

Peningkatan Keterampilan Menulis Siswa Kelas XI SMA FQI Kefamenanu Menggunakan Metode Quantum Writing Tahun Ajaran 2023/2024

Improving the XI Grade Students' Writing Skill of SMA FQI Kefamenanu Using Quantum Writing Method in 2023/2024 Teaching Year

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ABSTRAK

Penelitian yang berjudul “Meningkatkan Keterampilan Menulis Siswa Kelas XI SMA FQI (*Fides Quaerens Intellectum*) Kefamenanu Menggunakan Metode Quantum Writing Tahun Ajaran 2023/2024 (Classroom Action Research)” bertujuan untuk mengetahui efektif atau tidaknya penggunaan quantumwriting untuk meningkatkan ketuntasan siswa kelas XI SMA FQI Kefamenanu dalam menulis bahasa Inggris, mengidentifikasi bagian menulis yang masih sulit dikuasai siswa dalam menulis bahasa Inggris, dan mengkategorikan tingkat penguasaan mereka dalam menulis bahasa Inggris. Untuk mendapatkan data, mereka mengajar dua kali dan memberikan tes dan angket kepada siswa. Hasil analisis data menunjukkan bahwa nilai rata-rata siswa pada pretest adalah 65 dan pada posttest adalah 95. Hal ini menunjukkan bahwa mereka mempunyai permasalahan dalam kompetensi menulis. Masalah utama mereka adalah mereka tidak mempunyai kosakata yang cukup untuk menulis dalam bahasa Inggris. Namun, metode penulisan kuantum telah membantu mereka dalam menulis. Oleh karena itu, walaupun tingkat penguasaan mereka hanya cukup pada saat pretest, namun tingkat penguasaan mereka sangat baik pada posttest. Metode ini efektif meningkatkan kompetensi menulis mereka. Temuan ini mengharuskan semua guru bahasa Inggris mempromosikan penulisan kuantum sebagai metode tepat yang dapat membantu siswa menulis dengan baik dalam bahasa Inggris..

Kata Kunci : peningkatan, keterampilan menulis, siswa, SMA FQI, PTK

ABSTRACT

This research aims to know whether or not using quantum writing is effective to improve the mastery of XI grade students of SMA FQI Kefamenanu in writing English, identify the part of writing which is still difficult for the students to master writing English, and categorize their level of mastery in writing English. To get the data, they taught twice and give the students test and questionnaire. The results of data analysis show that the students' average score is 65 in pretest while 95 in posttest. It indicates that they had problems in writing competence. Their dominant problem is that they did not have enough vocabulary to write in English. However, quantum writing method has helped them to write. Therefore, although their level of mastery was just enough in pretest, their level of mastery was excellent in posttest. The method has effectively improved their writing competence. These findings require all teachers of English promote quantum writing as the appropriate method that can help the students to write well in English.

Keywords: improving, writing skill, students, SMA FQI, CAR

Submitted : 23 November 2024

Accepted : 08 Januari 2025

Published : 13 Januari 2025

1. PENDAHULUAN

Many students want to be writers. In the beginning they write, for example, their daily activities, poems, love experience, or love idiomatic expressions. At last, they cannot write bigger than they have written. The first reason is that they do not read aloud. Remember that

reading has greater influence than other language skills such as listening and speaking (Noble et al., 2019). Reading a lot will give the students a lot of new knowledge that can revive their ideas (Mufidah et al., 2022). Next, they never read again what they have written down. They are only satisfied with the simple writing. They should actually reread and revise it and try to find other ideas through reading aloud that can strengthen their previous knowledge. Finally, at school, the teaching and learning process of English does not provide a chance for them to write. Their teachers of English solely give their students writing tasks and ask them to submit. Their writings are not revised. Therefore, they do not get any revision.

At the higher institution level, the students still have low mastery on English writing (Asik, 2015). His pres-test informs that they face difficulties in writing because they have low motivation and vocabulary. It also caused by the uninteresting learning materials, approach, technique and method the teachers of English use. In addition, the low writing power is derived from students' failure to determine diction, or word choice and to find ideas, to develop their imagination (Lestari, 2019). Then, they view that writing English is difficult.

It should be noted that, in the act of language, four language skills (namely: listening, speaking, reading and writing) influence each other (Ramadhan et al., 2017). Someone is listening or reading because she/he needs some information from reading and reading material (although at first it may be forced). Information or experiences gained in listening and reading provide input in speaking and writing (Kellogg, 2008). Thus, the four aspects of language have a very close relationship that cannot be separated from one another (Nan, 2018). For example, when writing people need inspiration, ideas, or information for their writing, listening skills are needed in this activity.

He adds that writing skills are the last to be mastered. This is not surprising because in writing, students are required to master various linguistic elements and elements outside the language itself so that the resulting writing can be coherent and cohesive, cohesive, and coherent (Takriyanti & Chaniago, 2021). Therefore, this learning to write must be taught, fostered and developed intensively at all levels of education (Wulandari, 2020). Currently, learning to write held in schools is not optimal. The process of learning to write descriptions carried out by teachers still uses conventional methods. There are several factors that can prevent students from knowing more clearly the procedures for writing descriptions. First, students lack of enthusiasm in participating in description writing lessons. Second, they have difficulty in understanding the material in writing descriptions. Third, they feel bored because of the monotonous techniques and methods used. And fourth, teachers lack of guidance when students do the writing task.

So, learning to write is done conventionally. It means that students are only given a writing theory or writing task, but it does not inspire their enthusiasm, motivation and creativity. It also pushes them to feel that learning English writing is difficult. This condition also has an impact on not achieving the expected competencies, because student scores are still below the KKM (or: Minimum Completeness Criteria) set. Based on the (Badan Standar

Nasional Pendidikan, 2006) that the learning process of English aims to improve communication skills properly and correctly, both orally and writtenly.

The above condition is also found at SMA Katolik Fides Quaerens Intellectum (FQI) Kefamenanu. Our observation shows that many students have actually ability to write well enough in English but they were not given a chance to develop their abilities. Their teachers of English only taught them the materials written on the books used. On one side, the teachers obey the rule. However, the other side, the students must learn the materials. If not, they will not pass the test given.

On the basis of the above condition, we would like to conduct a research entitled *Improving the Writing Skill of the XI Grade Students of SMA FQI Kefamenanu Using Quantum Writing (A Classroom Action Research)*. In a study, it was found that the ability of students in writing descriptive essays by applying the Quantum Writing method is better than using conventional ones (Setiaji et al., 2019). Moreover, the application of quantum learning can improve student's writing description text ability (Suwandari, 2019). Furthermore, it is informed that there is a positive effect of the Quantum Writing model with the cartoon rubric media on the creativity of writing anecdotal texts for SMA students (Cahyani & Winarni, 2019). The application of the quantum learning method in writing short stories also gets a positive response from students (Nupus et al., 2019). It can improve students' writing skill on poetry (Darmanah, 2020) and articles in Indonesian subjects (Triandy et al., 2021).

It is hoped that this study will help students to develop their writing abilities in English. Therefore, it aims to know whether or not using quantum writing is effective to improve the SMA students writing mastery, identify the part of writing which is still difficult for them to master writing English, and categorize their level of mastery in writing English.

2. METODE

Since this study aims at describing the effectiveness of using quantum writing method to improve the students' writing ability, the classroom action research (CAR) is appropriately used. The purpose of this research is to improve the quality of learning in the classroom through a certain action (treatment) in one or several cycles as needed. It aims at finding out and explaining the data got systematically and accurately about the improvement of the students' writing ability before and after applying quantum writing method. This type of research applies three steps: (1) planning, (2) treatment and observation (3) reflection (Arikunto, 2006) quoting Kemmis and Taggart.

The students involving in this study are the second grade students of senior high school of FQI Kefamenanu in 2023/2024 teaching year who have joined English course teaching and learning process. They consist of two parallel classes (XIA and XIB). However, only class XIA was purposively chosen as the subject of the present study.

The instrument used by the researchers to collect the data needed is an essay test. In this type of test, the researchers just asked them to write freely in the first cycle. Then, in the second

cycle, quantum writing method was applied. To realize the effectiveness of applying this method, the students were asked to write using the writing model provided and the steps of quantum writing method prepared.

There are two procedures applied to gather the data needed. In the beginning, the researchers read some relevance references and took notes. It aims to make a pertinent approach to find the related theories and previous studies to the present one. In second procedure, the chief of Betlehem foundation as the owner of the researched school, the headmaster, the teachers of English and the students were explained about the study on 20 and 27 September 2024. In the field study, there were three procedures to collect the data needed. They are observation, giving test and questionnaire (Cohen et al., 2007). These procedures are used to determine the activities of teachers and students, student learning outcomes in the form of mastery of teaching materials and assignment of writing skills after the Quantum Writing strategy is applied.

In analyzing and describing the data, there were three steps (Creswell, 2013). One, codification that is to give codes to each student parts of writings. Two, classification and analysis that is to classify and analyze their writings on the basis of the correct writing format. And three, categorization that is to categorize their answers on the basis of mastery level.

While to assess the data, three types of the instrument were applied. First, observation sheets which are designed to observe students' writing skills. Second, test sheet that is designed to measure students' writing mastery. And third, field notes which are carried out to obtain things that happened during the learning process. In short, these three types of instrument are used to measure the extent to which Indonesian language learning abilities and outcomes have achieved the score set up.

To measure students' successfulness in writing using quantum writing method, they should achieve a minimum score of at least 80% with an achievement value of 75 (Djamarah, 2005). In addition, if learning outcomes has shown 75%, it indicates that the students have completed the limit of completeness in accordance with the minimum mastery criteria (Kriteria Ketuntasan Minimum, or abbreviated as KKM) nationally determined (reaching KKM = 70).

The criteria of students' successfulness will be seen in the following table.

Table 1 Range of score and level of mastery

No	Range of Score	Level of mastery
1	80-100	Excellent
2	70-79	Good
3	60-69	Enough
4	50-59	Poor
5	0-49	Bad

3. HASIL

This part will expose the results of data analysis of students' scores of pretest, the responses of questionnaire distributed, and their writings' problems.

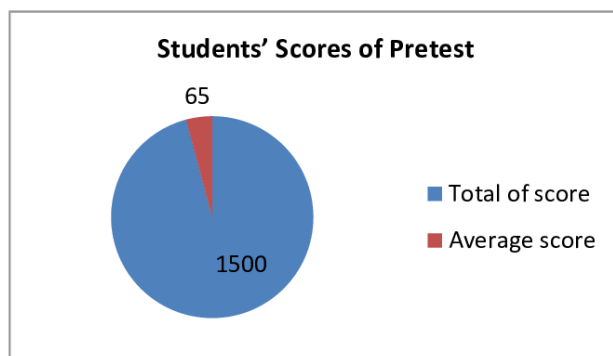


Figure1 Pretest scores

Figure 1 shows that the students' average score is 65. It indicates that they failed the pretest. It means that they had problems in writing competence. The same figure also informs about the score of each student. To know whether their scores are above the minimum mastery criteria nationally determined (reaching KKM = 70), the following figure will compare them.

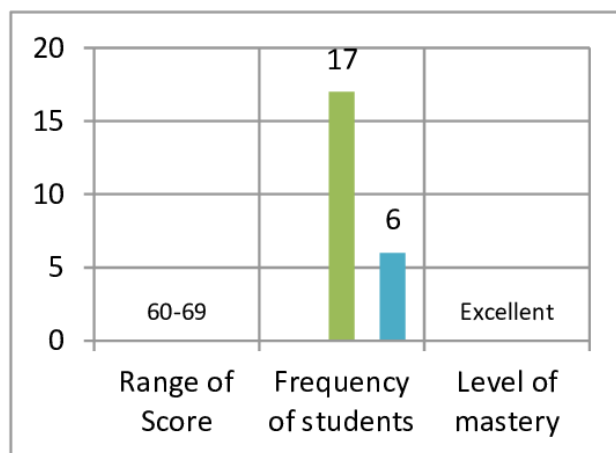


Figure 2 Students' level of mastery in pretest

Figure 2 exposed the fact that there six (6) students whose scores are ranged from 80-100; therefore, there are categorized excellent. However, there are seventeen (17) students whose scores are ranged from 60-69; consequently, they are categorized enough. This data indicates that the students failed the pretest. No score is categorized good, poor and bad.

After knowing their average score and their level of mastery, the researchers tried to deliver a questionnaire to know their writing competence and their problems in writing. The results of their responses will be exposed in the following table.

Table 2 Questionnaire based students' writing problems in pretest

No	Questions	Responses			
1	Have you ever written in English?	22 (100%)= Yes			
2	How many times did you write in English?	1 (5%) = Sometimes	21 (95%)= Often		
3	Did you write in English because of the teacher given task or yourself interest?	11 (50%)= Both	4 (18%)= Self interest	7 (32%)= the teacher given task	
4	Where did you post your writings?	13 (59%)= Never	7 (31%)= Social media	1 (5%)= in English speaking class	1 (5%)= in presentation
5	How many times did you post in wall magazine or other social media?	13 (59%)= Never	9 (41%)= Often		
6	Is there any comment from your friends ot your teacher of English?	13 (59%)= No	9 (41%)= Yes		
7	What problem was the most interesting for you to write?	15 (68%)= Vocabulary	2 (9%)= None	5 (23%)= Living in the boarding house	
8	What situation did motivate you to write such problem?	2 (9%)= to speak English fluently	19 (86%)= It was interesting	1 (5%)= It was my daily activity	
9	Why did you write such problem?	1 (5%)= to get good score	21 (95%)= learning		
10	Have you ever met difficulties in writing?	22 (100%)= Yes			

Table 2 shows that the students have ever written in English (22 or 100%). They sometime (1 or 5%) and often (21 or 95%) wrote. They wrote in English because of the teacher given task or yourself interest (11 or 50%), self interest (4 or 18%) and the teacher given task (7 or 32%). They never (13 or 59%) wrote, in social media (7 or 31%), in English speaking class (1 or 5%) and in presentation (1 or 5%). They have never (13 or 59%) and often (9 or 41%) written or posted in wall magazine or other social media. Their writing got comments (9 or 41%) but no comment (13 or 59%) from their friends or teacher of English?

In their writing, the most interesting problem for them to write is vocabulary (15 or 68%), none (2 or 9%) and living in the boarding house (5 or 23%). The situation that motivated them to write such problem is to speak English fluently (2 or 9%), interesting (19 or 86%) and their daily activity (1 or 5%). They wrote because they wanted to get good score (1 or 5%) and learning (21 or 95%). However, they acknowledged that they have met difficulties in writing (22 or 100%).

After knowing their problems, the researchers tried to revise their writings. On the basis of

the revision, it is found that they had various cases in writings.

Table 3 Students' Writing Problems in Pretest

No	Students' Problems	Revisions
1	Spelling: I would like to intridoucemy self. I wod like to introdoucemy self. You can col me Now I won to tell about introducingin the my self. My hobi is Rebbingo. I like to stei in dormitori. Aim fromTokbesi. I life in Maubesi.	I would like to introdoucemy self. I would like to introdoucemy self. You can call me Now I want to introduce my self . My hobby is Rebbingo. I like to stay in dormitory . I am fromTokbesi. I live in Maubesi.
2	Word order: I have hair long. I have nose pointed. I have eye brown. My hair is color green. I have skin white.	I have long hair. I have pointed nose. I have brown eye. Or: My eyes are brown. My hair is green. My skin is white.
3	Writing series: My characteristic in: - I have hair. - I have nose.	My characteristics are as follows: - I have brown hair. - I have pointed nose.
4	Missing to be: My name Maria. My nick name Steve.	My name is Maria. My nick name is Steve.
5	Singular and plural: I have two brother's. She have long hair. My parent's live in Kilometer 7. I have two hand and foot. I have five finger. I have twoear.	I have two brothers. She has long hair. My parents live in Kilometer 7. I have two hands and feet. I have five fingers. I have two ears.
6	Infinitive to: I like to travelling. I can eating the foot.	I like to travel. I can eat the food.
7	Plural subject order:	

	Me and my friend like shopping. I am favorite food is chicken.	My friendand I like shopping. My favorite food is fried chicken.
8	Addition: I get's up at 04.00 o'clock. I like this is school . I was study in FQI. Today I will introducing my body. My hair so very good because the color black . My cheek so very soft. My chest so very strong.	I get up at 04.00 o'clock. I like this school . I am learning in FQI. Today I will introduce my body. My hair is very good because it is black . My cheek is very soft. My chest is very strong.
9	Omission of main verb: I breakfast with my friends. After school, I back to dormitory.	I got breakfast with my friends. After school, I went backthe dormitory.
10	Repetition of the same doer: After I lunch, I go to school.	After getting lunch, I went to school. Getting lunch, I went to school.
11	Capital letters: my full name is alfonsius.	My full name is Alfonsius .
12	Possessive case and to be: Nick name Onsi. I happy to study in FQI. My soulders is small.	My nick name is Onsi. I am happy to study in FQI. My soulders are small. Or: My soulder is small.
13	Gerund as subject: My hobby playing football.	My hobby is playing football. Or: My hobby is football.

Table 3 highlights the facts that the students faced thirteen (13) writing problems in pretest. Those problems are related to:

1. Spelling:

For examples:

- 1) I would like to intr**id**oucemy self. (I would like to intro**od**oucemy self.)
- 2) I **wod** like to introdoucemy self. (I **would** like to introdoucemy self.)

2. Word order:

For examples:

- 1) I have **hair long**. (I have **long hair**.)
- 2) I have **nose pointed**. (I have **pointed nose**.)
- 3) I have **eye brown**. (I have **brown eye**. Or: My eyes are brown.)

3. Writing series:

For examples:

My characteristic in:

- 1) I have hair.
- 2) I have nose.

My characteristics are as follows:

- 1) I have brown hair.
- 2) I have pointed nose.

4. Missing to be:

For examples:

- 1) My name Maria. (My name **is** Maria.)
- 2) My nick name Steve. (My nick name **is** Steve.)

5. Singular and plural:

For examples:

- 1) I have two **brother's**. (I have two **brothers**.)
- 2) She **have** long hair. (She **has** long hair.)

6. Infinitive to:

For examples:

- 1) I like **to travelling**. (I like **to travel**.)
- 2) I can **eating** the **foot**. (I can **eat** the **food**.)

7. Plural subject order:

For examples:

- 1) **Me and my friend** like shopping. (**My friend and I** like shopping.)
- 2) **I am favorite food is chicken**. (**My favorite food is fried chicken**.)

8. Addition:

For examples:

- 1) I **get's** up at 04.00 o'clock. (I **get** up at 04.00 o'clock.)
- 2) I like **this is school**. (I like **this school**.)

9. Omission of main verb:

For examples:

- 1) I breakfast with my friends. (I **got** breakfast with my friends.)
- 2) After school, I back to dormitory. (After school, I **went back** the dormitory.)

10. Repetition of the same doer:

For example:

- 1) After I lunch, I go to school. (After **getting** lunch, I went to school. Or: **Getting** lunch, I went to school.)

11. Capital letters:

For example:

- 1) my full name is alfonsius. (**My** full name is **Alfonsius**.)
12. Possessive case and to be:
For examples:
1) Nick name Onsi. (**My** nick name **is** Onsi.)
2) I happy to study in FQI. (I **am** happy to study in FQI.)
13. Gerund as subject:
For example:
1) My hobby playing football. (My hobby **is** playing football. Or: My hobby **is** football.)

The data presented in Table 3 highlights the facts that the students still faced problems in writing. Their problems are almost the as depicted in their responses toward the questionnaires distributed.

Their problems should be solved. Therefore, in the second meeting, the researchers introduced quantum writing. Through this method, they were shown a simple media which on their body. That is the part of body.

In the first step, they were asked to stand up, touch and pronounce the parts of their body. Then, they were asked to sit down and describe the parts of their body. To describe well, they were guided by using a simple description of body written on the screen directly. It used five sentences. Based on the text, they were asked to write their own part of body and occupations.

The results of their writing will be informed in the following table.

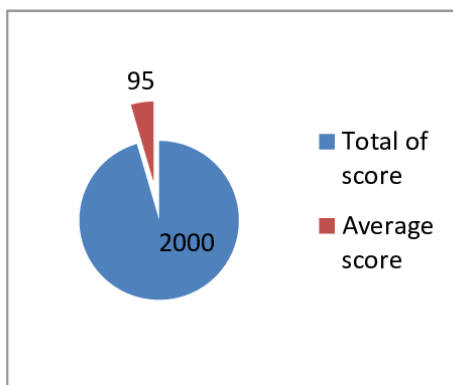


Figure 3 Students' writing scores in Posttest

Figure 3 shows that the students' average score is 95. It indicates that they passed the posttest. It means that they did have problems in writing competence.

The same table also informs about the score of each student. To know whether their scores are above the minimum mastery criteria (70), the following figure will compare them.

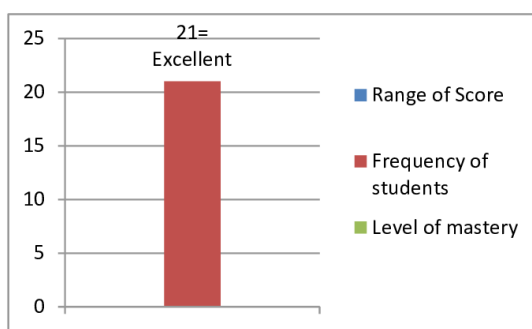


Figure 4 Students' level of mastery in pretest

Figure 4 exposed the fact that all students' (21) scores are ranged from 80-100; therefore, there are categorized excellent. However, none is categorized good, enough, poor and bad. This data indicates that they passed the pretest and have mastered the writing skill.

After knowing their average score and their level of mastery, the researchers tried to deliver a questionnaire to know their writing competence and their problems in writing. The results of their responses will be exposed in the following table.

Table 4 Questionnaire based students' writing problems in posttest

No	Question	Response
1	Have you heard about Quantum Writing learning?	22 (100%)= Yes
2	What is your opinion about Quantum Writing learning?	22 (100%)= Good or attractive
3	What is your opinion about the explanation of Quantum Writing learning?	22 (100%)= Interesting
4	What is your opinion about the task given in Quantum Writing learning?	22 (100%)= Interesting and easy to understand
5	What is opinion about the tutor of Quantum Writing learning?	22 (100%)= Good and interesting
6	What is your opinion about the corrections given in Quantum Writing learning?	22 (100%)= Good and easy to understand
7	What do you think about the research of Quantum Writing learning?	22 (100%)= Good
8	Which topic do you choose to write in Quantum Writing learning?	22 (100%)= Self introduction
9	Why do you choose the topic?	22 (100%)= to add my knowledge and experience
10	What problems did you face in completing the task given in Quantum Writing learning?	22 (100%)= No problem

Table 4 shows that 22 (100%) students have heard about Quantum Writing learning. All students (22 or 100%) think that Quantum Writing learning is good or attractive. They (22 or 100%) are really interested in joining the explanation of Quantum Writing learning. They (22 or 100%) argue that the task given in Quantum Writing learning is interesting and easy to

understand. In the same way, they (22 or 100%) saw that the tutor of Quantum Writing learning was capable of explaining the material and interesting. The corrections given in Quantum Writing learning are good and easy to understand (22 or 100%). The research of Quantum Writing learning is attractive (22 or 100%). They (22 or 100%) chose self introduction as the topic they wrote in Quantum Writing learning. They chose it because it could add their knowledge and experience (22 or 100%). Therefore, they claim that they 22 (100%) did not face problems in completing the task given in Quantum Writing learning.

After knowing that they did not have problems, the researchers tried to revise their writings. On the basis of the revision, it is found that they only had some problems various cases in writings as seen in the following table.

Table 5 Students' Writing Problems in Posttest

No	Students' Problems	Revisions
1	Full stop / period: You can call me Messie I am a student	You can call me Messie. I am a student.
2	Spelling: Studying English I like engliah .	Studying English I like English.
3	Word choice: I always go to school and study English. I always study in school and dormitory. I always study English.	I always go to school and learn English. I always learn in school and dormitory. I always learn English.
4	Singular and plural: I am a students.	I am a student.
5	-ing form: I always following to the lesson in school.	I always follow the lesson in school.

Table 5 shows that the students only made five (5) errors on their writings. Their errors are as follows:

1. Full stop / period

For examples:

- 1) You can call me Messie (You can call me Messie.)
- 2) I am a student (I am a student.)

2. Spelling

For examples:

- 1) Studying **English** (Studying English)
- 2) I like **engliah**. (I like English.)

3. Word choice

For examples:

- 1) I always go to school and **study** English. (I always go to school and **learn** English.)

2) I always **study** in school and dormitory. (I always **learn** in school and dormitory.)

3) I always **study** English. (I always **learn** English.)

4. Singular and plural

For example:

1) I am a students. (I am a student.)

5. -ing form

For example:

1) I always **following to** the lesson in school. (I always **follow** the lesson in school.)

The data of pretest shows that the students' average score is 65. It indicates that they failed the pretest. It means that they had problems in writing competence. Their problems are expressed in answering the questionnaire given. They acknowledge that they have ever written in English. However, most of them wrote because of the teacher given task. They have also never posted in social media. Some of them have posted in the school wall magazine, English speaking class and presentation. Luckily, their teacher of English always commented their writings.

In their writing, vocabulary was the main problem. The situation that motivated them to write was to speak English fluently, interesting and their daily activity. They wrote because they wanted to get good score and learning English. However, they acknowledged that they have met difficulties in writing.

After knowing their problems from the questionnaire, the researchers found that their writings had problems on spelling (I would like to intriducemy self. (I would like to introduce my self.), word order (I have hair long. I have long hair.), writing series (My characteristic in: I have hair. I have nose.; My characteristics are as follows: I have brown hair. I have pointed nose.), missing to be (My name Maria. My name is Maria.), singular and plural (I have two brother's. I have two brothers.), infinitive to (I like to travelling. I like to travel.), plural subject order (Me and my friend like shopping. My friendand I like shopping.), addition (I get's up at 04.00 o'clock. I get up at 04.00 o'clock.), omission of main verb (I breakfast with my friends. I got breakfast with my friends.), repetition of the same doer (After I lunch, I go to school. After getting lunch, I went to school. Or: Getting lunch, I went to school.), capital letters (my full name is alfonsius. My full name is Alfonsius.), possessive case and to be (Nick name Onsi. (My nick name is Onsi.), and gerund as subject (My hobby playing football. My hobby is playing football. Or: My hobby is football.)

The problems of pretest were then solved by using Quantum Writing Learning in the second meeting. As has previously been seen that Quantum Writing Learning could increase the students' writing skill. It is indicated by the data that their average score 95 in posttest. This result is the same with their responses toward the questionnaire given. In the questionnaire, Quantum Writing learning is attractive, interesting and easy to understand. Therefore, they did not face problems in completing the task given. The results of questionnaire were then compared with their writings. In fact, their writings only faced simple

problems such as period or full stop, spelling, word choice, singular and plural and –ing form.

Based on the findings, it can be asserted that quantum writing method is effective to increase the students' writing skill.

The results of the present study have the same results with (Setiaji et al., 2019) who found that the ability of students in writing descriptive essays by applying the Quantum Writing method is better than using conventional ones. Then (Suwandari, 2019) showed that the application of quantum learning can improve student's learning activity. Furthermore, there is a positive effect of the Quantum Writing model with the Java Pos cartoon rubric media on the creativity of students' writing anecdotal texts (Cahyani & Winarni, 2019). However, the results of the present study do not confirm with the previous ones in terms of methods used to ask the students to write, revise their writings, show their problems and give writing example to help them to write well in English.

However, it should be declared that the application of the quantum learning method in writing learning gets a positive response from students (Nupus et al., 2019), (Darmanah, 2020), and (Triandy et al., 2021).

6. KESIMPULAN DAN SARAN

4.1. Kesimpulan

After analyzing the data, the researchers conclude that:

4.1.1 using quantum writing is really effective to improve the mastery of XI grade students of SMA FQI Kefamenanu in writing English. The data shows the students' average score in pretest is 65, but 95 in posttest. It means that there is a great change on their writing skill. The changed is caused by the use of quantum writing learning in cycle two.

4.1.2 In pretest, they faced thirteen (13) writing difficulties. They are spelling, word order, writing series, missing to be, singular and plural, Infinitive to, plural subject order, addition, omission of main verb, repetition of the same doer, capital letters, possessive case and to be, and gerund as subject. These problems have been realized in the results of questionnaire responses analysis that they wrote in English because of the teacher given task. They also acknowledged that they have met difficulties in vocabulary. However, after quantum writing learning was applied in the posttest, they only experiences five (5) errors on their writings. Their errors are full stop / period, spelling, word choice, singular and plural and -ing form. They acknowledged that quantum writing helped them to write well in English.

4.1.3 In pretest, 17 of 23 students are categorized enough while 6 students are categorized excellent. However, all (21) students are categorized excellent in posttest.

4.2. Saran

After concluding the results of data analysis, the researchers suggest that:

4.2.1 quantum writing as an effective learning technique should be promoted not only to the students of senior high but also university to in order to help them be able to

write well in English Teachers and lecturers should also promote this technique to arouse the students' interest in writing English.

4.2.2 The researchers should conduct the same research to measure whether this writing technique is really applicable to junior and elementary students.

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