TEACHING RECOUNT TEXT THROUGH QUANTUM TEACHING STRATEGY TO IMPROVE STUDENTS' WRITING SKILL

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Abstract : The aim of this study is to find out whether or not Quantum Teaching Strategy is effective to help students enhance their writing skills. This study was carried out at SMA Negeri 1 Manganitu. This research used quantitative research. This research is expected to be useful in providing information to teachers in teaching and learning activities so that teachers are more creative and know how to improve students' curiosity, to gain students' interest in learning English in class. The population of this research was the students of SMA Negeri 1 Manganitu and class X that consisting of 20 students as sample. This study used a pre-experimental, pre-test, and post-test design with only one group. The researcher gathered data by asking students to complete a written test firstly also known as pre-test apply in Quantum Teaching Strategy, secondly delivered with written test also known as post-test. After these activities, the researcher analysed the data by comparing the mean score of pre-test and post-test. The result of post-test score was 78 compared to the total mean = 38.75 as the result of pre-test. This meant that Quantum Teaching Strategy was an effective way to improves students' writing skill in recount text especially in personal recount text. It was recommended to teachers to use Quantum Teaching Strategy in order to maximize students' capability in learning English.

Keywords : *Effectiveness, Quantum Teaching Stratgey, Recount Text, Improve, Writing*

INTRODUCTION

Learning is an activity where someone finds out something from they do not know and finally became aware. According to (Wigati, F. A, 2016), "belajar adalah suatu upaya pembelajaran untuk mengembangkan seluruh kepribadian, baik fisik

maupun psikis. Belajar juga dimaksudkan untuk mengembangkan seluruh aspek intelegensi sehingga anak didik menjadi manusia yang utuh, cerdas secara intelegensi, cerdas secara emosional, cerdas secara psikomotor, dan memiliki keterampilan yang berguna untuk kehidupannya"(Weigle, 2002). Accoridng to (Nihta Liando and Nita Mozes, 2019) to help very young learners learn English as a foreign language, teaching methods and learning strategies should be influential for their emotion/physic, various activities and short periods. Teaching is much more enjoyable if it is delivered in an engaging manner that is well received by students (Astrid, 2010). "Quantum education their world is drawn into ours, and our world is drawn into theirs," says (DePorter, 2011). Which means the importance of the teacher to enter the world of students as the first step, why? As a result of these efforts, a teacher will be able to lead, guide, and assist students in gaining more knowledge. Some of the advantages using Quantum Teaching Strategy according to (Bobbie Deporter and Hernacki, 2004) are: (1) A positive attitude, (2) increased motivation, (3) lifelong skill, (4) self-confidence, and (5) success or improved learning outcomes are all factors to consider.

The teaching and learning process, particularly in English writing, is heavily reliant on the teachers' ability to assist students and make the classroom teaching and learning process enjoyable and comfortable (Bryne, 2002). According to (Gidion Maru and Nihta Liando, 2019), writing is crucial terms of academics assesment. A product of writing visualizes the reflection of learners' analytical and critical thinking on certain issues of given subject or discipline (Caroline, 2003).

Students must master writing as one of the English skills, particularly for recount texts (Djuhari, 2007). according to (Gidion Maru and Nihta Liando, 2019) writing is the consequence of a process that includes both idea generation and language proficiency. In fact, the ability of students to write is very low. Due to several factors. First, there is a scarcity of ideas, terminology, and facts to write about

(Pangemanan, 2008). Second, the students have no prior knowledge of the topic on which they are writing. Third, the children are unable to form cohesive paragraphs from their thoughts. Based on the situation described above, one solution is to provide a teaching approach that is appropriate, exciting, effective, and beneficial to the pupils (Jesieca, 2018). According to (Gidion Maru, Chris Caesar Pikirang and Nihta Liando, 2020) wrting skill implies the ability of comprehending ideas and thoughts, and the means of expressing and elaborating notions and insight as well. (Sing and Sudarshan, 1996), "A creative teacher can use a variety of tactics to make the setting engaging for the child's language development."

The writer wishes to learn how to improve students' capacity to create recount text based on the issues listed above (Derewianka, 2004). According to (Gidion Maru, Nihta Liando and Slamet Setiawan, 2020) writing ability is a part of the process in learning foreign languages, especially English. It aims to make students enable to develop communication competences, and to build the teacher character (Hernowo, 2005). There must be techniques, designs or treatments that are used to increase student writing skills in recount text (Didin, 2011). Therefore, the author use quantum teaching to help students enhance their writing skills. So, the author makes a research about Teaching recount text through quantum teaching strategy to improve students' writing skill.

Based on the backround in previous past. The research question is formulated as follow: is Quantum Teaching Strategy effective to improving students writing skill in recount text?

The purpose of this study is to evaluate if the Quantum Teaching Strategy is beneficial in improving students' recount text writing skills (Pardiyono, 2007).

These research was limited to the use of quantum teaching strategy to improve students' writing skill, especially in personal recount text for students of 10th grade (XBahasa) Expected to be able to reach competence as follow:

RESEARCH METHODOLOGY

Consider that this study's data is in the form of test scores, this study is classified as quantitative research since it collects numerical data and analyzes it using mathematically based approaches to explain phenomena (in particular statistics) (Richard, J. C, & Renandya, W. A, 2014).

This research using one group only, with pre-test and post-tets design of pre-experimental (Gay, 1981). This type of research is more accurate because it compares the situation before the treatment (Sugiyono, 2015). Before the treatment, a pre-test will be given, and after the treatment, a post-test will be given. The two tests include in this research consist of: O^1 or result of pre-test and O^2 or result of post-test. X is used to symbolize the effect of treatment.

O^1 X O^2

O^1 = Pre test

X = Treatment

O^2 = Post test

Data Collection

Text is employed as a data collection instrument in this study. The researcher employs a comprehensive scoring system. adapted from (Ken Hyland, 2003). The following table is the holistic scoring rubric used by the researcher to analyze students' writing skill.

Score	Descriptors
86-100	**Outstanding work:** The capacity to summarize and rephrase input wordings is demonstrated by the correct selection of content and its ordering under the proper headers of the report content; overall coherence of the report structure, internal cohesion of each of the three sections; linguistic accuracy and the use of a variety of structures and vocabulary; and the use of an acceptable tone and style on a regular basis.
71-85	**Very good work:** All essential points from the inputs are identified and included under appropriate headings; an attempt is made to rephrase the primary points from the inputs, which is typically effective; overall coherence is good and ideas are logically and clearly connected; syntatic variety may be limited but there is no more than a sprinkling of (nonserious) grammatical errors; only occasional lapses in tone and style, mainly through inappropriate selection of vocabulary.
56-70	**Satisfactory work:** The incorporation of relevant points from the reading and listening inputs is mostly satisfactory, but some minor points may be missed, and some phrases from the inputs may be taken verbatim.; overall coherence is fairly well, but there may be some inconsistencies in the cohesiveness within and between words.; variety of structures/choice of vocabulary is There are a few grammar faults sprinkled throughout, but they do not severely impair reader comprehension.
41-55	**Marginally satisfactory work:** Some significant points were left out, and others were copied verbatim and/or not subsumed under the report's appropriate titles; Although the linkages between portions of the report and the connectivity of ideas within sections of the study are rather shaky, the report can be read without undue strain.; Frequent grammatical errors

	that do not cause the reader undue stress; frequent deviations in tone and style.
26-40	**Unsatisfactory work:** inadequate incorporation of relevant material from the inputs and/or direct copying of wordings; poor overall coherence and local cohesion leading to strain in reader comprehension; numerous grammatical errors, some serious and impeding comprehension; no consistent attempt to establish appropriate tone and style; some attempt to fullfill task requirements but at an unacceptably low level.
1-25	**Very unsatisfactory work:** Relevant information is missing, and/or unnecessary information is included; there's a good chance there's been a lot of copying from the inputs; Coherence and continuity are consistently weak, putting the reader under a lot of stress; There are several grammatical problems throughout the text, and there is little or no attempt to achieve the acceptable tone or style; The work plainly does not meet the task's standards.

The research procedures are: the writer choosing a sample class of the first year students guided by English teacher. The researcher gives the students a pre-test after preparing the materials and lesson plan, and the results of the pre-test are computed. Beginning instruction and therapy in the classroom, administering the post-test, and computing the post-test result the final step is to develop conclusions based on the research findings after comparing the pre-test and post-test outcomes (Ur Penny, 1996). In analysing the data, the researcher will use formula (Buthler, 1985) as follow:

$$X = \frac{\Sigma X}{N}$$

X = Mean score

ΣX = total score of all the students in class

N = Amount of students in class.

Presentation of the Data

This research conducted in SMA Negeri 1 Manganitu and the sample was class X IBB consist of 20 students. The researcher used quantitative research through pre-tes and post-test design that focused on one class. Singh, U. K, & Sudarshan, K. N, (1996). The purpose of this research was to see if using a quantum teaching style may assist students improve their writing skills. The researcher compared the results of the pre-test and post-test using statistics.

Recapitulation of mean score and standard deviation of X_1 (pre-test) and X_2 (post-test)

Group	Mean Score	Standard Deviation
Pre-test (X_1)	38.75	11.7
Post-test (X_2)	78	24.1

Discussion

Based on the findings, Quantum Teaching Strategy assisted students in becoming more engaged in class and making the learning environment more enjoyable because it included a variety of techniques that provided a variety of dynamic learning opportunities (Murcia C M, 1991). After using Quantum Teaching Strategy, The post-test scores were greater than the pre-test scores because the total mean of the post-test was 78, whereas the total mean of the pre-test was 38.75. Based on the findings, the researcher concludes that the Quantum teaching style was a successful way of teaching the material.

Conclusion

Based on the research and discussion in the previous chapters, the researcher comes to the conclusion that, according to the findings of this study, students' post-test scores were higher than their pre-test scores. It signifies that the Quantum Teaching Strategy works to increase students' writing skills. The writing teaching and learning process will be successful if an appropriate method or technique is used. Using the Quantum Teaching Strategy to teach recount text can assist students in expressing their thoughts, feelings, and knowledge. There are some suggestions given. Teacher were suggested to use Quantum Teaching Strategy to make the students feel enthusiastic to received material or make the students interested in learning recount text. Using the Quantum Teaching Strategy to teach recount text can assist students in expressing their thoughts, feelings, and knowledge. Teachers should offer pupils with a good medium so that they feel more at ease when asked to write in English.

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