



Improving Writing Skills of Recount Text through Quantum Learning Model with Concept Map Technique

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Abstract

The purpose of this action research were to: 1) describe the learning process of recount text writing through quantum learning model with concept map technique, 2) describe the improvement of recount text writing skills through quantum learning model with concept map technique. This action research implemented three cycles. Data in this research were qualitative and quantitative data. Qualitative data were obtained from observation sheets, daily observation journals, as well as documentation. Quantitative data were data in the form of numbers from the results of writing tests obtained after the learning process with quantum learning model with concept map technique. While the data sources in this study were eighth graders of SMP Negeri 2 Cinangka academic year 2016-2017. The results showed that 1) the activities of learners in the learning process were increasing, 2) Students' writing recount text skills increased significantly after following the learning by using the quantum learning model with the concept map technique. The average score obtained by learners were 66.93 in cycle I, 76.53 in cycle II, and 84.67 in cycle III.

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INTRODUCTION

Language skills have four components, namely listening skills, speaking skills, reading skills, and writing skills. Each of these skills is closely related to the other three skills in a variety of ways. Tarigan (2008:1) states that in acquiring language skills, usually through a regular sequence of relationships. The four skills are basically a unity. Writing, one of four English skills, is defined by Hamp-Lyons and Kroll (in Ishak and Mulyanah, 2017) as an act that takes places within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. Moreover, writing is a creative process of pouring ideas in the

form of written language with the aim of, for example, telling, reassuring or entertaining. The result of this creative process is commonly referred to as essay or writing. Both terms refer to the same results even though there are opinions that say the two terms have different meanings. The term of writing often attaches itself to a scientific-like creative process. While the term concocted is often attached to the creative process of non-scientific type.

In English usage activity, the text has two models, spoken and written. These two contexts are the context of the situation and the cultural context. The forms of language in the text are shaped by the core elements of the social context that surrounds them. What is defined as the field, the tenor (the relationship between the participating parties), and the mode (channel communication). All three elements together determine the language register. English text writing skill is one of the skills that must be mastered by the students. Good English text writing skills is one indication of the success of general English learning, because with good English text writing skills students have been able to use the language as a communication tool in writing.

The recount text is a text that aims to retell past events or past successively. But reality shows that the student's skill in writing recount text in English is still not as expected. This can be seen from the result of writing test of student recount text taken from score archive of English subject of class VIIIA. It is known that the average score of the student's writing skill is still below the minimum learning completion standard (SKBM) determined by the school that is 75. The result shows that from 30 students of grade VIIIA only 4 students or 13.3% whose score reaches the Minimum Completed Learning Standard. In addition to the archived score of English subjects, researchers also conducted tests on preliminary observations, test results showed there were four students (13.33%) who scored ≥ 70 . The average score of the test results of students is 58.8%, of the 30 students only three students who achieve the minimum learning completion standard (SKBM) of English subjects is 75. While the average score of learners for the aspects of the assessment of recount text writing skills are: the grammar structure aspect is 2.70 or 54%, the vocabulary is 2.83 or 56.67%, the writing and punctuation aspects (mechanics) is 3.00 or 60%, the text structure (fluency) is 3.03 or 60.67%, and the relevance aspect is 3.13 or 62.67%.

Based on data that have been seen from the archives of scores and scores

on the initial observation note it is found that the students of grade VIII in SMP Negeri 2 Cinangka Serang regency of Banten province still have very low score in recount text writing skills. It can be seen from the low understanding of the students to the writing task given. Learners still have difficulties in understanding grammar, vocabulary, mechanics, fluency, and relevance.

THEORETICAL FRAMEWORK

Recount Text

Siahaan (2006: 3) reveals that the text is a message that may be in the form of stories, a series of information, and opinions. Meanwhile, according to Anderson (1998), a text is interpreted by the listener or reader. He further states that communication will be established when the message conveyed by the speaker can be clearly interpreted by the listener or when the words of the author can be understood well by the reader. From the views of the expert, it is understandable that a text is a set of words, or paragraphs arranged coherently and in sequence to convey a message from a speaker to a listener or an author to the reader.

In the recount text, students are required to build an organized or structured text that is strung together to tell the events of the past. In other words, students describe events experienced to others that can be expressed through the form of writing in which chronologically written events that occur. The text of a recount is a type of text that tells about a person's personal experience delivered in a sequence. According to Anderson & Anderson (2003), the recount text aims to give the reader an idea of an event occurring by the time and place of the focused event is a sequential event written. There are three types of recount text, namely (1) personal recount; recounting experiences in which the author has been directly involved; (2) factual recount: retelling events or incidents such as news stories, accident reports; and (3) imaginative recount: narrates imaginative roles and connects imaginary events.

The recount text organization usually starts with an orientation that includes elements of background information to help the reader understand the story. There is usually an explanation of who, when, where, and why that is usually written in the first paragraph. It is then followed by important events described and usually arranged in sequence from the first occurrence to the last event. This text has many evaluative comments or concluding remarks that may only be comments

about events that have occurred before.

Quantum Learning

Deporter and Hernacki (2009:16) state that quantum is a term used in physics. But today the term quantum widely used for other sciences, such as quantum learning, quantum of business, and of quantum, quantum means the interactions that transform energy into light. Deporter and Hernacki (2009:15) also state that quantum Learning is a set of methods and learning philosophies that can be applied to all ages. Quantum learning is about bringing joy to teaching and learning with ever increasing. It helps teachers to present their content a way that engages and energizes students. This model also integrates learning and life skills, resulting in students who become effective lifelong learners responsible for their own education. Quantum learning begins with a strong foundation built on the principle. It holds the belief that: all people can learn, people learn differently, and learning is effective when it is joyful, engaging, and challenging. This method was created based on educational theories such as Accelerated learning Suggestology or Suggestopedia, Neurology Linguistic Programming, and Constructivistic Theory.

Concept Maps

Buzan (2004:68) states that concept maps or mind mapping is the easiest way to input information to brain and to get back information from the brain. Concepts maps or mind mapping were popularized by author and consultant, Tony Buzan. They use a two dimensional structure, instead of the list format conventionally used to takes notes. Concept maps are more compact than conventional notes often taking up one side of paper. This helps you to make association easily, and generate new idea. If you find out more information after you have drawn a mind map, then you can easily integrate it with little disruption.

The concept map is a concrete graphic illustration that indicates how a single concept is connected to another concept in the same category. In order to understand the concept map more clearly, Dahar (1989) cited by Erman (2003) at Trianto's book (2014:185-186) suggests the characteristics of concept maps as follows: (a) Concept map or concept mapping is a way to show the concepts and propositions of a field of study, fields of physics, chemistry, biology, mathematics. By using concept maps, students can see the subject area more clearly and study the subject more meaningfully; (b) a concept is a two-dimensional image of a field

of study, or a part of the field of study. It is this characteristic that can show the proportional relationship between concepts, (c) not all concepts have the same weight. This means there is a more inclusive concept than any other concept, (d) if two or more concepts are described under a more inclusive concept, a hierarchy is formed on the concept map.

Combining Quantum Learning Models with Concept Map Techniques

Quantum learning model with concept map technique is used in an effort to give stimulus to learners to learner reasoning power of a more directed event that can generate responses in the form of ideas that poured into the form of writing and also increase the motivation of learners in following the English lesson. So that minimum learning mastery standard (SKBM) can be achieved. Quantum is an interaction that converts energy into light. The quantum learning model is a set of learning methods and philosophies that prove to be effective for all ages. DePorter (2004:14) reveals that quantum learning model developed from the principles of suggestology or suggestopedia, suggestions can and does affect learning outcomes and every detail of any circumstance gives positive or negative suggestions. A person's learning process depends on the learning environment. If the learning environment can provide positive suggestions, it will have both impacts on the learning process and outcomes, whereas if the environment provides negative suggestion, then its bad impact on the learning process and outcomes.

RESEARCH METHODOLOGY

An action research was used as the method in this research. The implementation used the action model of Elliot (1991), which consists of: (1) general plan, (2) action implementation, (3) observation, (4) reflection.

This action research was conducted in SMP Negeri 2 Cinangka Serang Regency of Banten Province with the subject of research class VIIIA with the number of students 30 people. The study took place in the even semester of the academic year 2016/2017, from March 2017 to May 2017. The study was conducted in 3 cycles consisting of 2 meetings in each cycle.

The data in this study were divided into two types: quantitative data and qualitative data. Quantitative data sources were the results of recount text writing test by English learners as the subject of the research. Meanwhile, the source of

qualitative data came from the observation of learning writing process using quantum learning model with concept map technique conducted by researchers and collaborators. Data analysis technique used was qualitative data analysis by referring to Miles and Hubberman (1994) with steps: data collection, sorting data, presenting data, taking conclusion / verification.

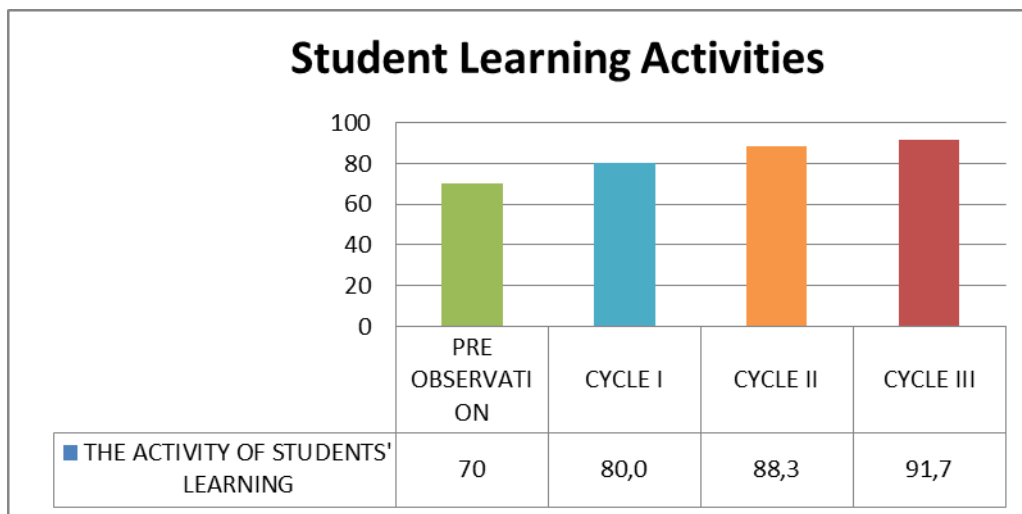
Indicators of process success in this action research were: (1) aspects of the learning process, if students or students show a positive and active response during the learning process using a quantum learning model with concept map techniques, (2) the product aspect emphasizes on improving recount text writing skills. Components in writing skills assessed according to Heaton (1975: 137) includes: grammar, vocabulary, mechanic, fluency, and relevance.

The research instruments used were RPP assessment sheets, observation sheets of student learning activities, and test of learning outcomes. The test was given in the form of writing text recount with 5 aspects of assessment taken from Heaton, namely: grammar, vocabulary, mechanic, fluency, and relevance.

FINDING AND DISCUSSION

The process of improving recount text writing Skills through quantum Learning models with concept map techniques started with the planning of learning to write recount text on pre observation. Then in the cycle 1, 2 and 3 the researchers developed the learning plan according to student requirement. The result of increasing student activity in the learning process in each cycle is shown in the following graph:

Graph 4.1 Student Learning Activities



The graph above shows there is a significant increase for learning process activities in each cycle. The percentage of learning process at pre observation reach 70%, cycle I 80%, cycle II, 88,3% and increase again in cycle III reach 91,7% thereby researchers conclude there is significant improvement in learning process of recount text writing skill after using quantum learning model with concept map techniques.

Improving Results of Writing Recount Text Skills through Quantum Learning Models with Concept Map Techniques

First, the researchers conducted the initial test of writing recount text in class VIIIA of SMP Negeri 2 Cinangka. The initial test was done to measure the initial ability of learners in writing recount text. The initial test was a written test that produced a recount text with the theme “My unforgettable experience”. In the test students were given the task of writing recount text within one lesson (45 minutes). The test results showed that there were three students (10%) who scored ≥ 70 , eighteen students (60%) were in the 60-68 score range, as many as eight students (26.67%) were in the 50-59 score range, and as much as one student (3.33%) was in the 40-49 score range. The average score of pre-test results of learners was 60.80 and there has not been a single participant who obtained the score ≥ 80 . For more details, the result can be seen in the following table:

Table 4.2 Frequency Distribution of Initial Test Data

Interval Class	Frequency	Percentage (%)
70 – 79	3	10
60 – 69	18	60
50 – 59	9	26.67
40 – 49	1	3.33
Total	30	100

In addition, based on the results of the test, the researchers can see the students' initial ability based on the average of each aspect of the assessment: grammar = 2.80, vocabulary = 3.00, mechanics = 3.10, fluency = 3.03, and relevance = 3.13 so that the average overall score obtained was 15.07.

The first cycle of writing skill test was done at the 3rd meeting in cycle I. The assessment instrument used was the same as the assessment instrument used in the initial test. The test results showed an increase in average score of students as much as 6.6 points, i.e. from 60.27 to 66.93. The mean score was obtained from two (6.67%) learners who were in the range of 80 - 89, seven (23.33%) of the students in the 70 - 79 score range, and twenty one (70%) of the learners were in the score

range 60- 69.

Table 4.3 Data Frequency Distribution of Cycle Tests I

Interval Class	Frequency	Percentage (%)
80 – 89	2	6.67
70 – 79	7	23.33
60 – 69	21	70
Total	30	100

These results showed that there were only two learners (6.67%) who scored ≥ 80 . While most of the learners only scored between 60 and 69. In addition, based on the percentage of average, grammar and fluency had the lowest average compared to other aspects, i.e. 64%, aspect vocabulary of 66%, mechanics 72%, and relevance of 70%. This means that grammatical aspects, word choice and text structure require more improvement and attention than the other two aspects.

From the overall result of learning reflection that has been done, the researchers can conclude that the action on cycle I run well. Learners were able to follow the learning process with enthusiasm. Nevertheless, the result of reflection indicated one indicator of the success of the action has not been achieved, 75% of learners scored 80, therefore it was decided that the study continued in cycle II.

The second cycle of writing skill test was done at the third meeting of cycle II. The assessment instrument used was similar to the assessment instrument used in the initial test. The test results showed that seventeen (56.67%) of the students obtained scores ranging from 80 to 89. Nine learners (30%) were in the 70 to 79 score range, and four students (13.3%) were in the 60 score range - 69. The average score obtained is 76.53; this result increased as much as 9.6 points from the average score obtained in cycle I. This is quite satisfactory for researchers although the indicator of the success of the action has not been able to achieve well.

The following is the distribution of data frequency of score acquisition in cycle II:

Table 4.4 Cycle Data Frequency Distribution II

Interval Class	Frequency	Percentage (%)
80 – 89	17	56.67
70 – 79	9	30
60 – 69	4	13.33
Total	30	100

In addition, the data showed that there were three aspects of writing scores that have been achieved well, namely relevance (88%), mechanics (80%) and

grammar (75%). This means that learners begin to be able to understand the suitability of the content in accordance with the concept map created, how to write punctuation and capital letters, and sentence structure. Their writings have been in accordance with the generic structure of recount text and in accordance with the existing theme. However, the aspect of text structure (fluency) still requires improvement because it only reaches 69%. Moreover, the results of the text produced by learners were still less varied and there were some lack of accuracy in terms of word selection. This is in accordance with the percentage acquisition of only 71% in the aspect vocabulary.

From the overall results of the reflection of learning that has been done, researchers can conclude that the action in cycle II run well. Learners are able to follow the learning process with enthusiasm. Nevertheless, the results of reflection indicate one indicator of success has not been achieved, 75% of learners scored 80. Therefore it was decided that the study continued in cycle III.

Literacy writing skill test III, held at the third meeting of cycle III, Test results showed twenty-five (83.33%) got a score of ≥ 80 . The highest score was 92 as many as three students and the lowest score was 76 as many as two students. The average of this writing skill test is 84.67, increasing 8 points from cycle II. This result is quite satisfactory for the researchers, because the success indicator of the action can be achieved very well.

Table 4.5 Cycle Data Frequency Distribution III

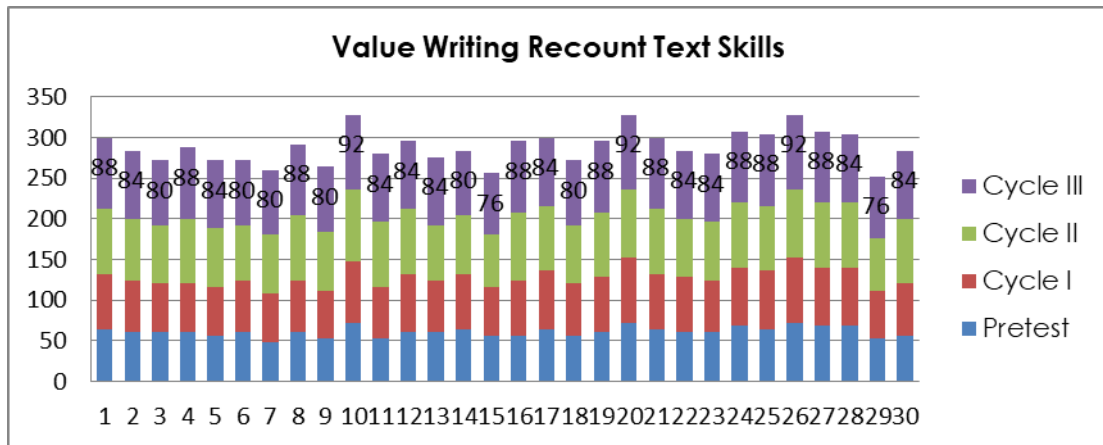
Interval Class	Frequency	Percentage (%)
90 – 100	3	10
80 – 89	25	83.33
70 – 79	2	6.67
Total	30	100

The average score of the test result of writing the recount text increased 8 points (84.67) in cycle III of (76.53) in cycle II. From the overall result of learning reflection that has been done, the researchers can conclude that action in cycle III run well. Learners were able to follow the learning process with enthusiasm and high motivation. In addition, the results of reflection indicated that all indicators of action success have been achieved. Even in the results of the writing test in cycle III as much as 83.33% of learners got the score of ≥ 80 , therefore it was decided that the research would be stopped.

The following diagram shows an increase in the skill of writing the recount

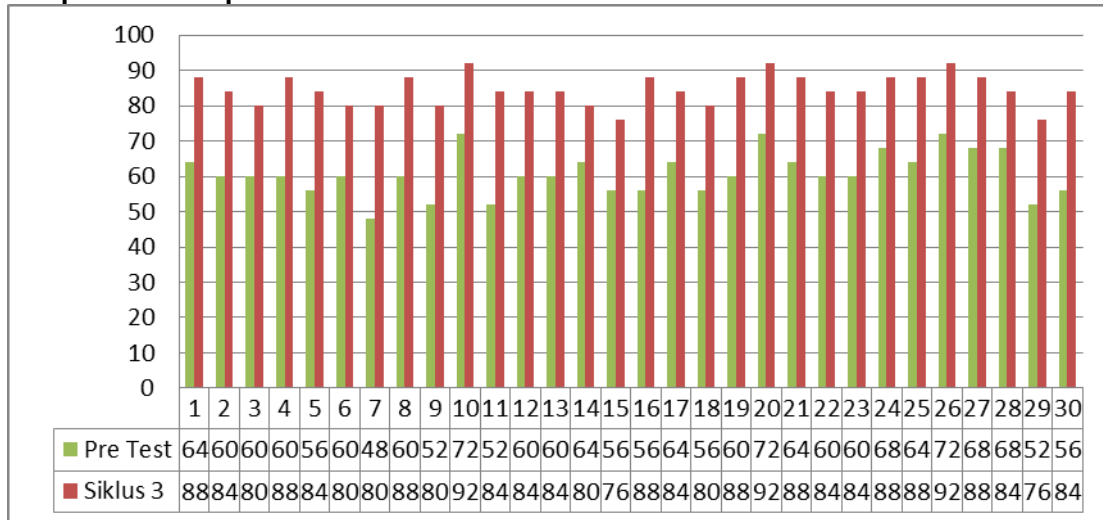
text of the learner in each cycle.

Graph 4.6 comparison of the learner scores in cycle I, II, II



The graph shows that all learners experience an increase in scores on each cycle. Meanwhile, to see the increased score of recount text writing skills before and after following the learning by using the quantum learning model with the concept map technique can be seen in the diagram below:

Graph 4.7 Comparison of the learners' scores on the initial and final tests



With reference to the overall results of research and the fulfillment of all indicators of success of the action, the researchers conclude that it is a success of researchers in applying quantum learning model with concept map techniques on recount text writing skills. Furthermore, the results of this study can be implemented in other junior high schools.

CONCLUSION AND SUGGESTION

Conclusions resulting from the observation and discussion of the results of this study were: the process of implementing the learning of English recounts text writing skills by using quantum learning model with concept map technique gave a positive influence. This was proven from the observations made by researchers and collaborators. In general, learners participated actively in the learning process in the classroom. Activities were more focused on the learners, while the teacher acted as a motivator and facilitator; the numbers of learners who achieve the minimum limit score were as much as 3 students or 10% of the total number of learners. In cycle II, the average score of writing skill of the students again increased to 76.53. There were 18 (60%) of learners who scored ≥ 75 . However, there were only 17 (56.67%) of learners, who achieved the success indicator of the action, score 80. Then in cycle III, the average score of learners has increased significantly. Of the 30 students there were 28 (93.33%) of learners earned score of ≥ 80 , so that the average score was 84.67.

Based on the results of the conclusions and implications, there are several suggested efforts to be done in improving writing skills in particular and improve the quality of learning in general. These efforts include: for English subject teachers; applying quantum learning model with concept map technique in writing learning, especially writing recount text, make reflection as part of efforts to improve the competence of teaching teachers professionally, do more in-depth research to develop a teaching syllabus that integrates all four language skills, cultivate and make research as part of the professional life of the teacher for the benefit of the knowledge given to the students. For related institutions; conduct a more in-depth study to meet students' learning needs, encourage action research conducted by teachers to spur the spirit of professionalism in teaching.

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