. A sample of 26 students determining through the clustering sampling technique. The data collect uses test and documentation. The result of the " $t_{\text{observation}}$ " is 5 bigger than " $t_{\text{table}}$ " 5%(0,404) and 1%(0,515). Her result is said that quantum learning method effective on students' vocabulary Muslims daily activities at the eight grade of MTs Al Hikmah Balekencono.

Fourth, Eko Susanto (2017) in his thesis entitled "A Comparative Study Between Quantum and Conventional Learning Method on English Articles Mastery of Eight Graders at SMP Swasta AL Washliyah 1 Medan". This research is an experimental research. The population in this study were all students of class VIII SMP Swasta Al Washliyah 1 Medan which consisted of two classes of 60 students. The sample of this study was 30 students for each experimental class and control class. The instrument for collecting data in the research is t-test. The data were analyzed in this study using the t-test formula. The results of this study indicate that the average is 70,333 for the experimental class and 53,367 for the control class. The variant of the quantum learning method is 101,687 and the variant of the conventional learning method is 91,203. The results of the analysis show that  $t_{count} = 6.70$  is higher than  $t_{table} = 1.99$  with a significance level of 0.05. So that it can be interpreted that the mastery of students' English material taught by the quantum learning method is better than that taught by conventional learning methods.

Based on previous studies, there are some differences between this study and the studies above. In the previous first study, the researcher used the quantum teaching method in teaching reading comprehension. In the second study, researchers used the quantum teaching method to increase students' vocabulary. Third, the researcher uses the quantum learning method in the daily activities of students' Muslim vocabulary. For the last study, the researcher sought a comparison between quantum and conventional learning methods on mastery of English articles.



In this study, there are some similarities between the research mentioned above and the research conducted by the author. There is no denying that previous research has focused on the use of quantum in conducting research. However, in this study, the researcher used quantum teaching to see if the method could be effective in teaching writing descriptive text.

*Table 2 4 Research GAP*

<b>Title, Researcher Name, and Year of Publication</b>	<b>Difference</b>	<b>Equation</b>
“The effectiveness of cooperative learning with collaboration quantum teaching method in teaching reading comprehension at the nine grade students of junior high school 4 Suppa”, Hariani, 2020	The number of samples used.	Research using experimental quantitative.
	Research about teaching reading	Using quantum teaching
	The location of the research is different, the previous research was conducted at SMP Negeri 4 Suppa, while this research was conducted at SMP Negeri 1 Juwiring Klaten.	
	Previous research using population class IX.	
	Using Classroom Action Research (CAR)	
“Improving Students' Vocabulary by Using A Quantum Teaching Method”, Muhammad Rizwan Hasim, 2019	Used vocabulary for research.	Using experiment method
	The research population took the students of class VIII	Using quantitative research
	Using the design was pre-experimental with one group pre-test post-test	Using quantum teaching method
	The location of the research is different, the previous research was conducted at SMPN 01 Suwawa Gorontalo.	
“The Effectiveness of Quantum Learning Method on Students' Vocabulary	The population of previous research was the eighth-grade students	Using quantitative research
	Used vocabulary	
	Sampling is taken using cluster sampling technique	

Muslim' Daily Activities at the Eight Grade of MTs Al Hikmah Balekencono Batanghari East Lampung 2018/2019", Novi Junitasari, 2019	Using quantum learning method	
	Previous research did not use a control group, only used 1 group	
	The location of the research is different, the previous research was conducted at MTs AL HIKMAH BALEKENLONO Batanghari East Lampung, while this research was conducted at SMP Negeri 1 Juwiring Klaten.	
"A Comparative Study Between Quantum and Conventional Learning Method on English Articles Mastery of Eight Graders at SMP Swasta AL Washliyah 1 Medan", Eko Susanto, 2017	Using quantum learning method	Using experiment method
	The population of previous research was the eighth-grade students	Using quantitative research
	Used English Articles Mastery for research	
	Using the conventional method as a comparison	
	The location of the research is different, the previous research was conducted at SMP Swasta AL Washliyah 1 Medan, while this research was conducted at SMP Negeri 1 Juwiring Klaten.	

### C. Rationale

Methods are things that must be consider in the learning process. In this study the quantum teaching method is uses in writing skills. In other studies that carry out, all the results show that the quantum teaching method can create a more interesting learning process,so that learning to write in class becomes easier for students to understand. One of them Hy (2019:125) using quantum teaching can help teacher to create teaching learning process which simpler, easier, more interesting, more understandable, etc.

Giving right method is very important for students' understanding of the material. Quantum teaching method is the right choice in the learning process. Apart from being able to make the classroom situation more enjoyable, this method can also increase student motivation in learning. So that students can better understand the material given by the teacher.

Based on the understanding of quantum teaching above which states that the quantum teaching method is suitable for teaching writing students. Quantum teaching is a method that can increase student's writing. So in this study, researchers will prove whether is the quantum teaching method effective in increasing teaching writing. In this study, the researcher used 2 classes (control class and experimental class) to prove the results. Descriptive text was uses to take score students' in pre-test and post-test.

#### **D. Hypotesis**

After understanding some of the studies and theories above, the researcher can provide an initial hypothesis in the form of:

##### **1. Null Hypothesis (Ho)**

Ho (1) There is no significant difference between the scores of students who are taught using quantum teaching method and using direct instruction method for teaching writing on desriptive text at the seventh grade of SMP Negeri 1 Juwiring.

Ho (2) The use of quantum teaching method is not effective for teaching writing on descriptive text at the seventh grade of SMP Negeri 1 Juwiring.

## 2. Alternative Hypothesis (Ha)

Ha (1) There is significant difference between the scores of students who are taught using quantum teaching method and using direct instruction method for teaching writing on descriptive text at the seventh grade of SMP Negeri 1 Juwiring.

Ha (2) The use of quantum teaching method is effective for teaching writing on descriptive text at the seventh grade of SMP Negeri 1 Juwiring.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This type of research in this study uses quantitative research because all things observed in this study can be measured and changed in the form of numbers. While the method in this study uses the experimental method. Experimental research is a study to test an idea, practice, or procedure to determine whether it affects the outcome or dependent variable (Creswell, 2015:326). The research design used in this research is True Experimental Design. According to Sugiyono (2018:107) True Experimental Design is a real experiment, because in this design, the research can control all external variables which affect the course of the experiment.

The research design used in this study is the Pretest-Posttest Control Group design. In this design, there are two groups namely the experimental group and the control group. Both groups were given pre-test and post-test. The pre-test will be given to determine students' descriptive text writing skills. The experimental class was given the quantum teaching treatment, while the control class was not given any treatment. After doing the treatment, the researcher gave a post-test to both groups. Post-test was conducted to identify students' writing skills in descriptive text after treatment. The mean difference between the pre-test and post-test will be known for each group and then the difference in scores will be compared to ascertain whether the experimental treatment makes the students produce greater

changes than the control group. The following chart provides an overview of the correlation between the two variables

*Table 3 1 The Table of Design*

Group	Pre-test	Treatment	Post-test
Experimental	✓	X	✓
Control	✓	Y	✓

## B. Research Setting

## 1. Place of Research

The research was carried out at SMP Negeri 1 Juwiring in class VII which is located at Kenaiban, Juwiring District, Klaten Regency, Central Java.

## 2. Time of Research

To do research at SMP Negeri 1 Juwiring, the researcher conducted the research in September. The research timeline can be seen as follows.

*Table 3 2 Activities Schedule Research*

[illegible]

### **C. Research Variable**

#### **a. Independent Variable**

The independent variable is a variable that can affect the occurrence of changes or the emergence of the dependent variable. According to Sugiyono (2019:61) Independent variables are variables that affect or become the reason for changing the dependent variable. These variables are referred to as stimulus, predictor, and antecedent variables. In this study, the independent variable is the application of quantum teaching methods.

#### **b. Dependent Variable**

The dependent variable is the variable that is influenced or that becomes the result, because of the independent variable. According to Sugiyono (2019:61) this variable occurs as a result of the existence of an independent variable. This variable is called the output variable, criteria, and consequent. In this study, the independent variable was writing skill on descriptive text at seventh grade SMP Negeri 1 Juwiring.

### **D. Population, Sampling, and Sample**

#### **a. Population**

According to Sugiyono (2019:126), Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. With this understanding, in this study, the population is the seventh grade all students of SMP Negeri 1 Juwiring in the 2022/2023 academic year which consist of eight classes, and the total number is 256 student.

Table 3.3 Population

Class	Population
VII A	32 Students'
VII B	32 Students'
VII C	32 Students'
VII D	32 Students'
VII E	32 Students'
VII F	32 Students'
VII G	32 Students'
VII H	32 Students'
<b>TOTAL</b>	<b>256 Students'</b>

#### b. Sampling

The sample is a subgroup of the selected population used in the research. Sampling must be representative of the population. So that the population can be represented by the sample. In this study, the researcher using purposive sampling technique in this research. According to Sugiyono (2019:133) purposive sampling is a technique in which the determination of the sample uses certain considerations. This research need a sample to describe population condition.

SMPN 1 Juwiring has eight classes in the seventh grade, namely grade (7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h), and the researcher used grade 7c as experimental class and 7e as control class of the research subject. Researchers focused on classes that lacked motivation in writing descriptive texts in classroom



learning. It was found that 7C was representative of the experimental class and 7G was the control class.

### c. Sample

According to Sugiyono (2019:127) the sample is part of the number and characteristics possessed by the population. The considerations used in this study to determine the sample. The sample in this study consisted of 3 classes (1 tryout class, 1 experimental class and 1 control class). The sample is 79 students. The tryout class is used to determine the level of validity of the questions to be used. While the experimental class and control class are used to determine the comparison using the quantum method and the direct method.

*Table 3 4 Sample*

<b>Sample</b>	<b>The number of students</b>
The tryout class	15 students
The experimental class	32 students
The control class	32 students
<b>Total Sample</b>	<b>95 students</b>

### E. Research Instrument

In this study, essay writing test was used to collect data as an instrument. In this study using descriptive text to test students. The same test in the initial lesson (pre-test) will be given to both groups. After that, learning in the experimental class uses the quantum teaching method and students are given the same test again at the end of the lesson (post-test). This also occurs in the control class. However, in the control class the method used is the direct instruction method. Researchers

conducted tests to determine the effect of quantum teaching on the experimental class.

### 1. Blue Print

The test was conducted individually. The research used descriptive text to know the students' achievement of writing after treatment. The researcher only gave single question. The question was making descriptive text about animal. The students should be writing their essay consisting of identification and description. The researcher gave 60 minutes to make the essay. The researcher gave the blue print of the writing test below:

*Table 3 5 Blue Print*

<b>Competence standart/Basic competence</b>	<b>Skill Measured</b>	<b>Indicators</b>	<b>Instrument</b>
Competence Standard: The students are able to make simple text/essay using pattern of present sentence correctly.  Basic Competence: Writing short essay about descriptive text. (Person, Animal, and Thing)	1. Content 2. Organization 3. Vocabulary 4. Grammar 5. Mechanic	1. Students are able to arrange and express their ideas into paragraph and text using good content (appropriate topic, originality, and logic), 2. Organization (coherence, cohesion, and unity) 3. Vocabulary (word selection, vocabulary idiom)	1. Write Descriptive text about animal. 2. Write it consisting of language feature and generic structure. 3. The researcher give 60 minutes to make the essay. 4. Your writing will be evaluated based on content, organization, grammar,

		4. Grammar (tenses, articles, pronoun, and etc), and 5. Mechanics (spelling and punctuation)	and mechanic.
--	--	---	------------------

## 2. The Criteria of Scoring

In assessing the students' writing test, the students' writing scores were assessed by using writing rubric that adopted from Brown 2007.

*Table 3 6 Criteria of Scoring Adapted from Brown 2007*

Aspect	score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% -Use present tense -Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	

	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice and words and word forms	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms and not understandable	
Mechanic (M) 15% -Punctuation -Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent of spelling, punctuation and capitalization	
	1	It is dominated by errores spelling, punctuation and capitalization	

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

The rubric used for measuring the capability of students' writing skill, particularly in content, organization, grammar, vocabulary and mechanic when pre-test and post-test.

#### **F. Technique of Collecting the Data**

According to Unaradjan (2019) explaining that there are five types of data collection techniques, namely questionnaires, interviews, observations, tests, and documentation. In this study, the test became a technique in data collection. The test was conducted to obtain data about the abilities of the students who were sampled in this study.

The types of tests given in this study were in the form of pre-test and post-test. The test is made in the form of essay questions which are carried out before

and after learning. An essay test is a type of test that requires an answer in the form of an understanding or description of words. The questions given in the post-test are same as the questions given in the pre-test. This is done to prove that students can understand descriptive text material with the quantum teaching method. The test was given to the control class and the experimental class.

#### **G. Technique of Readability Data**

Readability was used to know whether the instruction is readable by the students or not it was very important because the students will be instructed to make a text with some certainties. The readability could be measured by some questions. Hughes (1993:39) mentioned some factors to write a good instruction. First, the instruction should be clear and explicit. Second, it should avoid the supposition that students all reveal what is intended. Third, the test writer should be really on the students' be understanding and essay by the students. The researcher conducted the readability test on the VII C as the experimental group and VII G as the control group at SMP Negeri 1 Juwiring.

#### **The instructions for writing descriptive test are:**

- a.) Pay attention to the teacher that will give picture about describing an object.
- b.) Draw a line from the indentified object and write words according to the picture provided by the teacher.
- c.) Read the picture word chart aloud.
- d.) Add words, if desired, to the picture word chart and to the word banks.
- e.) Create the title for the picture word chart and think about the information on the chart and what they want to say about it.

- f.) Arrange the sentence, sentences or a paragraph about the picture word chart.
- g.) Work individually to write descriptive text essay consisting of generic structure of descriptive text based on the picture word chart. The researcher gives 40 minutes to make the essay.

**Readability of writing test contains:**

- a) Whether the instructions are understandable or not.
- b) Whether the way to answer in this test is understandable.
- c) Whether the kind of essay is clear or not.
- d) Whether the organization of the essay is understandable or not. Whether the topics are interesting or not.
- e) Whether the time used in this test fast or not.

**Readability of test items:**

- a) Do you understand the test instructions?
- b) Is the way to answer in this test understandable?
- c) Is the kind of the essay to be written in this test stated clearly?
- d) Is the organization of the essay demanded in this test understandable?
- e) Are the topics interesting?
- f) Is the time used in this test too far?

It is impossible to test the writing instruction readability using formula because there is no formula to test the writing instruction. So, to test the readability of the writing instruction, the instruction and try out were given to students outside sample classes but to same level. From the students' answer, we can know whether the instruction is readable and understandable for students or not. If the result is

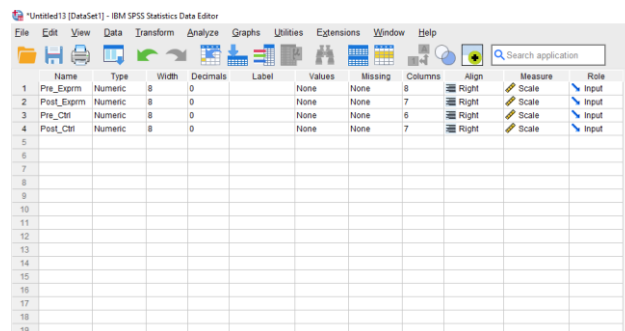
more than 75% of despondences gives “Yes” answer to each item of readability test. It can be concluded that the item of writing test is readable.

## H. Techniques of Analysis Data

### 1. Descriptive Analysis

The descriptive analysis consist of mean, median, mode and standard deviation of writing score. The researcher used IBM SPSS Statistic 29 application to find out the mean, median, mode and standard deviation of the data. The steps are as follows:

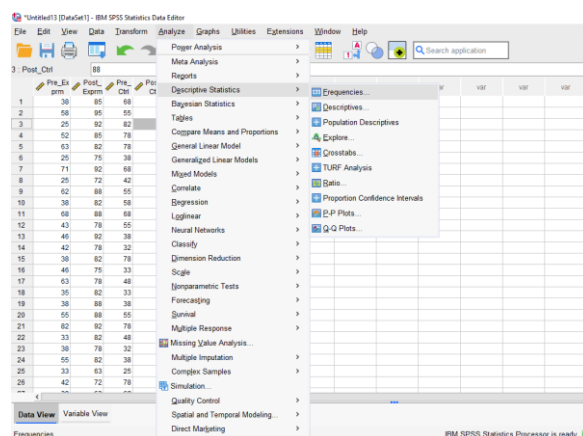
- 1) Prepare the data which will be analyzed
- 2) Open the SPSS application.
- 3) After the SPSS worksheet is opened, click on “Variable View”, write the name of the variable and type of the data which will be used.



- 4) After that, fill in the data for each variable that has been created, by clicking Data View and then data entry.

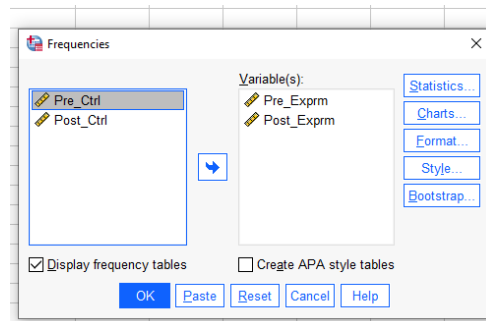
	Pre_Expm	Post_Expm	Pre_Cnt	Post_Cnt	var	var	var	var
1	38	85	68	75				
2	58	95	55	78				
3	25	92	82	88				
4	52	85	78	92				
5	63	82	78	92				
6	25	75	38	62				
7	71	92	68	82				
8	25	72	42	62				
9	62	88	55	75				
10	38	82	58	78				
11	68	88	68	82				
12	43	78	55	72				
13	46	92	38	68				
14	42	78	32	48				
15	38	82	78	92				
16	46	75	33	55				
17	63	78	48	68				
18	35	82	33	55				
19	38	88	38	55				
20	55	88	55	68				
21	82	92	78	88				
22	33	82	48	72				
23	38	78	32	46				
24	55	82	38	62				
25	33	63	25	62				
26	42	72	78	82				
27	38	63	62	75				

- 5) Do the descriptive analysis by clicking on the menu “Descriptive Statistics” > “Frequencies”.

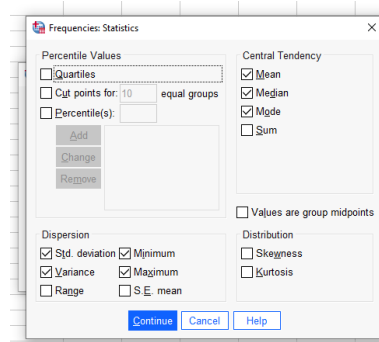


- 6) Move the variable which will be analyzed by first clicking on the variable then move it to the right column by clicking the arrow, and tick “Display”.





- 7) After that click on “Statistics” and tick “Mean”, “Median”, “Mode”, “Sum”, “Std. Deviation”, “Minimum”, “Maximum”. Then click “Continue”, and “OK”.



- 8) And the output will appear

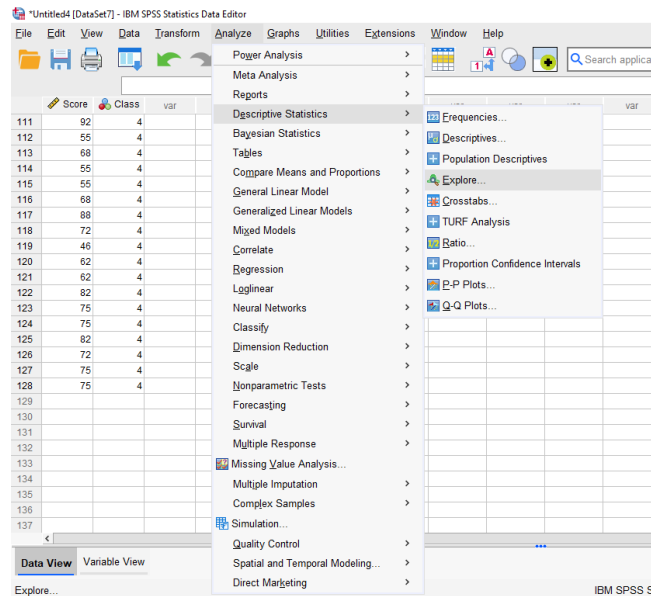
## 2. Pre-Requisite Analysis

Before testing the hypothesis, normality and homogeneity should be examined in this phase. The normality test is to know the normal distribution of experimental and control class whereas homogeneity test is to know whether the population has homogeneity or not.

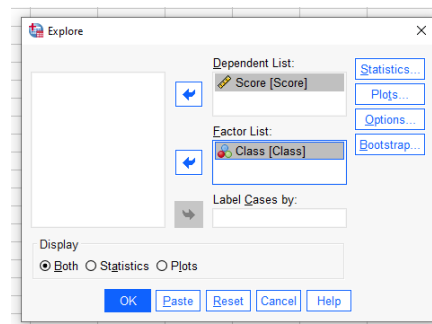
### a. Normality Test

In this study, to find out the normality test researcher used IBM SPSS Statistic 29 application. The normality used *Kolmogorov-Smirnov*. The steps are as follows:

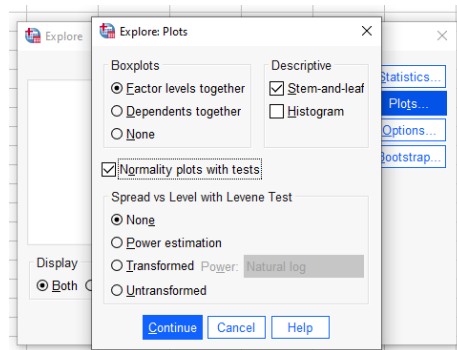
- 1) Input in the data in the “Variable View” and “Data View”
- 2) Click on the menu “Analyze” > “Descriptive Statistics” > “Explore”.



- 3) In the explore window, move the variables that will be tested to the “Dependent List” and “Factor List” columns.



- 4) Click “Both” on Display, click “plots” on the upper right side, then check the Normality plots with tests. After that, click “Continue” then click “OK”

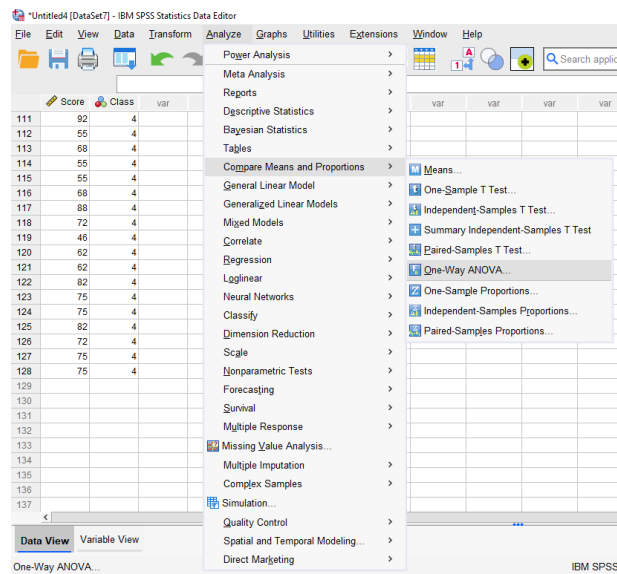


- 5) And then the normality test results will appear. If the significance value (Sig.)  $> 0.05$ , then the research data is normally distributed. On the other hand, if the significance value (Sig.)  $< 0.05$ , then the research data is not normally distributed.

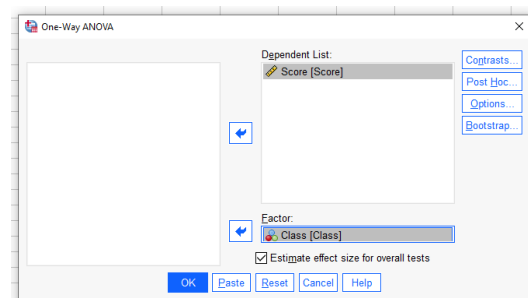
b. Homogeneity Test

Homogeneity test is used to determine whether the several population variants are homogeneous or heterogeneous. To find out the homogeneity of data, researcher used IBM SPSS Statistic 29 application. the steps are as follow:

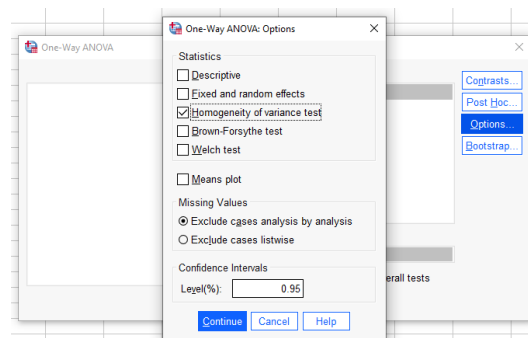
- 1) Click “analyze” > “Compare Means and Proportions” > “One-Way ANOVA”



- 2) Move the outcome variable into “Dependent List” box and move the grouping variable into “Factor” box, and then click “Options”.



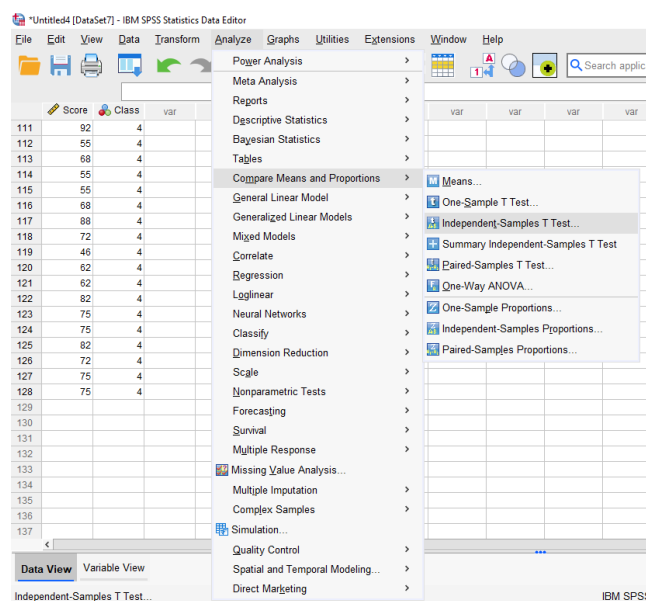
- 3) In the statistics table click the Homogeneity of variance test box.



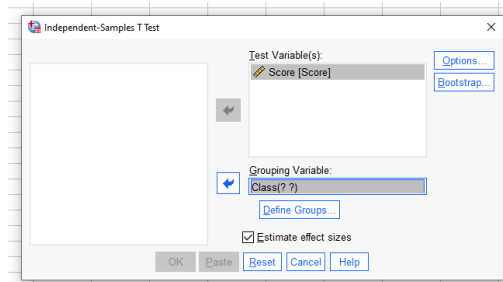
- 4) Click “Continue” and then click “OK”.

The independent sample t-test is conducted to compare the difference between the post test result of the students from the experiment group and the post test results of the students from the control group.

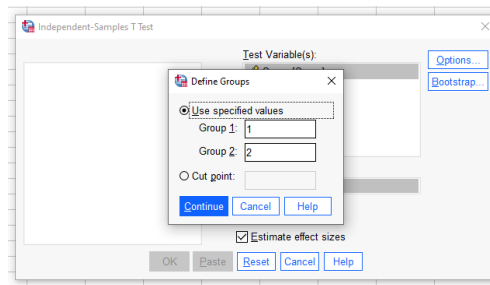
- 1) Open the worksheet with the data will be tested in the SPSS.
- 2) Input the data in the variable.
- 3) Click on the menu: “Analyze”, “Compare Means and Proportions”, then “Independent-Samples T-Test”.



- 4) Select the dependent variable from the left window.



- 5) Click “Define Groups” (for example: type 1 for experiment group and type 2 for control group), click “Continue”, and then click “OK”.



- 6) And then the hypothesis test / independent sample t-test results will appear.
- If the value of Sig. (2-tailed)  $< 0,05$ , then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. But, if the value of Sig. (2-tailed)  $> 0,05$ , then the alternative hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_0$ ) is accepted.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

##### **1. Data Description**

The objective of this research is to find out whether there is or not significant difference between students who are taught by using quantum teaching method and who are taught direct instruction method in writing descriptive text. The researcher took two classes as the samples. The classes are the VII C as the experimental group consisting of 32 students who are taught using quantum teaching and VII F as the control group consisting 32 students who are taught using direct instruction method.

After conducting the experiment, the researcher obtained the desired data. The data which are analyzed in this research are pre-test and post-test score of the two groups, experimental group and control group. The pre-test and post-test scores of both groups are compared by using t-test. The data description of each group presented as follows.

##### **a. The Result of Pre-Test**

##### **a) The Experiment Groups**

This is the data pre-test of the students for the group are taught by using quantum teaching method (pre-test experimental). From the data of pre-test experiment showed that score was 25 up 82. The mean was 46.94, the mode was 38, the median was 43.00, and the

standard deviation was 14.197. The frequency distribution of the data of pre-test experiment group is in Table 4.1.

*Table 4 1 Frequency Distribution of Pre-test Experiment Group*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	3	9.4	9.4	9.4
	33	2	6.3	6.3	15.6
	35	1	3.1	3.1	18.8
	38	6	18.8	18.8	37.5
	40	1	3.1	3.1	40.6
	42	2	6.3	6.3	46.9
	43	2	6.3	6.3	53.1
	46	2	6.3	6.3	59.4
	48	1	3.1	3.1	62.5
	52	2	6.3	6.3	68.8
	55	2	6.3	6.3	75.0
	61	1	3.1	3.1	78.1
	63	4	12.5	12.5	90.6
	68	1	3.1	3.1	93.8
	71	1	3.1	3.1	96.9
	82	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

#### b) The Control Groups

This is the data of the students for the group are taught by using direct instruction method (pre-test control). From the data of pre-test control showed that score was 25 up 82. The mean was 54.34, the mode was 55, the median was 55.00 and the standard deviation was 16.746. The frequency distribution of the data of pre test control group in table 4.2.

*Table 4 2 Frequency Distribution of Pre-test Control Group*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	3.1	3.1	3.1
	32	2	6.3	6.3	9.4



33	2	6.3	6.3	15.6
38	4	12.5	12.5	28.1
40	1	3.1	3.1	31.3
42	1	3.1	3.1	34.4
48	2	6.3	6.3	40.6
55	6	18.8	18.8	59.4
58	1	3.1	3.1	62.5
60	1	3.1	3.1	65.6
62	1	3.1	3.1	68.8
68	4	12.5	12.5	81.3
78	5	15.6	15.6	96.9
82	1	3.1	3.1	100.0
Total	32	100.0	100.0	

b. The Result of Post-Test

a) The Experiment Group

This is the data of the students for the group are taught by using quantum teaching method (post-test experiment). From the data of post-test experiment showed that the score was 63 up 95. The mean was 82.75, the mode was 82, the median was 82.00 and the standard deviation was 8.132, the frequency distribution of the ndata post-tet experiment group is in table 4.3.

*Table 4 3 Frequency Distribution of Post-test Experiment Group*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	2	6.3	6.3	6.3
	72	2	6.3	6.3	12.5
	75	2	6.3	6.3	18.8
	78	4	12.5	12.5	31.3
	82	7	21.9	21.9	53.1
	84	1	3.1	3.1	56.3
	85	2	6.3	6.3	62.5
	88	4	12.5	12.5	75.0
	91	5	15.6	15.6	90.6
	92	1	3.1	3.1	93.8
	94	1	3.1	3.1	96.9

95	1	3.1	3.1	100.0
Total	32	100.0	100.0	

b) The Control Group

This is the data of students for the groups are taught by using direct instruction method (post-test control). From the data of post-test control group showed that score was 46 up 92. The mean was 71.44, the mode was 62, the median was 73.50 and the standard deviation was 12.078, the frequency of the data post-test control group is in Table. 4.4.

*Table 4 4 Frequency of Post-test Control Group*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	1	3.1	3.1	3.1
	48	1	3.1	3.1	6.3
	55	3	9.4	9.4	15.6
	62	5	15.6	15.6	31.3
	68	3	9.4	9.4	40.6
	72	3	9.4	9.4	50.0
	75	5	15.6	15.6	65.6
	78	3	9.4	9.4	75.0
	82	4	12.5	12.5	87.5
	88	2	6.3	6.3	93.8
	92	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

## 2. Pre-Requisite Analysis

a. Normality

The normality test is to know that the sample is in normal distribution. In the normality test there is an indicator called the significance value. If the data has significance value higher than 0,05, it

means the data is normal in both for Kolmogorov-Smirnov and for Shapiro Wilk. The difference in the use of the two is in the number of samples used. If the sample is less than 50, then Shapiro Wilk is more suitable for use in the normality test. Meanwhile, for large samples of more than 50, the Kolmogorov-Smirnov is used for more accurate result. In this case, the total of this research sample is 64 samples, then Kolmogorov-Smirnov result of normality test is used. The following are the results of the normality test:

*Table 4 5 Test of Normality*

Class		Kolmogorov-Smirnov		
		Statistic	df	Sig.
Score	PRE_EXP	0.140	32	0.109
	POST_EXP	0.151	32	0.062
	PRE_CTRL	0.117	32	0.200
	POST_CTRL	0.116	32	0.200

b. Homogeneity

After it was known that the research data were normality distributed, then the homogeneity test was carried out. Homogeneity test is a test used to determine whether data variants from two or more groups are homogeneous or heterogeneous. Here is the result of the homogeneity test:

*Table 4 6 Test of Homogeneity of Variances*

Score			
Levene Statistic	df1	df2	Sig.
4.004	1	62	0.050

In the homogeneity test result, if the significance value (Sig.)  $> 0.05$ , then the data is homogeneous. But, if the significance value (Sig.)  $< 0.05$ , then the data population group is not homogeneous. and the result showed that the significance value (Sig.) was  $0.050 = 0.05$ , which means the research data was homogeneous.

c. Hypothesis Testing

The purpose of hypothesis testing is to decide whether the hypothesis being tested is rejected or accepted. In this study, the researcher used the independent sample t-test. Independent sample t-test is a test used to compare the means of two independent groups to determine whether there is statistical evidence that the means of related data are significantly different. In this case, the data being compared are the post test scores of the experimental groups and the control groups, and the results of the independent sample t-test are in the table below:

*Table 4 7 Independent Sample T-Test*

		t	df	Sig (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Score	Equal variances assumed	4.189	62	0.001	10.844	2.589	5.669	16.019
	Equal variances not assumed	4.189	55.050	0.001	10.844	2.589	5.656	16.032

If the value of Sig. (2-tailed)  $< 0.05$ , then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. Based on the results of the hypothesis test in the table above, it shows that the value of Sig. (2-tailed) is  $0.001 < 0.05$ . then it can be concluded that there is significant difference between the students who are taught by using quantum teaching method and the students who are taught by using direct instruction method to the seventh grade student of SMP Negeri 1 Juwiring in the academic year 2022/2023.

## **B. Discussion**

Based on the results of the study, it shows that there is any significant difference between the students who are taught by using quantum teaching method and the students who are taught by using direct instruction method in teaching writing on descriptive text. The evidence above, it showed that alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.

Based on the results above, it showed that the use of quantum teaching method gave variable contribution in teaching writing on descriptive text. Futhermore, the writer found advantages that can be taken by using quantum teaching and those are in line the advantages that had been written in chapter II. Using quantum teaching method, the students more enthusiastic about learning and more creative. Pulungan and Yanti (2021:216) quantum teaching gives more effective and gives good results because the basic principle in the quantum method is to create or make fun effective teaching-learning process. It could be accepted because through teaching activity by applying quantum

teaching method make student more fun and more creative in learning. This is evidenced by the results of the pre-test post-test experimental group.

According to Indriawati (2017) direct instruction method emphasizes detailed lectures and develops action plans so that students can better understand learning or certain topics so that students can experiment on their own or ask questions when needed. This makes students feel bored and there is no enthusiasm for learning because students only listen to the teacher explaining the material by means of lectures so that students are required to understand learning. So that during the learning process, there are some students who do not pay attention to the teacher's explanation.

In this study there were two groups tested, namely the experimental group and the control group. Both groups were given a pre test with same question before being given treatment. Furthermore, the two classes were given different treatment, the experimental group received using quantum teaching method, while the control group using direct instruction method. After being given treatment, both experimental and control groups then did a post test to see if there was a difference in scores between the two.

From all the data that has been collected, several steps of testing or data analysis are carried out. First, from the pre test and post test scores, a normality test was conducted to determine whether the data was normally distributed, after that a homogeneity test was conducted to determine whether the data was homogeneity. After the data was proven normal and homogeneous, then the hypothesis test was carried out from the post test score data of the two classes

to find out the results of the effectiveness of quantum teaching method in writing skill on descriptive text.

Based on data analysis, it show that there is a significant difference between experimental and control group. This can be seen from the post test score of the both class. The mean post test score of control group is 71.44, while the mean post test score of experimental group is 82.75. It means the score of experimental group which was taught quantum teaching method is higher than the score of control group which taught direct instruction method. It can be concluded that using quantum teaching method is effective to teaching writing on descriptive text to the seventh grade of SMP Negeri 1 Juwiring.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

The objective of this research is to know whether there is not significant difference between students who are taught by using quantum teaching method and who are taught using direct instruction method. The result of this study as follows:

1. There is a significant difference between the score of students who are taught using quantum teaching method and the score of student who are taught using direct instruction method. It is proven by results of hypothesis testing which show that the value of Sig (2-tailed) is 0.001 which is lower than 0.05. Based on the result of the hypothesis test, it shows that the value of Sig. (2-tailed) is  $0.001 < 0.05$ . then it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.
2. Using quantum teaching method is more effective in teaching writing on descriptive text at seventh grade of SMP Negeri 1 Juwiring in the academic year 2022/2023.

#### **B. Suggestions**

Related to the result of the study that there is significant difference writing skill achievement between the students who are taught using quantum teaching method that has higher achievement that the student who are taught



using direct instruction method, the research would like to give suggestions as follows:

1. For the Teacher

Based on the results of research which shows that the use of quantum teaching in writing skill on descriptive text is more effective than direct instruction method. it would be better for teacher to consider using quantum teaching method in writing skill, the use of quantum teaching method is also able to help make the class atmosphere more enjoy and make students more enthusiastic, so students not feel bored.

2. For the Students

It is suggested for students to increase their motivation in learning writing skill especially descriptive text material. The students should have more practices in make a writing text, because writing is important points in learning english. Students are also expected to be more active in the learning process and not shy or afraid to ask the teacher if there is material that has not been understood.

3. For the Other Researchers

They can use this final project as a reference when they have similar research. Since quantum teaching method has been applied by writer, she also suggests the other researchers to apply this strategy in different kinds of materials or grades. Although this research has been done, it still has weakness and the writer hopes there will be a further improvement for next researcher.

## Bibliography

- Aghajani, Mojtaba, and Mahsa Adloo. 2018. "The Effect of Online Cooperative Learning on Students' Writing Skills and Attitudes through Telegram Application." *International Journal of Instruction* 11(3):433–48. doi: 10.12973/iji.2018.11330a.
- Al-Badi, Ibtisam Ali Hassan. 2015. "Academic Writing Difficulties of ESL Learners." *WEI International Academic Conference Proceedings* 1(1):63–76.
- Amalia, Hilma et al. 2021. "Teaching Writing to Junior High School Students: A Focus on Challenges and Solutions." *Journal of Language and Linguistic Studies* 17(2):794–810. doi: 10.17263/jlls.904066.
- Anggun, Shafira Khairina. 2016. "An Analysis of Descriptive Text in English Textbook Using Transitivity System (A Case Study of Reading Passages)." *Journal of English and Education* 4(1):147–58.
- Anrasiyana. 2021. "Teaching Narrative Text by Using Story Telling Method at Ninth Grade Students." *JournEEL (Journal of English Education and Literature)* 3(1):1–10. doi: 10.51836/journeel.v3i1.181.
- Arianti, Rita, and Herwandi H. 2018. "Penerapan Model Quantum Teaching Dalam Pembelajaran Menyimak Cerita Pendek." *Dialektika: Jurnal Bahasa, Sastra, Dan Pendidikan Bahasa Dan Sastra Indonesia* 5(1):75–89. doi: 10.15408/dialektika.v5i1.7613.
- Aris, Shoimin. 2016. *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media.
- Asrul et al. 2015. *Evaluasi Pembelajaran*. Cet ke-2. Bandung: Citapustaka Media.
- Ayua, G. A. 2017. "Effective Teaching Strategies." *Optometric Education* 20(1):19–20.
- Azizah, Rahmi. 2019. "Students' Ability in Writing Report Text of Grade XI at SMK Negeri 1 Painan." *Jurnal Ilmiah Universitas Batanghari Jambi* 19(2):226. doi: 10.33087/jiubj.v19i2.614.
- Buchori, Achmad et al. 2017. "Effectiveness of Direct Instruction Learning Strategy Assisted by Mobile Augmented Reality and Achievement

- Motivation on Students Cognitive Learning Results.” *Asian Social Science* 13(9):137–44. doi: 10.5539/ass.v13n9p137.
- Conceição, Simone C. O. et al. 2017. “Using Concept Mapping as a Tool for Conducting Research: An Analysis of Three Approaches.” *Cogent Social Sciences* 3(1):2–18. doi: 10.1080/23311886.2017.1404753.
- Creswell, J. 2015. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New York: Pearson.
- Daryanto, and Syaiful Karim. 2017. *Pembelajaran Abad 21*. Yogyakarta: Gava Media.
- Dewi, Erni Ratna. 2018. “The Effect of Learning Strategies, Learning Models, and Learning Innovation on Educators’ Performance and Education Quality in Senior High Schools in Makassar.” *TEM Journal* 7(3):548–55. doi: 10.18421/TEM73-10.
- Dewi, Sri Pebri Atika et al. 2021. “Improving Ability in Identifying Procedure Text Elements Using Visual Audio Media.” *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* 565:1011–15. doi: 10.2991/assehr.k.210716.201.
- Elmayantie, Catharina. 2015. “The Use of Grammar Translation Method in Teaching English.” *Journal on English as a Foreign Language* 5(2):125. doi: 10.23971/jefl.v5i2.372.
- Faj, Nur Aulia et al. 2018. “Efektifitas Model Pembelajaran Quantum Teaching Dengan Metode Praktikum Terhadap Hasil Belajar Peserta Didik.” *Indonesian Journal of Science and Mathematics Education* 1(2):39–45.
- Fitria, Tira Nur, and Desy Nur Pratiwi. 2020. “Pengajaran Menulis Teks Deskripsi Berbahasa Inggris Dengan Media Visual.” *Jurnal Ilmiah Edunomika* 4(01):14–19. doi: 10.29040/jie.v4i01.772.
- Fitriani, Fitriani et al. 2019. “Improving Students’ Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School.” *International Journal for Educational and Vocational Studies* 1(6):632–36. doi: 10.29103/ijevs.v1i6.1802.
- Gabriela, Novika Dian Pancasari. 2021. “Pengaruh Media Pembelajaran Berbasis

- Audio Visual Terhadap Peningkatan Hasil Belajar Sekolah Dasar.”  
*Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar* 2(1):104–13. doi: 10.33487/mgr.v2i1.1750.
- Hariani, H. 2020. “The Effectiveness of Cooperative Learning with Collaboration Quantum Teaching Method in Teaching Reading Comprehension at the Nine Grade Students of Junior High ....” State Institute for Islamic Studies of Parepare., Parepare.
- HASIM, M. R. 2019. “Improving Students’ Vocabulary By Using A Quantum Teaching Method.” University of Gorontalo, Gorontalo.
- Hikmah, Nur et al. 2019. “Writing Skills of Junior High School Students of the University of Saint Anthony, Iriga City, Philippines.” *Advances in Social Science, Education and Humanities Research* 370:33–36. doi: 10.2991/adics-elssh-19.2019.8.
- Hima, Aninda Nidhomil, and Teguh Hadi Saputro. 2017. “Developing Scoring Rubric: Do the Students Need It?” *ELT Echo : The Journal of English Language Teaching in Foreign Language Context* 2(2):101. doi: 10.24235/eltecho.v2i2.2170.
- Hughes, Glyn S. 1993. *A Handbook of Classroom English*. Oxford: Oxford.
- Hy, M. 2019. “Improving Students’ Vocabulary Ability Through Keyword Technique (Action Research at Class XI MIA 2 of SMA Negeri 5 Kendari).” *Cetta: Jurnal Ilmu Pendidikan* 2(1):125–32.
- Indriawati, W. A. 2017. “Using the Direct Method in Teaching English To Improve Students’ Speaking Skill At Smk Muhammadiyah 2 Malang.” University of Muhammadiyah Malang, Malang.
- Jaya, Dona Mahendra. 2016. “The Effect of the Direct Method on Ninth Grade Students’ Speaking Ability at Sri Farida Baru Witya Junior High School Yala, Thailand in the 2015/2016 Academic Year.” University of Muhammadiyah Jember, Jember.
- Junitasari, Novi. 2019. “The Effectiveness of Quantum Learning Method on Students’ Vocabulary Muslims’ Daily Activities at The Eight Grade of MTAs Al Hikmath Balekencono Batanghari East Lampung.” State Institute

for Islamic Studies of Metro, Lampung.

- Kalsum, Ummu, and Fadhila. 2018. "Implementation of Quantum Teaching Method with TANDUR Techniques on Learning Physics Student Result Class XI IPA SMA PPM Al-Ikhlas." *Journal of Physics: Conference Series* 1028(1):1–7. doi: 10.1088/1742-6596/1028/1/012202.
- Karnain, Zul, and Bidarita Widiati. 2021. "The Effectiveness of Grammar Translation Method in Teaching Reading At Fifth Semester of Ahwal Assyakhsyah of Stis Darul Falah Mataram." *Journal of English Development* 1(1):1–9. doi: 10.25217/jed.v1i01.1413.
- Khairunnisa, Khairunnisa et al. 2018. "The Effect of Quantum Teaching on Students' Motivation on Social Studies (An Quasi Experiment for 5th Grade Elementary School)." *International Conferences on Educational, Social Sciences and Technology* 151–56. doi: 10.29210/2018122.
- Khazrouni, Mohsine. 2019. "Undergraduate Students: A Case Study of Skyline University College." *International Journal of English Language Teaching* 7(1):30–44.
- Kulsum, Nur Umi. 2018. "Mind Mapping Model in Increasing Students' Creativity and Learning Outcomes." *Classroom Action Research Journal* 2(3):127–32.
- Leonardo, Pebri et al. 2022. "Teaching Writing Through Picture for Junior High School Students." *Romeo : Review of Multidisciplinary Education, Culture and Pedagogy* 1(2):9–18. doi: 10.55047/romeo.v1i2.86.
- Marzuki, Ismail. 2016. "Escalating Ability to Write Papers: To Make Use of Direct Instruction." *International Journal of Learning, Teaching and Educational Research* 15(2):106–16.
- Mendele, Bela Putri et al. 2019. "E-ISSN 2528-746X Analyzing Students' Ability in Using the Language Features in Writing Descriptive Text." *Research in English and Education (READ)* 4(4):183–89.
- Nahar, Syamsu et al. 2022. "Improving Students' Collaboration Thinking Skill under the Implementation of the Quantum Teaching Model." *International Journal of Instruction* 15(3):451–64. doi: 10.29333/iji.2022.15325a.

- NH., Sidik et al. 2016. "Meningkatkan Hasil Belajar Siswa Melalui Penerapan Model Pembelajaran Direct Instruction." *Jurnal Pendidikan Manajemen Perkantoran* 1(1):49–60. doi: 10.17509/jpm.v1i1.3262.
- Noprianto, Eko. 2017. "Student's Descriptive Text Writing In SFL Perspectives." *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 2(1):65. doi: 10.21093/ijeltal.v2i1.53.
- Nurlaila, Alma Prima. 2013. "The Use of Mind Mapping Technique in Writing Descriptive Text." *Journal of English and Education* 2013(2):9–15.
- Nuryasana, Endang, and Noviana Desiningrum. 2020. "Pengembangan Bahan Ajar Strategi Belajar Mengajar Untuk Meningkatkan Motivasi Belajar Mahasiswa." *Jurnal Inovasi Penelitian* 1(5):967–74. doi: 10.47492/jip.v1i5.177.
- Pratama, Eggi et al. 2020. "The Implementing Tad (Transition - Action - Details) Teaching Strategy On Students' Writing Ability At First Grade Of Sma PGRI Pekanbaru." *International Journal of Educational Dynamics* 2(1):225–33. doi: 10.24036/ijeds.v2i1.250.
- Pulungan, Sumiati, and Yanti Fitria. 2021. "The Effect of Quantum Model to Students' Learning Independence for Elementary School in Teaching Natural Science Learning." *Jurnal Basicedu* 6(1):214–20. doi: 10.31004/basicedu.v6i1.1850.
- Purnamasari, Dewi et al. 2021. "An Analysis of Students' Writing Skill on English Descriptive Text." *English Education: Jurnal Tadris Bahasa Inggris* 14(1):101–14. doi: 10.24042/ee-jtbi.v14i1.7943.
- Ramadhani, M. Ihsan, and Yulia Ayriza. 2019. "The Effectiveness of Quantum Teaching Learning Model on Improving the Critical Thinking Skills and the Social Science Concept Understanding of the Elementary School Students." *Jurnal Prima Edukasia* 7(1):47–57. doi: 10.21831/jpe.v7i1.11291.
- Rani, Autila. 2017. "Improving Students' Writing Skill of Recount Text Through Diary Writing." *TELL-US Journal* 3(1):45–54.
- Ratminingsih, Ni Made. 2017. *Metode Dan Strategi Pembelajaran Bahasa Inggris*. Depok: RajaGrafindo Persada.

- Rusmawan, Putu Ngurah. 2017. "Genre Based Approach to Teach Writing Descriptive Text." *JEES (Journal of English Educators Society)* 2(2):119–34. doi: 10.21070/jees.v2i2.875.
- S, Mulyatun. 2016. "Analisis Keterampilan Dasar Mengajar Mahasiswa Calon Guru Kimia (Studi Pada Praktik Pengalaman Lapangan Mahasiswa Tadris Kimia)." *Phenomenon : Jurnal Pendidikan MIPA* 4(1):79–90. doi: 10.21580/phen.2014.4.1.112.
- Sabillah, Bellona Mardhatillah, and Sukmawati Sukmawati. 2020. "The Implementation of Quantum Teaching Learning Model to Improve Learning Outcomes of Class V Students SD Borong Jambu II of Makassar." *International Journal for Educational and Vocational Studies* 2(11):928–34. doi: 10.29103/ijevs.v2i11.3316.
- Sianipar, Riana Br. et al. 2020. "An Analysis of Recount Text in English Textbooks Used By Tenth Grade Students." *Journal of Languages and Language Teaching* 8(2):120. doi: 10.33394/jollt.v8i2.2280.
- Siregar, Walidah Sofyan. 2021. "Students ' Reading Comprehension in Descriptive Text." *English Journal for Teaching and Learning* 09(01):77–86.
- Siringoringo, Artarty et al. 2017. "The Effect of Please Strategy on the Ability of the First Year Students of Smp N 5 Pekanbaru in Dampak Penggunaan Please Strategy Terhadap Kemampuan Siswa Kelas Satu Smp N 5 Pekanbaru." *Jurnal Online Mahasiswa Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau* 4(1982):1–13.
- Sugiyono. 2018. *Metode Penelitian Kualitatif Dan Kombinasi*. Bandung: CV. Alfabeta.
- Sugiyono. 2019. *Metode Penelitian Kualitatif Dan Kombinasi*. Bandung: CV. Alvabeta.
- Suhartono, Suhartono, and Iranada Laraswati. 2016. "The Use of Visual Media in Teaching Writing." *English Education: Journal of English Teaching and Research* 1(1):37–43. doi: 10.29407/jetar.v1i1.274.
- Susanto, Eko. 2017. "A Comparative Study Between Quantum and Conventional Learning Method on English Articles Mastery of Eight Graders at SMP

- Swasta AL Washliyah 1 Medan.” Universitas Islam Negeri Sumatera Utara.
- Syafitri, Zumaroh Intan et al. 2021. “Teaching Reading Narrative Text Using Story Face in Vocational High School.” *Scripta : English Department Journal* 8(1):24–31. doi: 10.37729/scripta.v8i1.799.
- Syaifullah, and Kristini. 2021. “Using Logico Media to Enhance Students’ Speaking Skills in Report Texts.” *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan* 9(2):209–19. doi: 10.36052/andragogi.v9i2.248.
- Tafonao, Talizaro. 2018. “Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa.” *Jurnal Komunikasi Pendidikan* 2(2):103. doi: 10.32585/jkp.v2i2.113.
- Widyaningrum, Heny Kusuma. 2016. “Penggunaan Media Audio Untuk Meningkatkan Kemampuan Menyimak Dongeng Anak Pada Siswa Kelas Iv Sekolah Dasar.” *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran* 5(02):200–209. doi: 10.25273/pe.v5i02.284.
- Yambi. 2018. “ASSESSMENT AND EVALUATION IN EDUCATION.”
- Zulaikah et al. 2018. “An Analysis Students’ Ability in Writing Descriptive Text.” *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam* 10(1):12–29.



# **APPENDICES 1**

## **Lesson Plan of Experimental Group**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**Kelas Eksperimen**

Sekolah : SMP Negeri 1 Juwiring Kelas : VII C  
Mata Pelajaran : Bahasa Inggris Alokasi Waktu : 2X45 Menit

<p>KD 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>KD 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p>
	<p>KD 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

## ➤ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya..
- Mengidentifikasi sifat seseorang (kind, nice, friendly, etc)

Media Pembelajaran, Sumber Belajar & Metode Pembelajaran	
Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
Alat/Bahan	: Spidol, papan tulis, & Laptop
Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud
Metode Pembelajaran	: Quantum Teaching Method

## ➤ KEGIATAN PEMBELAJARAN

<i>Pertemuan Ke-1</i>	
<b>Pendahuluan ... menit</b>	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
2.	Menanyakan kabar, mengabsensi dan mengapresiasi kehadiran siswa memeriksa kehadiran peserta didik sebagai sikap disiplin.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <b>Teks Deskripsi</b> .
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
<b>Kegiatan Literasi</b>	
<b>Kegiatan Inti ... Menit</b>	
Tumbuhkan	: Guru menyajikan beberapa gambar, seperti gambar hewan atau tumbuhan, lalu meminta siswa untuk mengamati. Dengan bimbingan guru, siswa diminta untuk mendeskripsikan gambar. Guru menumbuhkan rasa ingin tahu siswa dengan mengajukan beberapa

	pertanyaan. Setelah siswa mampu menjawab pertanyaan yang diajukan guru meminta siswa untuk berdiskusi sejenak. Pertanyaan yang diajukan harus tetap berkaitan dengan materi <b>Teks Deskripsi</b> .
Alami	: Peserta didik membentuk kelompok diskusi dengan teman sebangkunya. Guru memberi lembar soal untuk dikerjakan. Pertanyaan pada lembar soal harus tetap berkaitan dengan materi <b>Teks Deskripsi</b> .
Namai	: Guru memberikan kesempatan kepada peserta didik untuk saling bertanya. Masing-masing kelompok menjawab lembar soal dan mengumpulkan hasilnya.
Demonstrasikan	: Salah satu kelompok mempresentasikan hasil diskusinya didepan kelas. Kelompok lain memperhatikan dan memberikan tanggapan terhadap hasil diskusi yang telah dipresentasikan. Guru sebagai moderator memberikan tanggapan terhadap hasil diskusi yang telah disampaikan.
Ulangi	: Membahas kembali hasil diskusi kelompok yang telah dipresentasikan. Bila ada hasil diskusi kelompok yang kurang tepat, guru akan memberikan perbaikan dan penguatan. Guru meminta salah satu peserta didik untuk mengulangi hasil diskusikelompok.
Rayakan	: Guru dan peserta didik bersama-sama membuat rangkuman atau menyimpulkan materi yang telah disampaikan. Guru memberikan penghargaan kepada peserta didik yang menunjukkan sikap positif selama pembelajaran dengan memberikan pujian atau reward berupa tepuk tangan serta tanda penghargaan.
<b>Penutup</b>	
1.	Guru dan Peserta didik melakukan tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil ketercapaian peserta didik.
2.	Guru memberikan sedikit motivasi kepada siswa.
3.	Melakukan salam penutup dan membaca doa.

➤ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Klaten, 19 Agustus 2022

Mengetahui

Guru Bahasa Inggris SMPN 1 Juwiring

Mahasiswa

\_\_\_\_\_  
NIP.

Selly Nindya Nur Wahyuni  
NIM. 183221190



	pertanyaan. Setelah siswa mampu menjawab pertanyaan yang diajukan guru meminta siswa untuk berdiskusi sejenak. Pertanyaan yang diajukan harus tetap berkaitan dengan materi <b>Teks Deskripsi</b> .
Alami	: Peserta didik membentuk kelompok diskusi dengan teman sebangkunya. Guru memberi lembar soal untuk dikerjakan. Pertanyaan pada lembar soal harus tetap berkaitan dengan materi <b>Teks Deskripsi</b> .
Namai	: Guru memberikan kesempatan kepada peserta didik untuk saling bertanya. Masing-masing kelompok menjawab lembar soal dan mengumpulkan hasilnya.
Demonstrasikan	: Salah satu kelompok mempresentasikan hasil diskusinya didepan kelas. Kelompok lain memperhatikan dan memberikan tanggapan terhadap hasil diskusi yang telah dipresentasikan. Guru sebagai moderator memberikan tanggapan terhadap hasil diskusi yang telah disampaikan.
Ulangi	: Membahas kembali hasil diskusi kelompok yang telah dipresentasikan. Bila ada hasil diskusi kelompok yang kurang tepat, guru akan memberikan perbaikan dan penguatan. Guru meminta salah satu peserta didik untuk mengulangi hasil diskusikelompok.
Rayakan	: Guru dan peserta didik bersama-sama membuat rangkuman atau menyimpulkan materi yang telah disampaikan. Guru memberikan penghargaan kepada peserta didik yang menunjukkan sikap positif selama pembelajaran dengan memberikan pujian atau reward berupa tepuk tangan serta tanda penghargaan.
<b>Penutup</b>	
1.	Guru dan Peserta didik melakukan tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil ketercapaian peserta didik.
2.	Guru memberikan sedikit motivasi kepada siswa.
3.	Melakukan salam penutup dan membaca doa.

#### ➤ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Klaten, 19 Agustus 2022

Mengetahui

Guru Bahasa Inggris SMPN 1 Juwiring

Mahasiswa

NIP.

Selly Nindya Nur Wahyuni  
NIM. 183221190

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**Kelas Eksperimen**

Sekolah : SMP Negeri 1 Juwiring Kelas : VII C  
Mata Pelajaran : Bahasa Inggris Alokasi Waktu : 2X45 Menit

<p>KD 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>KD 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p>
	<p>KD 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

## ➤ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya..
- Mengidentifikasi sifat seseorang (kind, nice, friendly, etc)

Media Pembelajaran, Sumber Belajar & Metode Pembelajaran	
Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
Alat/Bahan	: Spidol, papan tulis, & Laptop
Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud
Metode Pembelajaran	: Quantum Teaching Method

## ➤ KEGIATAN PEMBELAJARAN

<i><b>Pertemuan Ke-3</b></i>	
<b>Pendahuluan ... menit</b>	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
2.	Menanyakan kabar, mengabsensi dan mengapresiasi kehadiran siswa memeriksa kehadiran peserta didik sebagai sikap disiplin.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <b>Teks Deskripsi</b> .
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
<b>Kegiatan Literasi</b>	
<b>Kegiatan Inti ... Menit</b>	
Tumbuhkan	: Guru menyajikan beberapa gambar, seperti gambar hewan atau tumbuhan, lalu meminta siswa untuk mengamati. Dengan bimbingan guru, siswa diminta untuk mendeskripsikan gambar. Guru menumbuhkan rasa ingin tahu siswa dengan mengajukan beberapa

	pertanyaan. Setelah siswa mampu menjawab pertanyaan yang diajukan guru meminta siswa untuk berdiskusi sejenak. Pertanyaan yang diajukan harus tetap berkaitan dengan materi <b>Teks Deskripsi</b> .
Alami	: Peserta didik membentuk kelompok diskusi dengan teman sebangkunya. Guru memberi lembar soal untuk dikerjakan. Pertanyaan pada lembar soal harus tetap berkaitan dengan materi <b>Teks Deskripsi</b> .
Namai	: Guru memberikan kesempatan kepada peserta didik untuk saling bertanya. Masing-masing kelompok menjawab lembar soal dan mengumpulkan hasilnya.
Demonstrasikan	: Salah satu kelompok mempresentasikan hasil diskusinya didepan kelas. Kelompok lain memperhatikan dan memberikan tanggapan terhadap hasil diskusi yang telah dipresentasikan. Guru sebagai moderator memberikan tanggapan terhadap hasil diskusi yang telah disampaikan.
Ulangi	: Membahas kembali hasil diskusi kelompok yang telah dipresentasikan. Bila ada hasil diskusi kelompok yang kurang tepat, guru akan memberikan perbaikan dan penguatan. Guru meminta salah satu peserta didik untuk mengulangi hasil diskusikelompok.
Rayakan	: Guru dan peserta didik bersama-sama membuat rangkuman atau menyimpulkan materi yang telah disampaikan. Guru memberikan penghargaan kepada peserta didik yang menunjukkan sikap positif selama pembelajaran dengan memberikan pujian atau reward berupa tepuk tangan serta tanda penghargaan.
<b>Penutup</b>	
1.	Guru dan Peserta didik melakukan tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil ketercapaian peserta didik.
2.	Guru memberikan sedikit motivasi kepada siswa.
3.	Melakukan salam penutup dan membaca doa.

➤ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Klaten, 19 Agustus 2022

Mengetahui

Guru Bahasa Inggris SMPN 1 Juwiring

Mahasiswa

NIP.

Selly Nindya Nur Wahyuni  
NIM. 183221190

# **APPENDICES 2**

## **Lesson Plan of Control Group**





	kembali apa yang telah dijelaskan guru. Guru menyajikan materi <b>Teks Deskripsi</b> menggunakan ceramah atau demonstrasi.
Structure Practice	: Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b>Teks Deskripsi</b> . Lalu siswa mempresentasikan hasil kerja kelompok.
Feedback and corrective	: Siswa diminta untuk bertanya tentang materi <b>Teks Deskripsi</b> apakah ada materi yang belum dipahami oleh siswa. Lalu di tutup dengan membuat kesimpulan tentang materi yang telah dipelajari.
<b>Penutup</b>	
1.	Guru memberikan sedikit motivasi kepada siswa.
2.	Guru memberikan soal latihan mandiri kepada siswa
3.	Melakukan salam penutup dan membaca doa.

➤ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Klaten, 19 Agustus 2022

Mengetahui

Guru Bahasa Inggris SMPN 1 Juwiring

Mahasiswa

\_\_\_\_\_  
NIP.

Selly Nindya Nur Wahyuni  
NIM. 183221190

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

#### **Kelas Kontrol**

Sekolah : SMP Negeri 1 Juwiring Kelas : VII G  
Mata Pelajaran : Bahasa Inggris Alokasi Waktu : 2X45 Menit

<p>KD 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>KD 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p>
	<p>KD 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

## ➤ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya..
- Mengidentifikasi sifat seseorang (kind, nice, friendly, etc)

Media Pembelajaran, Sumber Belajar & Metode Pembelajaran	
Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
Alat/Bahan	: Spidol, papan tulis, & Laptop
Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud
Metode Pembelajaran	: Direct Instruction Method

## ➤ KEGIATAN PEMBELAJARAN

<i>Pertemuan Ke-2</i>	
<b>Pendahuluan ... menit</b>	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <b>Teks Deskripsi</b> .
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
<b>Kegiatan Inti ... Menit</b>	
Presetnt the new material	: Guru menjelaskan konsep atau keterampilan dari materi <b>Teks Deskripsi</b> . Siswa diminta untuk melihat, mengamati, membaca dan menulis kembali apa yang telah dijelaskan guru. Guru menyajikan materi <b>Teks</b>

<b>Deskripsi</b> menggunakan ceramah atau demonstrasi.	
Structure Practice	: Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b>Teks Deskripsi</b> . Lalu siswa mempresentasikan hasil kerja kelompok.
Feedback and corrective	: Siswa diminta untuk bertanya tentang materi <b>Teks Deskripsi</b> apakah ada materi yang belum dipahami oleh siswa. Lalu di tutup dengan membuat kesimpulan tentang materi yang telah dipelajari.
<b>Penutup</b>	
1. Guru memberikan sedikit motivasi kepada siswa.	
2. Guru memberikan soal latihan mandiri kepada siswa	
4. Melakukan salam penutup dan membaca doa.	

➤ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Klaten, 19 Agustus 2022

Mengetahui

Guru Bahasa Inggris SMPN 1 Juwiring

Mahasiswa

\_\_\_\_\_  
NIP.

Selly Nindya Nur Wahyuni  
NIM. 183221190

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

#### **Kelas Kontrol**

Sekolah : SMP Negeri 1 Juwiring Kelas : VII G  
Mata Pelajaran : Bahasa Inggris Alokasi Waktu : 2X45 Menit

<p>KD 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>KD 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p>
	<p>KD 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

## ➤ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya..
- Mengidentifikasi sifat seseorang (kind, nice, friendly, etc)

Media Pembelajaran, Sumber Belajar & Metode Pembelajaran	
Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
Alat/Bahan	: Spidol, papan tulis, & Laptop
Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud
Metode Pembelajaran	: Direct Instruction Method

## ➤ KEGIATAN PEMBELAJARAN

<i>Pertemuan Ke-3</i>	
<b>Pendahuluan ... menit</b>	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Teks Deskripsi.
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
<b>Kegiatan Inti ... Menit</b>	
Presetnt the new material	: Guru menjelaskan konsep atau keterampilan dari materi <b>Teks Deskripsi</b> . Siswa diminta untuk melihat, mengamati, membaca dan menulis kembali apa yang telah dijelaskan guru. Guru menyajikan materi <b>Teks</b>

<b>Deskripsi</b> menggunakan ceramah atau demonstrasi.	
Structure Practice	: Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b>Teks Deskripsi</b> . Lalu siswa mempresentasikan hasil kerja kelompok.
Feedback and corrective	: Siswa diminta untuk bertanya tentang materi <b>Teks Deskripsi</b> apakah ada materi yang belum dipahami oleh siswa. Lalu di tutup dengan membuat kesimpulan tentang materi yang telah dipelajari.
<b>Penutup</b>	
1. Guru memberikan sedikit motivasi kepada siswa.	
2. Guru memberikan soal latihan mandiri kepada siswa	
3. Melakukan salam penutup dan membaca doa.	

➤ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Klaten, 19 Agustus 2022

Mengetahui

Guru Bahasa Inggris SMPN 1 Juwiring

Mahasiswa

\_\_\_\_\_  
NIP.

Selly Nindya Nur Wahyuni  
NIM. 183221190

## **APPENDICES 3**

### **The Blue Print**

Competence standart/Basic competence	Skill Measured	Indicators	Instrument
<p>Competence Standard: The students are able to make simple text/essay using pattern of present sentence correctly.</p> <p>Basic Competence: Writing short essay about descriptive text. (Person, Animal, and Thing)</p>	<ol style="list-style-type: none"> <li>1. Content</li> <li>2. Organization</li> <li>3. Vocabulary</li> <li>4. Grammar</li> <li>5. Mechanic</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are able to arrange and express their ideas into paraghraph and text using good content (appropriate topic, originality, and logic),</li> <li>2. Organization (coherence, cohesion, and unity)</li> <li>3. Vocabulary (word selection, vocabulary idiom)</li> <li>4. Grammar (tenses, articles, pronoun, and etc), and</li> <li>5. Mechanics (spelling and punctuation)</li> </ol>	<ol style="list-style-type: none"> <li>1. Write Descriptive text about people and animal.</li> <li>2. Write it consisting of language feature and generic structure.</li> <li>3. The researcher give 60 minutes to make the essay.</li> <li>4. Your writing will be evaluated based on content, organization, grammar, and mechanic.</li> </ol>



# **APPENDICES 4**

## **Students List and Score of Experimental Group**

No	Nama	PRE-TEST	POST-TEST
1	AAAS	38	85
2	AKZA	40	91
3	AHB	25	91
4	APL	52	85
5	APKW	63	82
6	AFPP	25	75
7	ALP	71	91
8	BKSD	25	72
9	CBM	61	84
10	DPF	38	82
11	EA	68	88
12	FIE	43	78
13	GRR	46	91
14	HFA	42	78
15	INR	38	82
16	LJS	46	75
17	LAS	63	78
18	MFA	35	82
19	NRN	38	88
20	PSR	55	88
21	QAB	82	91
22	RH	33	82
23	RNA	38	78
24	RD	55	82
25	RFP	33	63
26	SKA	42	72
27	SNW	38	63
28	SM	52	95
29	TRS	43	92
30	URJN	48	94
31	VVS	63	82
32	ZMS	63	88

**APPENDICES 5**

**Students List and Score of Control  
Group**

No	Nama	PRE-TEST	POST-TEST
1	AC	68	75
2	BS	55	78
3	BAS	82	88
4	CDM	60	78
5	DB	78	92
6	EP	38	62
7	EFN	68	82
8	FK	42	62
9	GIM	55	75
10	HRO	58	78
11	HSN	68	82
12	IAH	55	72
13	JNP	38	68
14	KPA	32	48
15	MAI	78	92
16	MBA	33	55
17	MH	48	68
18	MCR	33	55
19	MES	38	55
20	MRAF	55	68
21	NAS	78	88
22	RAMP	48	72
23	RFR	32	46
24	RSP	38	62
25	RS	25	62
26	RH	78	82
27	SRPD	62	75
28	SRR	55	75
29	SPA	78	82
30	TA	55	72
31	TAH	68	75
32	ZKN	40	62

# **APPENDICES 6**

## **Readability**

Name: Ninda Putri SafitriClass: VII A**READABILITY TEST**

No	Question	Yes	No
1.	Do you understand the test instruction?	✓	
2.	Is the way to answer in this test understandable?	✓	
3.	Is the kind of the essay to be written in this test stated clearly?	✓	
4.	Is the organization of the essay demanded in this test understandable?	✓	
5.	Are the topics interesting?	✓	
6.	Is the time used in this test too far?		✓

Name: Bagas MaheswaraClass: VII A**READABILITY TEST**

No	Question	Yes	No
1.	Do you understand the test instruction?		✓
2.	Is the way to answer in this test understandable?		✓
3.	Is the kind of the essay to be written in this test stated clearly?		✓
4.	Is the organization of the essay demanded in this test understandable?		✓
5.	Are the topics interesting?		✓
6.	Is the time used in this test too far?	✗	✓

Name: Rina Putri A.

Class: VII A

### READABILITY TEST

No	Question	Yes	No
1.	Do you understand the test instruction?	✓	
2.	Is the way to answer in this test understandable?	✓	
3.	Is the kind of the essay to be written in this test stated clearly?	✓	
4.	Is the organization of the essay demanded in this test understandable?	✓	
5.	Are the topics interesting?	✓	
6.	Is the time used in this test too far?		✓

Name: Ratika Ayu P.

Class: XIIA

### READABILITY TEST

No	Question	Yes	No
1.	Do you understand the test instruction?	✓	
2.	Is the way to answer in this test understandable?	✓	
3.	Is the kind of the essay to be written in this test stated clearly?	✓	
4.	Is the organization of the essay demanded in this test understandable?	✓	
5.	Are the topics interesting?	✓	
6.	Is the time used in this test too far?		✓

Name: Nwagwu A. N. E.

Class: VII A

### READABILITY TEST

No	Question	Yes	No
1.	Do you understand the test instruction?		✓
2.	Is the way to answer in this test understandable?		✓
3.	Is the kind of the essay to be written in this test stated clearly?		✓
4.	Is the organization of the essay demanded in this test understandable?		✓
5.	Are the topics interesting?	✓	
6.	Is the time used in this test too far?	✓	

Name: Nwagwu A. N. E.

Class: VII A

### READABILITY TEST

No	Question	Yes	No
1.	Do you understand the test instruction?		✓
2.	Is the way to answer in this test understandable?		✓
3.	Is the kind of the essay to be written in this test stated clearly?		✓
4.	Is the organization of the essay demanded in this test understandable?		✓
5.	Are the topics interesting?		✓
6.	Is the time used in this test too far?		✓



Name: Aditya Rayu S.

Class: VII A

### READABILITY TEST

No	Question	Yes	No
1.	Do you understand the test instruction?	✓	
2.	Is the way to answer in this test understandable?	✓	
3.	Is the kind of the essay to be written in this test stated clearly?	✓	
4.	Is the organization of the essay demanded in this test understandable?	✓	
5.	Are the topics interesting?	✓	
6.	Is the time used in this test too far?		✓

Name: Chlo Prahyoga

Class: VII A

### READABILITY TEST

No	Question	Yes	No
1.	Do you understand the test instruction?	✓	
2.	Is the way to answer in this test understandable?	✓	
3.	Is the kind of the essay to be written in this test stated clearly?	✓	
4.	Is the organization of the essay demanded in this test understandable?	✓	
5.	Are the topics interesting?	✓	
6.	Is the time used in this test too far?		✓

**APPENDICES 7**

**Result of Descriptive Analysis of  
Experiment Class and Control  
Class**

### Statistics

	Pre_Exprm	Post_Exprm	Pre_Ctrl	Post_Ctrl
Valid	32	32	32	32
Missing	0	0	0	0
Mean	46.94	82.75	54.34	71.44
Median	43.00	82.00	55.00	75.50
Mode	38	82	55	62
Std. Deviation	14.197	8.132	16.746	12.078
Minimum	25	63	25	46
Maximum	82	95	82	92

## **APPENDICES 8**

### **Result of Normality Test**

### Tests of Normality

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		Sig.
	Statistic	df	Sig.	Statistic	df	
Score Pre-test Experiment Class	.140	32	.109	.952	32	.165
Post-test Experiment Class	.151	32	.062	.936	32	.056
Pre-test Control Class	.117	32	.200*	.938	32	.065
Post-test Control Class	.116	32	.200*	.967	32	.430

## **APPENDICES 9**

### **Homogeneity Test**

### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	4.004	1	62	.050
	Based on Median	3.150	1	62	.081
	Based on Median and with adjusted df	3.150	1	53.970	.082
	Based on trimmed mean	3.808	1	62	.056

# **APPENDICES 10**

## **Independent T-Test**



### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Score	Equal variances assumed	4.004	.050	4.189	62
	Equal variances not assumed			4.189	55.050

### Independent Samples Test

t-test for Equality of Means

		Significance		Mean Difference	Std. Error Difference
		One-Sided p	Two-Sided p		
Score	Equal variances assumed	<,001	<,001	10.844	2.589
	Equal variances not assumed	<,001	<,001	10.844	2.589

### Independent Samples Test

t-test for Equality of Means

95% Confidence Interval of the Difference

		Lower	Upper
Score	Equal variances assumed	5.669	16.019
	Equal variances not assumed	5.656	16.032

### Independent Samples Effect Sizes

		Standardizer <sup>a</sup>	Point Estimate	95% Confidence Interval	
				Lower	Upper
Score	Cohen's d	10.355	1.047	.520	1.567
	Hedges' correction	10.482	1.034	.514	1.548
	Glass's delta	12.055	.900	.355	1.432

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

# **APPENDICES 11**

## **Students Worksheet**

## Pre-Test Experimental Class

## Pre-test

Name : Carissa Bening MaharaniClass : VIIc

Write a descriptive text about your friend or your idol

Jaehyun

.....

..... He is my idol. He is my idol in group band NCT 127. He is singer. He is

..... come from South Korean. ~~Jaehyun~~ Jaehyun is handsome boy.

.....

.....

Warning !

Your work will be score by the following criteria.

1. Content 30% (Topic and Details)
2. Organization 20% (Identification and Description)
3. Grammar 20% (Use present tense and Agreement)
4. Vocabulary 15%
5. Mechanic 15% (Punctuation and Capitalization)

Score : (61)

C : 2

O : 3

G : 2

V : 3

M : 3

C : 2

O : 3

G : 2

V : 2

M : 3

### Pre-test

Name : Adnan Kayyis Zam Akbar

Class : 7C

Write a descriptive text about your friend or your idol

I have idol. My idol name is Alan Walker. He is from USA. He is very handsome.

Warning !

Your work will be score by the following criteria.

1. Content 30% (Topic and Details)
2. Organization 20% (Identification and Description)
3. Grammar 20% (Use present tense and Agreement)
4. Vocabulary 15%
5. Mechanic 15% (Punctuation and Capitalization)

Score : 40

C	:	1	2
O	:	1	2
G	:	1	2
V	:	1	2
M	:	2	2
		(20)	(20)

## Post-Test Experimental Class

## Post-test

Name : Cantika Bening M.  
 Class : VII C (Tujuh)



Choose the picture above! Write your description text in the worksheet

### Cat

I have a cat. It is a Female cat. She has a Long tail. It has Four legs, sharp Claws and teeth, She like to lick her tail. My cat's Fur is gray and white. So, I call her "Si Icing" because she has two collar. Icing like to eat Fish. She like to play outside the house. She will be running, rolling, and then climbing the tree. She is so Funny.

### Warning !

Your work will be score by the following criteria.

1. Content 30% (Topic and Details)
2. Organization 20% (Identification and Description)
3. Grammar 20% (Use present tense and Agreement)
4. Vocabulary 15%
5. Mechanic 15% (Punctuation and Capitalization)

score : 84

C : 3  
O : 4  
E : 3  
V : 3  
M : 3

80

C : 3  
O : 4  
E : 3  
V : 4  
M : 4

88

### Post-test

Name : Adnan Hafiz Zain Akbar

Class : 26



Choose the picture above! Write your description text in the worksheet

#### elephants

Elephants are the largest land animal in the ~~world~~ world. They are from Asia and Africa. They are herbivores. They eat grass, leaves, branches and fruit. An elephant has a big body with four legs. It has large but thin ears and small eyes. It also has one ~~long~~ nose called trunk. It uses the trunk to lift the food. Its skin is grey and hairless. It has a short tail. Their habitat is usually in the forest or in the zoo. The elephants are strong animals. They can carry heavy loads.

#### Warning !

Your work will be score by the following criteria.

1. Content 30% (Topic and Details)
2. Organization 20% (Identification and Description)
3. Grammar 20% (Use present tense and Agreement)
4. Vocabulary 15%
5. Mechanic 15% (Punctuation and Capitalization)

Score : (91)

C=3	3
O=3	4
G=4	4
V=4	4
M=4	4
(88)	(93)

## Pre-Test Control Class

## Pre-test

Name : Choiruzzal Daffa M.

Class : VII G

Write a descriptive text about your friend or your idol

Arya  
 I have a friends. He is live in Suwiring. His name is Arya.  
 His favorite thing is ball. His hobby is football.

Warning !

Your work will be score by the following criteria.

1. Content 30% (Topic and Details)
2. Organization 20% (Identification and Description)
3. Grammar 20% (Use present tense and Agreement)
4. Vocabulary 15%
5. Mechanic 15% (Punctuation and Capitalization)

Score : 60

C	:	2		3
O	:	2		2
G	:	2		3
V	:	2		2
M	:	3		3

54

66

### Pre-test

Name : Zulairah Khoirun Nisa

Class : VII E

Write a descriptive text about your friend or your idol

I have friend. Her name is Rahma. she is From Mojorogo.  
She is hobby is eateng. She is beautiful gels.

Warning !

Your work will be score by the following criteria.

1. Content 30% (Topic and Details)
2. Organization 20% (Identification and Description)
3. Grammar 20% (Use present tense and Agreement)
4. Vocabulary 15%
5. Mechanic 15% (Punctuation and Capitalization)

Score : 40

C	:	1		2
O	:	1		2
E	:	1		2
V	:	1		2
M	:	2		2

20

20



## Post-Test Control Class

## Post-test

Name : Choiruzzak Datta M.Class : VII G

Choose the picture above! Write your description text in the worksheet

Tiger

Tiger is strong animals. Live tiger in jungle forest. Tiger have four legs. The tiger have orange and black colour. The tiger have sharp fangs. The tiger have moustache. Some cat. Tiger is a wild animals.

Warning !

Your work will be score by the following criteria.

1. Content 30% (Topic and Details)
2. Organization 20% (Identification and Description)
3. Grammar 20% (Use present tense and Agreement)
4. Vocabulary 15%
5. Mechanic 15% (Punctuation and Capitalization)

(7)	(89)
C = 3	3
O = 3	4
G = 3	3
V = 4	3
M = 3	4

Score : (78)

## Post-test

Name : zulfakih Khoirun Visa

Class : VII E



Choose the picture above! Write your description text in the worksheet

Cat

I have cat. it is a female cat she has a long tail. It has four legs, sharp claws and teeth, she like to ~~lick~~ lick her tail. My cat's fur is white and brown so I call her "si belong" because she has two color. Belang like eat fish.

## Warning !

Your work will be score by the following criteria.

1. Content 30% (Topic and Details)
2. Organization 20% (Identification and Description)
3. Grammar 20% (Use present tense and Agreement)
4. Vocabulary 15%
5. Mechanic 15% (Punctuation and Capitalization)

Score : 62

C : 2	3
O : 2	3
G : 2	2
V : 2	2
M : 2	2

50

13

## **APPENDICES 12**

### **Photographs**





# **APPENDICES 13**

## **Letter of Permission**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI SURAKARTA  
FAKULTAS ADAB DAN BAHASA**

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774  
Website : www.iain-surakarta.ac.id E-mail : fab.iainsurakarta@gmail.com

**SURAT TUGAS**

Nomor : B-4371/In.10/F.V/PP.00.9/09/2021

*Assalamu'alaikum Wr. Wb.*

Dekan Fakultas Adab dan Bahasa IAIN Surakarta dengan ini memberikan tugas kepada:

Nama : H. Zainal 'Arifin, S.Pd., M.Pd.  
NIP : 19730820 200312 1 003  
Sebagai : Pembimbing 1

dalam proses penulisan skripsi mahasiswa :

Nama : SELLY NINDYA NUR WAHYUNI  
NIM : 183221190  
Jurusan / Prodi. : Pendidikan Bahasa Inggris  
Semester : 7  
Judul Skripsi : The Effectiveness of the Application of Quantum Learning Methods in Writing Skill on Descriptive Text on Online Learning at 3rd Grade SMP Negeri 1 Juwiring

Demikian surat tugas ini disampaikan untuk dapat dilaksanakan sebagaimana mestinya. Atas kesediaan Saudara, kami sampaikan terimakasih.

*Wassalamu'alaikum Wr.Wb.*

Sukoharjo, 20 September 2021



Prof. Dr. Toto Suharto, S.Ag., M.Ag.  
NIP. 19710403 199803 1 005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA  
FAKULTAS ADAB DAN BAHASA**

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774  
Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-3915/Un.20/F.V/PP.00.9/09/2022

15 September 2022

Lamp. : -

Perihal : *Permohonan Izin Penelitian*

Kepada Yth.

Kepala SMP Negeri 1 Juwiring

di

Tempat

*Assalamu'alaikum Wr. Wb.*

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : SELLY NINDYA NUR WAHYUNI

NIM : 183221190

Program Studi : Pendidikan Bahasa Inggris

Semester : 9

Judul Skripsi : The Effectiveness of Application Quantum Teaching Methods in Writing Skill on Descriptive Text (An Experimental Study in the Seventh Grade of Junior High School 1 Juwiring in Academic Year of 2022/2023)

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.

Adapun waktu penelitian pada tanggal 20 September 2022 sampai tanggal 1 Oktober 2022.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr.Wb.*



Prof. Dr. Toto Suharto, S.Ag., M.Ag.

NIP. 19710403 199803 1 005