PROCEEDING AISELT

(Annual International Seminar on English Language Teaching)

Available online at https://jurnal.untirta.ac.id/index.php/aiselt

MEDIATING MULTILINGUALISM IN ENGLISH LANGUAGE CLASSROOM: PROSPECTS AND CHALLENGES

Students' Writing Skills in Descriptive Text Through Quantum Learning Strategy at Tenth Grade of SMA Negeri 3 Cilegon

Alvi Masruroh, Nurhaeda Gailea, Ika Handayani

Alvimasruroh12@gmail.com
University of Sultan Ageng Tirtayasa, Serang, Indonesia

Nurhaeda@untirta.ac.id
University of Sultan Ageng Tirtayasa, Serang, Indonesia

ika.handayani@untirta.ac.id
University of Sultan Ageng Tirtayasa, Serang, Indonesia

APA Citation:
Masruroh, Alvi., & Gailea, Nurhaeda. (2022). Students' writing skills in descriptive text through quantum learning strategy at tenth grade of SMA Negeri 3 Cilegon. *PROCEEDING AISELT (Annual International Seminar on English Language Teaching), 7*(1), 205-216.

Abstract

This study is aimed to find out the influence students' writing skills in descriptive text through quantum learning strategy at tenth grade of SMAN 3 Cilegon. This study applied quantitative research with quasi experimental design. The location of the research was SMAN 3 Cilegon in jalan lebakayang Cibeber. The subject of this research was tenth grade students which consisted of 71 students. The research collected the data through pre test and post test. In the pre test control class the mean score was 47,36 post test 80,14 and in experimental class pre test 40 post test 82,29. The increase in control class is 32% and increase in experimental class is 42%. It means that quantum learning strategy improve writing skills in descriptive text at tenth grade of SMAN 3 Cilegon. It is suggested that quantum learning can be used as an alternative strategy in teaching writing skill especially descriptive writing.

Keywords: Descriptive text; Quantum learning strategy; Writing text

Introduction

The four skills in teaching and learning English there are listening, speaking, writing, and reading. According to Troia (2014: 30) say that writing is a broad way of thinking for students, it means that students can express by creating ideas, manipulating, and reflecting on their knowledge. In writing descriptive text, students get the difficulties although the students have been guided by the teacher. Students' difficulties in writing descriptive text such as developing ideas, organizing the ideas into descriptive text, difficulties in grammar and lack of vocabulary (Apriliana et al., 2020). There are many factors in writing descriptive text mastery. According to Barnet in F. Fauzi, he says" Influencing writing to be a good one such as vocabulary mastery, grammatical mastery, punctuation and spelling knowledge which must be integrated to be a paragraph (Alawi, 2011).

After the researcher read the journal from Hywang Nur Andika Perdana and friends with the title *The Effectiveness of Quantum Learning to Teach Speaking Viewed from Students' Self Confidence*. Result in this journal is quantum learning is a fun learning process, by providing strategies to improve the teaching and learning process so that learning can be accepted easily by students. Upskilled teaching style is the ability of students to provide strength in order to develop their skills and achieve success (Suryani, 2013). Quantum learning is effective research because one of them has effective applications where this factor is very important and effective for students, the other factors are fun learning, leadership, good communication, and high mental skills (Usta, 2006). Advantage of quantum learning brings some advantages according to (Sugiyanto, 2009). They are: Quantum learning is learning that is not only transactional but focuses on student interaction so that it is quality and meaningful; Quantum learning has high success because it emphasizes fast learning; A learning model that combines the content and context of learning; Quantum learning focuses on the formation of academic skills, life skills, and physical or material achievements; Quantum learning places values and beliefs as an important part of the learning process; Quantum learning prioritizes diversity and freedom, not uniformity and order; Integrating the totality of body and mind quantum learning in the learning process. So, the researcher concluded that quantum learning is learning more effective, because this learning use fun learning strategies. This learning makes a students understand the material faster and active in the class.

. The students having high self - confidence have better speaking competence than those having low self – confidence. After pre interview with English teacher at SMAN 3 Cilegon grade tenth, many have student still difficulties in writing. One of the difficulties is to find ideas, lack of vocabulary, lack of grammar, and text structure of descriptive text. So, the researcher will to research how to overcome these difficulties with exciting learning, one of which is the researcher wants to use a quantum learning strategy to be applied in the class being studied.

Research methodology

Research Design

According to Leedy & Ormrod 2001; Williams, 2011 State that “Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims” Furthermore, Williams, (2011) remark that quantitative research starts with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data. Similarly, (Creswell 2003; Williams, 2011) states, quantitative research “employ strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistical data” (p.18).

Population and Sample of the Research

The population is tenth-grade students of SMAN 3 Cilegon were chosen as the population of this research. It consists of nine classes, namely X MIPA 1 – X MIPA 5 and X IIS 1 – X IIS 4 with approximately 305 students. The sample is seventy-one students from two classes in class MIPA 1 and MIPA 4 at SMAN 3 Cilegon Cilegon were sampled. According to Hanafi (2011), the sample is a representative sample of the population obtained responsibly. The two classes were chosen as samples, one class was the experimental group and one class was the control group. The experimental class was received treatment using Quantum Learning Strategy and the control class was received treatment using Discussion Strategy.

Research Variable

Research often concerns relationships between variables and according to Adegun (2005) most educational researches are concerned with establishing interrelationships among variables and every aspect of research needs fundamental characteristics and ingredient, and these are called variables. A variable is not only something to be measured, it is what a researcher can also manipulate and control for as obtainable in experimental research.

1. Independent Variable

Independent variable is a factor or feature that impacts or affects a result or dependent variable (Creswell, 2012). The independent variable of this research is Quantum Learning Strategy

2. Dependent Variable

The dependent variables are those that are affected by the independent variables. The independent variable influences a dependent variable, which is an attribute or characteristic (Creswell, 2012). The dependent variable is students' writing skills in descriptive text

The location and the time of Research

The location of this research was at SMA Negeri 3 Cilegon. The school is located at Jalan lebak kayang No.68, Kelurahan Bulakan, Kecamatan Cilegon, Kota Cilegon, Banten 42426. This research was conducted as SMAN 3 Cilegon from 01 – 17 June 2022

Data Collecting Technique

The researcher using SPSS 26 to understand data, analyze, forecast and plan to validate assumptions and drive accurate conclusions. Research instrument by Sugiyono (2015) is a measuring instrument such as tests, questionnaires, interview guides and observation guidelines used by researchers to collect data in a study. The researcher using interview to see gap in the research, pretest and posttest to see students in writing skill.

1.Pre-test

Pre-test administered to measure their ability before giving treament by Quantum Learning Strategy, this test given to know the students basic competence in Writing skills Descriptive text and to know they earlier knowledge before they get treatment.

2.Post-test

Post-test is the test that given after doing treatment determine what the students have learned. This test was conducted to get Writing skills score of students after doing treatment. It is done to know the final score and to know the students difference achievement before and after they get treatment.

3.Scoring rubric

An easy way to evaluate student writing is to create a rubric. A rubric is a scoring guide that helps teachers evaluate student performance as well as a student product or project. A writing rubric allows you, as a teacher, to help students improve their writing skills by determining what areas they need help in. the researcher use scoring rubric Glass: 2005

Criteria	1	2	3	4	Score
Focus/ Main Point	The essay poorly addresses topic and includes irrelevant ideas	The essay is focused on topic and includes few loosely related ideas	The essay is focused on the topic and includes relevant ideas	The essay is focused, purposeful, and reflects clear insight and ideas	
Support	Provides little or no support for the main point	Supports main point with some underdeveloped reasons and/or examples	Supports main point with developed Reasons and/ or examples	Persuasively supports main point with well-developed reasons and/ or examples	
Organization & Format (Paragraphs, Transitions)	Little or no organization of ideas to build an argument	Some organization of ideas to build an argument	Organizes ideas to build an argument	Effectively organizes ideas to build a logical, coherent argument	
Language, Style & Conventions (Sentence structure, word choice, grammar, spelling, punctuation)	Little or no use of elements of style Many errors in grammar, spelling, and punctuation, makes reader's comprehension difficult	Some use of elements of style Contains frequent errors in grammar, spelling, and punctuation	Appropriate use of elements of Style Uses correct grammar, spelling, and punctuation with few errors	Effective and creative use of elements of style to enhance meaning Uses correct grammar, spelling, punctuation throughout with very few errors	
Originality (Expression of the theme in a creative way)	No experimentation nor enhancement of concepts No adherence to the theme	Very little experimentation to enhance concepts Does not exhibit creativity	Sufficient Experimentation with language and usage to enhance concepts Applies basic creative skills to relay ideas	Distinctive Experimentation with language and usage to enhance concepts Applies higher order thinking and creative skills to relay complex ideas	

Data Analysis Technique

Validity

The researcher using content validity. Gay (1992: 156) "content validity is the degree to which a test measures an intended content area. The test was said to have content validity if its content constitutes a representative sample of the language skills, structure etc, being tested (Isnawati, 2014: 27). It means that the test has content validity if there any relevancy of the objective of the test and the content of the test item. In other words, the content of the instrument has to match or relevant with skill that will be tested.

Reliability

Reliability is a measure of the stability or consistency of test scores. We can also think of it as the ability to repeat test results or research findings. We also need to know that there is a reliability coefficient term, which is a measure of how well the test measures achievement. If the value of Cronbach's Alpha > 0.60 then the pre-test and post-test are declared reliable or consistent. If the value of Cronbach's Alpha < 0.60 then the pre test and post test are declared unreliable or inconsistent.

Normality test

A normality test is a statistical process used to determine if a sample or any group of data fits a standard normal distribution. The basic concept of the Kolmogorov Smirnov normality test is to compare the distribution of the data with the standard normal distribution. Standard normal distribution is data that has been transformed into Z-Score form and is assumed to be normal. So, the Kolmogorov Smirnov test is a test of difference between the data being tested for normality and standard normal data. Researchers using SPSS 26 normality test with Kolmogorov Smirnov. Basis for Decision Making in the Kolmogorov Smirnov Normality Test. If the significance value (Sig) is greater than 0.05 then the research data is normally distributed. If the significance value (Sig) is less than 0.05, the research data is not normally distributed.

Homogeneity test

This test was intended to determine whether the variance of pre-test and post-test scores in experimental and control groups were the same or not. The Levene's test for equality of variance was used to analyze the homogeneity. It means that Ho: The distribution of pretest score in experimental and control group are homogeneous. In addition, the level significance of homogeneity test was determined in the level a = 0.05. The level significance criterion for homogeneity test stated that if the probability > 0.05, the Ho was accepted. If the probability <0.05 Ho is rejected (Hatch and Farhady, 1982:88)

Hypothesis

Hypothesis testing is a test to determine whether the hypothesis is rejected/accepted or whether the independent variable with the dependent variable has an influence or not. This research conducted 71 students, so it means the research applied Z-test. In this study, the researcher was presented the alternative hypothesis (Ha) and the null hypothesis (Ho) which are formulated as follows:

Ha = X1 ≠ X2

Ho = X1 = X2

Notes:

Alternative Hypothesis (Ha), there is improving students' writing skills in descriptive text through quantum learning strategy.

Null Hypothesis (Ho), there is not improving students' writing skills in descriptive text through quantum learning strategy. The criteria of significant values as follows: The data must be normal (normality test)

and homogeneous (homogeneity test). If value Sig (2-tailed) < 0,05 it means that quantum learning improve writing skills in descriptive text. But, if value Sig (2-tailed) > 0,05 it means that quantum learning not improve writing skills in descriptive text

Research Procedure

The researcher conducted some steps to do the research. The steps used in conducting the research are: Asked permission to conduct the research; Observed the research subject; Determined the research population and sample; Formulated the problem; Chose the research method which appropriate to the research; Designed the insrument for pretest and posstest; Conducted pre test and post test, then evaluating the result, for experimental class using Quantum learning Strategy, but for control class using discussion strategy; Collected and analyzed the data; Concluded the data result

Methodology

Validity

In this research, researcher used content validity. The researcher arranged a lesson plan for the control class and experimental class. Then the researcher consulted with an English teacher for class X MIP, the teacher stated that the instrument was valid because it was in accordance with the lesson plan at school.

Reliability

The research using SPSS 26 to examine the reliability of the test. According to Sujerweni (2014), value of cronbach alpha > 0,6 it means that the reliable.

Table 1. The percentage of reliability in control class

Reliability Statistics

Cronbach's Alpha	N of Items
,090	2

Table 2. The percentage of reliability in experimental class

Reliability Statistics

Cronbach's Alpha	N of Items
,073	2

As the result, it means that the control class value in reliability test is 0,90 > 0,6 is reliable distributed. In the experimental class value in reliability test is 0,73 > 0,6 is reliable distributed.

Normality

Researchers using SPSS 26 normality test with Kolmogorov Smirnov. Basis for Decision Making in the Kolmogorov Smirnov Normality Test. Normality test using the Kolmogorov-Smirnov formula in calculation using SPSS 26 program. To find out whether it is normal or not, if sig > 0.05 then it is normal and if sig < 0.05 it can be said to be abnormal. The calculation results obtained are as follows:

Table 3. test of normality

Tests of Normality

		Kolmogorov-Smirnov[a]		
	Class	Statistic	df	Sig.
Score	Pre test Experimental	,132	35	,125
	Post test Experimental	,169	35	,013
	Pre test Control	,157	36	,024
	Post test Control	,140	36	,018

a. Lilliefors Significance Correction

Based on the results of the normality test using SPSS 26, it can be seen that the significance value (Sig) pre test control class 0,24 > 0,05, post test control class 0,18 > 0,05, pre test experimental class 0,125 > 0,05, post test experimental class 0,13 > 0,05, it means that all data both on the Kolmogorov-Smirnov test > 0.05, it can be concluded that the research data is normally distributed.

Homogeneity

The homogeneity test was used to determine the level of similarity of variance between the two groups there are the experimental group and the control group. to accept or reject the hypothesis by comparing the sig price on Levene's statistic with 0.05 (sig > 0.05). The homogeneity test results can be seen in the following table

Table 4. test of homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1,081	1	69	,302
	Based on Median	,687	1	69	,410
	Based on Median and with adjusted df	,687	1	67,829	,410
	Based on trimmed mean	1,066	1	69	,305

From the results of the calculation of the significant price of post-test data greater than 0.05 (sig > 0.05), it can be concluded that the data in this study has a homogeneous variance.

Result of Hypothesis

If value Sig (2-tailed) < 0,05 it means that quantum learning improve writing skills in descriptive text. But, if value Sig (2-tailed) > 0,05 it means that quantum learning not improve writing skills in descriptive text

Table 5. test of control class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	3,794	,055	2,858	69	,000	8,698	3,044	2,627	14,770
	Equal variances not assumed			2,868	65,886	,000	8,698	3,033	2,643	14,754

Table 6. test of experimental class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	6,053	,016	1,775	69	,000	2,147	1,210	4,560	,266
	Equal variances not assumed			1,768	63,703	,000	2,147	1,214	4,572	,279

Based on the test above, it shows a significant of 0.00 < 0.05. This is can be concluded that Ho is rejected and Ha is accepted, because the number in Asymp.sig 0.000 is a lack of value from significant 5% = 0.05. Control class calculated that value sig 0,000 < 0,05 it means that discussion technique improve writing skills in descriptive text. From the calculated, in control class there is improve discussion method in teaching writing skills in descriptive text. Experimental class calculated that value sig 0,000 < 0,05 it means that quantum learning strategy influence writing skills in descriptive text at tenth grade of SMAN 3 Cilegon.

Discussion

From the data, For the experimental class they have different treatment because by applying quantum learning, they got higher sore in writing descriptive text because the scoring students increase in pre test until post test, it means that students to provide strength in order to develop their skills and achieve success. It is constructed theory from Suryani (2013) is quantum learning is a fun learning process, by providing strategies to improve the teaching and learning process so that learning can be accepted easily by students. In classroom, in treatment the students active in classroom, they said that with this learning they fun, good communication with friends, and effective to learn descriptive text. It is constructed to theory from Usta (2006) Quantum learning is effective research because one of them has effective applications where this factor is very important and effective for students, the other factors are fun learning, leadership, good communication, and high mental skills.

Conclusion

After analyzing the data, it was found out that the students' writing skills through quantum learning score increased from the pre test until post test. students in control class are 36 with mean pre test 47,36 and mean post test 80,14, it means that in control class increase 32%. Meanwhile, total students in experimental class with mean of pre test 40 and mean of post test 82,29, it means that in experimental class increase 42%. Based on calculated in hypothesis z-test, value sig 0,000 < 0,05 Ha is accepted Ho is rejected. From the calculated, quantum learning strategy influence writing skills in descriptive text at tenth grade of SMAN 3 Cilegon.

Suggession

Based on the conclusion above, the researcher would like to suggest as follows:

The first for the English teacher, it is a good alternative to make the students interested in writing and teacher should create an enjoy in teaching writing. Both the teacher and the students play important roles in achieving success in a subject, it is important to recognize that learning is a two-way process that is both teacher and student. Moreover, the students should be more active in participating in the teaching learning process. It is also essential that students retain their motivation and work hard to develop their writing skills.

The second for the students, the students should have high motivation to learn English, especially writing. Quantum learning is always put the students on a comfortable and enjoyable situation. They can express their opinion and be active. The last for the other researcher, this research can be valuable for further analysis related to teaching writing of genre of text not only for descriptive text. On the other hand, this research might help to build a strategy with a different focus on English lessons. In this research, the researcher did not use other data collection techniques other than pre-test and post-test. Therefore, the researcher suggests to further researchers to focus more not only on the implementation of the Quantum Learning strategy but also on how its implementation is perceived by both teachers and students through Classroom Action Research.

Reference

Afacan, O & Gürel I. (2019). The Effect of Quantum Learning Model on Science Teacher Candidates' Self-Efficacy and Communication Skills. Journal of Education and Training Studies, 7(4), 86 92

Andrew, P. Johnson. (2008). *Teaching Reading and Writing.* New York: Rowman and Littlefield Education

Alawi, Fikri Fauzi. (2011). Improving Students' Ability in Writig Descriptive Text Using Cluestrering Technique. Jakarta.

Aunurrahman, A., Hikmayanti, A., & Yuliana, Y. (2020). Teaching English using a genre pedagogy to Islamic Junior High School Students.

Anggraini, R. W. (2019). The Discovery Learning in Teaching Writing Skill in Junior High School. Global Expert

Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy (2 ed.).* White Plains, N. Y: Pearson Longman.

Boardman, C. A., & Frydenberg, J. (2002). *Writing to Communicate Paragraph and Essays*. New York: Pearson Education, Inc.

Cheung, Y. L. (2016). Teaching Writing. In W. A. Renandya, & H. P. Widodo (Eds.). *English Language Teaching Today: Building a Closer Link Between Theory and Practice,* New York, NY: Springer International.

Fitriani, dkk. (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), 632-636.

Ismail, A. H. (2018). An Analysis of Students' Ability in Writing Descriptive Text a Case Study of the Eight Grade Students of SMP N 2 Selong in the Academic Year 2017-2018.

M.F.Patel, J. M. . (2008). *English Language Teaching (Methods, Tools, and Technique).* Sunrise.

Troia, G.A & Graham, S. (2003). Effective Writing Instruction Across the Grades: What Every Educational Consultant Should Know. *Journal of Educational and Psychological Consultation*, 14(1), 78-89

Harmenita, R.Y & Tiarina,Y. (2013). TEACHING WRITING A DESCRIPTIVE ENVIRONMENTAL OBSERVATION STRATEGY. Journal of English Language Teaching Journal of English Language Teaching, 1(2), 30-38.

Maolida, E.H. (2018). A Case Study of EFL Writers. Journal of English Language Teaching and Linguistics. *Journal of English Language Teaching and Linguistics*, 3(3), 204-214

Puspitasari, E., Pratolo, B. W., & Mahfiana, A. M. I. (2020). Teacher's Belief about the Implementation of Curriculum 2013 in English Language. Ethical Lingua

Perdanal, H.N, Adiso2, Ng & Asi, A. the effectiveness of quantum learning to teach speaking viewed from students' self- confidence

Siregar, S.R & Dongoran, Nursahara.(2020). Students' Ability in Writing Descriptive Text. *English Journal for Teaching and Learning,* 08(01), 81 – 90.

S. S. Shapiro, M. B. Wilk & Mrs. H. J. Chen. (1968). A Comparative Study of Various Tests for Normality.

Tamba, L. J., Situmorang, Y. V, & Ginting, Q. H. E. (2020). Students' Ability in Writing Descriptive Text at Eighth Grade of SMP TD Pardede Foundation Medan.

Williams, Carrie. (2007). Research Methods. Journal of Business & Economi Research. *Journal of Business & Economic Research,* 5(3), 65–70.