

**APPLYING QUANTUM TEACHING TO ENHANCE
FRESHMEN'S WRITING SKILL**
(A Study at Department of English Language Education in UIN Ar Raniry)

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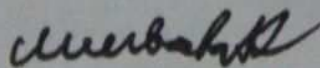
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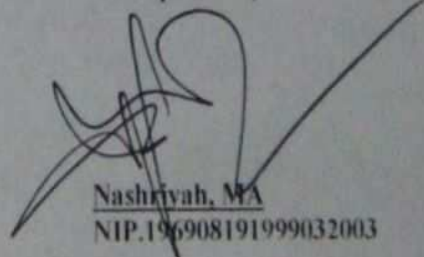
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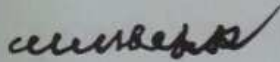
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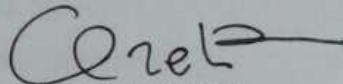
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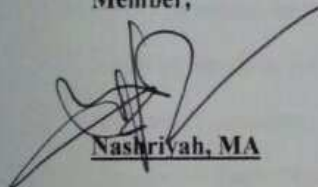
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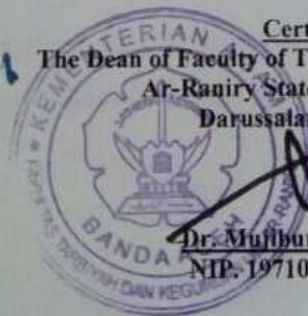
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The writer

CONTENTS

ACKNOWLEDGEMENT	i
CONTENTS	iii
LIST OF TABLES	v
LIST OF APPENDICES	vi
DECLARATION LETTER	vii
ABSTRACT	viii

CHAPTER ONE: INTRODUCTION

1. Background of Study	1
2. Research Question	5
3. Research Aim	6
4. Hypothesis	6
5. Significance of Study	7
6. Terminology	8

CHAPTER TWO: LITERATURE REVIEW

1. Definition of Quantum Teaching	10
2. The Concept of Quantum Teaching	15
3. Element of Quantum Teaching.....	18
4. Definition of Writing.....	20
5. The Writing Process	22
6. The Forms of Writing.....	23
7. The Problem of Writing	26
8. The Characteristic of Good Writing.....	27
9. Teaching Writing.....	30
10. Assessment of Writing	32

CHAPTER THREE: RESEARCH METHOD

1. Research Design	36
2. Setting of Research	38
3. Population and Sample	38
4. Techniques of Data Collection	40
5. Procedures of Experimental Teaching	41
6. Techniques of Data Analysis	42

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

1. The Analysis of Tests	47
2. Examining Hypothesis	49
3. The Analysis of Questionnaire.....	50
4. Discussion	53

CHAPTER V: CONCLUSION AND SUGGESTION

1. Conclusion	56
2. Suggestion	57

REFERENCES	58
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APPENDICES	63
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LIST OF TABLES

Table 2.1 Analytical Score for Rating Composition Task	33
Table 3.1 The Design of The Research	37
Table 4.1 The Scores of Pre-test and Post-test of Descriptive and Recount Text	47
Table 4.2 The Different Scores of Pre-test and Post-test of Descriptive and Recount Text	49
Table 4.3 Analysis of Questionnaire	51

LIST OF APPENDICES

1. The Consent Letter by The Dean of Tarbiyah and Teacher Training Faculty	63
2. The Recommendation Letter of Conducting Research from Faculty of Tarbiyah and Teacher Training.....	64
3. The Confirmation Letter of Conducting Research From Faculty of Tarbiyah and Teacher Training.....	65
4. The Comparison Between 16 Meetings and Eight Meetings	66
5. Lesson Plan	68
6. Analytical Scale for Rating Composition Task.....	85
7. Pre-test and Post-test	88
8. Sample of Freshmen's Writing	89
9. Freshmen's Score Analysis of Pre-test and Post-test.....	104
10. Statistical Calculation	106
11. Determining T- Score (T_0)	112
12. T_{Table}	116
13. Questionnaire	117
14. Autobiography	119

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul "*Applying Quantum Teaching to Enhance Freshmen's Writing Skill (A Study at Department of English Language Education in UIN Ar Raniry)*" adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 09 Juli 2017

Saya yang membuat pernyataan,



(Ridha Rahmayanti)

ABSTRACT

This study was designed due to a consideration that writing is a difficult skill to be mastered by freshmen and using a right teaching method is important to improve their writing skills. The study investigated the effect of Quantum Teaching for freshmen at English Department of UIN Ar Raniry in Writing 1 and analyzed the most apparent improvement in freshmen writing skill after implementing Quantum Teaching. The study was conducted at UIN Ar Raniry, involving 23 students of unit 1 undertaking Writing 1 course. Using a quantitative approach and a pre experimental research design, the study collected the data through pre-test, post-test, and questionnaires. In the pre experimental teaching, the researcher taught descriptive and recount text. The data analysis showed that t_{score} of descriptive and recount text were 9.71 and 7.45 as well as t_{table} at significant level of $\alpha = 0.05$ was 1.72. Thus, the data can be stated that t_{score} was higher than t_{table} ($9.71 > 1.72$) and ($7.45 > 1.72$). The data showed that alternative hypothesis (H_a) was accepted. This means that Quantum Teaching improves freshmen's writing skills. In addition, based on freshmen's responses in questionnaires, they considered that Quantum Teaching is an effective and suitable method in learning Writing 1. This finding conform the previous research findings that Quantum Teaching can help freshmen to enhance freshmen's writing skill.

Keywords: Descriptive Text, Freshmen, Quantum Teaching, Recount Text, Writing Skill

CHAPTER ONE

INTRODUCTION

1. Background of Study

Writing is a skill of English that has to be mastered by students in the Department of English Language Education. Teaching learning process of writing should be interesting because learning activities in the classroom are a part that can affect learning outcomes. Byrne (2002:5) said, “many students do not enjoy writing, partly because, out of the school, it has little value for them as a form of social interaction. Few students succeed in becoming really proficient at writing and many cease to use this skill once they leave school.”

Writing is a difficult subject to be mastered by students especially for freshmen. In reality, students’ writing ability is very low. It is caused by some factors. First, the students do not have a good command of vocabularies, ideas, and facts to write. Second, the students lack knowledge about the topic that they should write. Third, the students cannot organize their ideas into good paragraphs. Based on the situations, one of the ways to solve the problem is by proposing a teaching method that is suitable, effective, interesting, and helpful to the students. Sing and Sudarshan (1996:98) argued, “an innovative teacher can adopt different strategies in making the environmental stimulating for the child to develop his skills of language.”

A lecture is comfortable if it is taught in an interesting teaching method, so that it will be well received by students. According to DePorter (2011:34),

“Quantum Teaching brings their world into our world, and takes our world into their world.” The lecturers have to undertake teaching professionally by using interesting method, be able to adapt to students, understand their needs, and work together with them to create an excited-teaching learning process.

The learning process especially English writing truly depends on the lecturers on how they guide the students and create the teaching learning process to become interesting and comfortable. It can be applied through Quantum Teaching. According to DePorter (2011:32), “Quantum Teaching is a body of knowledge and methodology used in the design, presentation, and facilitation Super Camp. It is created based on educational theories such as the Accelerated Learning.” Quantum teaching makes everything meaningful in teaching and learning, every words, thought, action, and association to the extent of changing the environment, presentation, and design of teaching.

In order to actualize an effective teaching learning process, through Quantum Teaching, the researcher conducts a study to improve freshmen writing skill. However, writing process spends many times. Because of that, lecturers must use technique that is appropriate to enhance freshmen’s skill in writing. As a lecturer it is important to create an interesting teaching environment until the students understand about writing in English. Therefore, Quantum Teaching is one of the alternative techniques that can be used in teaching writing. It shows new waysthat create the learning process easier through the art element guiding. It is hoped that by using Quantum Teaching, the lecturers can motivate students to

learn writing in English and can improve students' achievement and spirit in learning English writing.

The researcher would like to find out how Quantum Teaching could help lecturers create the lively teaching learning process and could improve students' mastery in learning writing in English. There is a body of literature on Quantum Teaching.

First, the study was conducted by Fikri Asih Wigati (2016) at English Education Department of Singaperbangsa Karawang University. The study tried to investigate the effect of Quantum Teaching on students' performance of English writing skill in comparison to conventional teaching strategy. The finding showed that Quantum Teaching affected the performance of the students' writing skill. Based on the study, English teachers are recommended to use Quantum Teaching as alternative to improve quality of teaching.

Second, it was conducted by Dwinanda Puspika and Don Narius (2014). The study tried to explain the way of using Quantum Technique in teaching simple past tense to senior high school students. The study indicated that Quantum Teaching is a right strategy to be used in teaching simple past tense to senior high school students. It can be concluded that by using the strategy students are able to use simple past tense correctly.

Third, the study was conducted by Yusup Abdullah (2012). The study tried to find out whether or not the Quantum Teaching and Quantum Learning method were effective in teaching reading at senior high school. The result showed that teaching reading using Quantum Teaching and Quantum Learning was effective.

Fourth, the study was conducted by Koeswandi and Mursid Saleh (2014). The journal article is about developing an English Instructional Model of reading comprehension using Quantum Teaching model for junior high school in Pematang Regency. The result of the study showed that the teacher and the students need the model using Quantum Teaching because the use of English Instructional Model using Quantum Teaching model can improve the students motivation and interaction in reading comprehension teaching and learning activities and increase their reading comprehension achievement. Therefore, the study recommended that English Instructional Model of reading comprehension using Quantum Teaching can be applied as reading comprehension model in junior high school in Pematang Regency.

Fifth, the study was conducted by Nurul Huda (2013). The study tried to investigate the significance of students' achievement in descriptive paragraph writing through quantum teaching model. Based on the data analysis, the result showed that Quantum Teaching model significantly improved students' achievement in descriptive paragraph writing. Therefore, the researcher of the study hoped that it can be a reference for the English teacher to be more creative in teaching in order to help students in writing, especially in descriptive paragraph.

The literatures have similar studies with the researcher, but they have the differences focus from her study. Fikri Asih Wigati (2016) and Nurul Huda (2013) focus on writing descriptive paragraph which is Fikri conducted the study at English Education Department of Singaperbangsa Karawang University while

Nurul Huda conducted the study at junior high school. Yusup Abdullah (2012), Koeswandi and Mursid Saleh (2014) focus on reading skill. Yusup conducted the study at senior high school. Meanwhile, Koeswandi and Mursid Saleh conducted the study at junior high school which focus on reading comprehension. Moreover, Dwinanda Puspika and Don Narius (2014) focus on teaching grammar to senior high school students. Different from the previous studies, this research focuses on two kinds of writing namely descriptive and recount text on freshmen who take Writing 1 in the Department of English Language Education at UIN Ar Raniry.

2. Research Questions

Based on the background of study, the writer formulates the research questions as follows:

1. What is the effect of Quantum Teaching on freshmen at English Department of UIN Ar Raniry in Writing 1?
2. What is the most apparent improvement in freshmen writing skill after implementing Quantum Teaching?

3. Research Aim

Based on the formulated research questions, this study aims :

1. To investigate the effect of Quantum Teaching for freshmen at English Department of UIN Ar Raniry in Writing 1.
2. To analyze the most apparent improvement in freshmen writing skill after implementing Quantum Teaching.

4. Hypothesis

Based on a body of literature, the researcher uses one tail hypothesis to prove the impact of Quantum Teaching in writing skill. Therefore, this study hypothesized that using Quantum Teaching improves the writing skills of the freshmen studying in English Department of UIN Ar-Raniry.

5. Significance of Study

Quantum Teaching can be used as one of the methods to overcome the using of monotonous teaching style that creates uncomfortable teaching and less concerned of student.

This research is expected to be useful for many people in teaching learning process, such as:

a. The lecturers

The purpose of this study is to create the lively teaching learning process. The researcher really hopes that the use of Quantum Teaching method will help lecturers to manage class well, improve their own teaching skill, create teaching learning process that is interesting and fun, and also develop students' mastery of Writing 1.

b. The Freshmen

The researcher expects that the freshmen will be more interested to learn writing I in classroom activities by using Quantum Teaching. They also can be motivated in learning writing skill. Therefore, they will master it and improve their achievement. In addition, by applying Quantum Teaching in the teaching learning process, the freshmen can be active and creative learners.

6. Terminology

There are two terms that need further explanation to understanding this research. According to the available references, the terms are:

a. Quantum Teaching

Quantum Teaching is one of suitable methods that should be used by the teacher in teaching and learning process. According to DePorter (2011) Quantum Teaching is orchestrating various interactions in teaching learning process. The basic principle of quantum teaching is that the teachers must be able to bring the students world into their world. In Quantum Teaching, the teachers ought to pay attention to students' desirability. It is intended to enable good interaction between students-teachers and students-students in order to create positive persuasion that make students more active in learning. The kind of Quantum Teaching that the researcher means in this study is teaching writing by using music, interesting medias, and learning outside of class. The researcher uses the writing rubric of Brown (2004) to assess the freshmen's writing which focuses on all aspects in writing skill

b. Writing Skill

Writing is the meaningful construction of graphic symbols to build a text that reflects a unity organization of ideas. Writing is the process of expressing ideas, feelings, thoughts, and information in written form to transfer meaning to

the reader (Brown, 2004; Byrne, 2002; Greenville, 2001). In this study, the researcher focuses on Writing 1 class as the setting. Therefore, the Quantum Teaching method is implemented in the subject. The method is applied in order to support the freshmen in learning writing and help the lecturer to convey the material that engages the freshmen, because teaching writing not only needs good material delivery but also needs good circumstance in the classroom. There are four main stages in students' writing process which were done in this study: prewriting, planning, writing and revising the draft, and writing the final copy (Oshima and Hogue, 2007; Grenville, 2001). In this study, the researcher wants to identify all aspects in writing skill such as grammar, vocabulary, punctuation, spelling, and content. They will be scored by using the writing rubric of Brown (2004).

CHAPTER TWO

LITERATURE REVIEW

1. Definition of Quantum Teaching

Quantum can be understood as an interaction that changes energy into powerful shaft of light in the context of learning. Richards and Rodgers (2014:143) said, “Quantum is developed based on the concept of Georgi Lozanov, a Bulgarian psychiatrist-educator, in his method ‘Suggestopedia.’ The most conspicuous characteristics of the method are decoration, furniture, and classroom arrangement, the use of music, and the authoritative behavior of the lecturer.” DePorter and Hernacki (2003) state that quantum can be defined as interactions that occur in the learning process which be able to alter different potentials within the human self becomes radiant passion that can be transmitted to others. Therefore, Quantum is an interaction between students with effective learning environment in the classroom.

Quantum Teaching orchestrates various interactions in teaching learning process. These interactions change the ability and talent of students into “light” that will be useful for them and others. It focuses on dynamic relationship in the classroom environment-interaction that is developed basic and framework for learning. Suryani (2013:55) argued that Quantum Teaching started to be developed in USA around the year 1999. It started at Super Camp, an accelerated Quantum Learning program offered by the learning forum. In 12 days staying program, students got the strategies, ways, or means that help them in recording,

memorizing, reading, writing, making creativity, communicating as well as building up a relation. According to Hernowo (2005:19) “Quantum Learning and Teaching have a very close relationship, while Quantum Teaching has given an amazing variety of teaching tools, the Quantum Learning has shown the potential of human brain to continue learning is limitless.” Quantum Teaching shows how the teachers orchestrate their students’ success by taking into account ‘everything’ (the students, the teachers, the techniques of teaching used by the teacher, or interaction among teacher and students) in the classroom along the environment, the design of the curriculum and how it is presented (DePorter, 1999).

The teachers who use Quantum Teaching not only offer the lesson, but also they teach how to create emotional connection in teaching learning process. In Quantum Teaching, the teachers ought to pay attention to students’ desirability. It is intended to enable good interaction between students-teachers and students-students, in order to create positive persuasion that make students more active in learning. DePorter (2011) mentioned five principles of Quantum Teaching strategy.

First, “Everything speaks.” It means everything in the classroom has a message to the students. Teacher’s way of teaching, materials, media, and arrangement of the chairs will give impacts to the students.

Second, “Everything is on purpose”. It means that there is always a purpose of what teacher does and what the students should learn. Therefore, the teacher should have an appropriate plan to run the teaching activity in order to achieve the goal of the learning process.

Third, “aha discovery of learning”. It is believed that learning is a matter of interaction with the word. This principle highlights the students’ experience in leading to their own formulation or finding the new concept they are learning by their own.

Fourth, “Acknowledge every effort”. Learning something takes risk. Students should come out from their comfort zone. By acknowledging student’s effort and creating a focus of effort, the students will feel themselves as a good student. When students are capable to accomplish the task they also can measure their own ability by their selves.

The last principle is “Celebrating”. It reflects positive acknowledgement the students receive for their effort and participation. Teacher is encouraged to always express appreciation for their task accomplishment in cheerful way.

Moreover, Quantum Teaching is applied by many educational institutions. It is proven by improvement of students’ motivation and achievement in learning. Firstly, this model was developed by Bobbi Deporter in her educational institution called Supercamp. This model is the adoption of some previous theories such as accelerated learning, multiple intelligences, neuro-linguistic programming, and other related theories. Rose (2001:247) said, “Quantum Teaching is a teaching practical guide which tries to accommodate every student’s talent. This method is loaded with the latest discoveries that lead to students’ enthusiasm.” Quantum Teaching creates the classroom as the concert of music that combines various instruments to create compositions that move from such diversity. Therefore,

teachers are the leader of the concert in the classroom who will affect the live of students.

Quantum Teaching is a teaching system design written by Bobbi De Porter (2011). The method is the development of Quantum Learning. In other word, Quantum Teaching applies the goal of Quantum Learning. Actually, language competence theoretically belongs to left-brain. However, both methods believe that learning language involves two side of human brain namely left and right brain. Therefore, Quantum Teaching is learning by using imagination. According to Larson (1998:87) the focus and the most significant aspect of Quantum Teaching is learning by imagination. The imagination in the context is teaching by association, picture, music, and metaphor. Therefore, teacher or lecturer should be able to find the metaphors that can be understood by learners' visual thought.

In addition, Quantum Learning creates effort in order that the students feel comfortable during teaching learning activity. Thus, both methods have great connection to each other. Quantum Teaching integrates learning and life skills, resulting in students who become effective lifelong learners—responsible for their own education. However, it creates an empowering atmosphere of trust, safety and a sense of belonging. It is also an effective strategy for classroom management, focusing attention and motivating students to increase participation in learning.

The researcher concludes that Quantum Teaching shows how to be a good teacher or lecturer. It shows new ways that create the learning process easier through the art element guiding and the directed achievement for whatever subject

that teachers or lecturers are teaching. Quantum Teaching combines all the things in the class to support learning process. Therefore, based on many sources, it is suitable for all subjects.

The main goal of Quantum Teaching is to create more interesting and understandable teaching learning process than conventional method of teaching. Therefore, Quantum Teaching focuses on how teacher should do in the teaching learning process and how teacher is able to fulfill students' need in learning by practicing method in Quantum Learning. It enhances not only creating students to have academic skill but also supporting them to have life skill. DePorter (2011:32) said that Quantum Teaching combines educational theories such as Accelerated Learning (Lazanov), Multiple Intelligences (Gardner), Neuro-Linguistics Programming (Grinder and Bandler), Experimental Learning (Hahn), Socratic Inquiry, Corporative Learning (Johnson), and Elements of Effective Instruction (Hunter) into a one package of method regarding with language teaching and the work of human brain. However, language intelligence involves both sides of brain; left and right.

Quantum Teaching is a method concerned about optimizing human brain. The method not only considers teaching technique and strategy but also explains human brain performance in learning language. Moreover, James (2000:13) argued that the current methodology for teaching second languages has placed greater emphasis on communication and less on grammar; therefore, second language teachers need to maintain their own fluency competence in both the oral and written language.

2. The Concept of Quantum Teaching

Quantum Teaching shows the teaching that offers students the materials that should be studied and students are also taught how to create emotional connection on the left and right brain. According to DePorter (2011:34), “Quantum Teaching brings their world into our world, and takes our world into their world.” Moreover, DePorter (2011:39) said that there are frameworks of Quantum Teaching;

First, Enroll (plant to grow). Attracting the students by telling, “what is the purpose to learn this for them.” This stage can be applied in teaching learning process by giving some picture, giving statements that are related to the topic that will be taught. Furthermore, teachers or lecturer can implement some ways of teaching by listening to relaxed music and learning outside the classroom. Learning by using music will create comfortable atmosphere. The students will easily comprehend the lessons. On the other hand, classroom and indoor activities sometimes create boring situation for students if it is not designed with an exciting circumstance. As a result, the bored students will be sleepy and not paying attention to the lesson anymore and the lesson become uninteresting. However, learning outside the classroom is the best solution if the students are bored. Learning in the outdoor is fun because of the complete amenities. All laboratories are available in nature. Teaching in the outside of classroom is a great interest for teachers or lecturer even students because the students are free to express their expression in which it will be a fun learning process.

Second, Experience. Creating and giving an experience that can be understood by the students. This stage can be applied in teaching learning process by doing some actions, telling someone's life, or asking their own experiences related to topic given. However, experience before label creates scheme in which to build new content. The lecturer is hoped that he or she is able to give stimulus that make a simple material taught first, so that the students can relate it to their experience.

Third, Label (give the name). Giving a keyword, concept, model, formula, and strategy. They are an input from the topic that is learned. The aim is to make the students easier to learn the topic and to facilitate the students in learning the text (descriptive and recount text). The lecturer explains the topic in the stage that makes the students easier to learn the topic. According to Wigati (2016:44) in this stage, the students compose descriptive and recount text individually and the lecturer supervises the process. As a result, the students will remember the topic for long term if the lecturer can create interesting concept and strategy in learning process.

Fourth, Demonstrate. In this stage, the lecturer provides a chance for the students "to show that they know." It can be applied in teaching learning process by practicing again the action from stage "experience." Wigati (2016:44) said that the lecturer gives the students activities to demonstrate their writing and conveys their abilities by presenting the texts and answering questions from the lecturer and friends. Therefore, the lecturer should be aware that the students try to

understand the lesson as well. In fact, the students need an admission of what have they done in order they can be confident.

Fifth, Review (repeat). The section shows the students to review and affirm. This stage can be applied in teaching learning process by retelling a keyword or formula together or doing exercises related to the topic. In other words, the lecturer can use a variety of effective, multi-sensory review strategies and empower students to process their new content through reflection. For example, the teacher will ask the students some questions to know their understanding of the lesson.

Last, Celebrate. It is an acknowledgment for the completion, participation and obtaining the skill and science. According to Wigati (2016:44) and DePorter (2011:40) in this stage, lecturer gives appreciation to the students' work. It can be applied in teaching learning process by giving applause and approval response, giving reward such as gift or the best score, and praising the students.

More deeply, Quantum Teaching begins with string foundation built on the principle of eight keys excellence (DePorter, 2011): first, life in integrity. Values and behavior of students are aligned when they conduct themselves in the state of authenticity, sincerity, and wholeness. Second, acknowledge failure leads to success. The principle shows that students have to learn from their failure because it provides them information to get success. Third, speak with good purpose. We have to develop the skill of speaking in a positive sense with good intent, being responsible for honest and direct communication. Fourth, live in the now. It means that we should develop the ability to focus our attention on the present

moment. Five, we have to affirm the commitment follow our vision without wavering. We stay true to the course and do whatever it takes to get the job done. Sixth, take ownership. We must be responsible and accountable person. Seventh, stay flexible. Maintaining the ability to change what we are doing to get the outcome appropriate with our desire. Last, keep our balance. It means that we should maintain our mind, body, and spirit in alignment.

Based on the eight principles above, the researcher can conclude that active participation of students among others in learning can be materialized in the form of discussion. Attitude of teachers to students who try to understand the way of thinking to give further strengthening is expected to be able to increase the interest, attention, and motivation of the students. This procedure stated that the principles do not seem to have any correlation, such as entertainment, games, colors, positive way of thinking. But, all of these principles work together to produce the effective learning experience.

3. Element of Quantum Teaching

Quantum teaching is the development of Quantum Learning. DePorter (1999) said that Quantum Teaching applies the goal of Quantum Learning. Besides framework of Quantum Teaching, DePorter (2011) said that there are six core elements of Quantum Learning to be successful;

First, the physical environment. Every effort is to create a comfortable learning environment. As a lecturer, we have to consider about lighting,

temperature, color, plant, and decor. Nevertheless, seating arrangements are open and flexible.

Second, music. Using appropriate and effective music enhance the learning environment. In this case, according to DePorter (2011), music that is used in teaching learning process namely classical music (Baroque music) in order to maximize the brain works. Playing the classical music is a background of classroom setting. Playing high frequency Baroque music (between 5000 and 8000 hertz) by composers like Mozart, Chopin and Vivaldi, which have a rhythm of about 60 beats per minute, helps the brain recharge and regain balance (Ostrander and Schroeder, 2012). They are spirit and relaxed music. Some researchers believe that the music help the brain think more clearly and help students relaxed and focus.

Third, peripherals. They are posters and visuals that reinforce lessons. The information, or suggestion contained in peripherals that is taken by the subconscious mind while the students is consciously focused on the teacher or an activity.

Fourth, teacher. The teacher must establish credibility with the students and be well trained in implementing the concept of accelerated learning. Teachers have to pay attention about tonality of speech such as pitch, tone, tempo, loudness, and softness as a technique that is used to capture the students.

Fifth, arts. The teachers use some artifacts to illustrate the lesson, and create role-play or storytelling that establish the lesson come alive.

Sixth, teaching frame. The element brings it all together into a harmonious flow. A string frame gives content structure effectively that take students through a successful learning circle.

4. Definition of Writing

Writing is one of the four basic skills of language which has an important role in many aspects of life. It can be used as an instrument that makes somebody else understand what we want to explain. It is an important skill that should be emphasized and practiced regularly. According to Flynn and Stainthrop (2005:12), “writing is medium of human communication that represents language through the inscription or recording of signs and symbols in action and highly complicated task.” It is also supported by McDonald and McDonald (2002:7) “writing is usefully described as a process; something which shows continuous change in time that should be developed and trained continuously.” According to Brown (2001), Byrne (2002), Greenville (2001) writing is the process of expressing ideas, feelings, thoughts, and information in written form to transfer meaning to the reader. Langan (2005) argued that writing is a process of discovery that involves a series of steps, without practices, people can think that writing is difficult. Based on the explanation, it shows that writing is assumed to be difficult and the students should develop a full understanding of the writing skill.

Students’ ability in writing should be improved and the goals of teaching learning activity must be reached. In writing, students can learn lot of things, starting from the simplest thing to a complex one. According to Hammer

(2004:12) “writing gives them more ‘thinking time’ than they get when attempt spontaneous conversation”. Writing is the means of developing thinking (Hartog 1982: 4). Meyers (2005:1) said that “the word writing coming from a verb. Writing is a way to produce language, which you do naturally when you speak. You say something, think of more you say, perhaps correct something you have said and then move on to the next statement.”

As one of the basic language skills, writing has a very complex process. Therefore, writing is not easy as some people think. It is a comprehensive ability that consists of grammar, vocabulary, punctuation, appropriate content, word selection, topic, and occasion. Jacob (1983:39) said that there are five component scales that should be measured in writing, namely content, organization, vocabulary, language use, and mechanics. Heaton (1988) argued that the skills of writing include four general components or main areas such as grammatical skill; the ability to write correct sentences, mechanical skill; the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling. Then, stylistic skill; the ability to manipulate sentences and use language effectively, and judgment skill; the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information. In this case, if the students are writing a second language, they will be revising their work continuously. Students have to pay attention to their diction, form, and grammar to make sure that they express clearly what they exactly want to say.

5. The Writing Process

Writing is a skill that can be learned. Learning to write is like learning to read. Both follow a sequential process. Writing requires and combines more basic skill than any other subject area. However, a good writer has to follow a writing process. The writing process is a series of steps to help one writes a paper. According to Barchers (1998:319), the writing process involves five steps; prewriting, drafting, revising, editing, and publishing. Prewriting is an activity that students write freely about a topic to looking for ideas (Oshima and Hogue, 2007).

Prewriting is begun by brainstorming ideas for topics, organizing an outline, and developing a plan. Johnson (2008) said that the goal of prewriting is to generate or produce as many ideas as possible. Next is drafting. Drafting is a strategy to plan for writing. It shows how the main ideas are allied to the thesis statement, how supporting ideas are linked to main ideas, and how the details are connected to supporting ideas (Oshima and Hogue, 2007).

The third is writing and revising the draft. This stage is called writing process. It should be considered that no piece of writing is perfect in the first time. The fourth is editing. In this stage, writers work with the teacher or peer to correct all mistakes in grammar, spelling, and punctuation. It is called as proofreading. The last is publishing. In the process, it is expected that the result of writing has been written neatly and legibly in ink or typed. The writers create a polished form such as book, poster, display, and so forth. Then, the writers publish their writing.

This is a time for them to celebrate. They may send their work to local newspaper or magazines for publication.

6. The Forms of Writing

Writing has several genres or forms. According to Scholes and Comley (1985), the forms of writing fall into three categories. They are writer-oriented forms, reader-oriented forms, and topic-oriented forms.

a. Writer-Oriented Forms

Writer-Oriented is form of writing in which the writer is the center of attention. There are two forms of these categories. They are expression and reflection (Scholes and Comley, 1985). Expression is a form that the writer writes to express their feeling or thoughts. Meanwhile reflection, it is a form which allows us to discover significance in the events of our own lives. In this reflection, the writers' self are doubled. In reflection we look back that is our present and writing self looks back upon some previous self and measures.

b. Reader-Oriented Forms

There are two forms of reader-oriented writing. They are direction and persuasion. Direction is a form that provides information and arranges the information in the most useful and comprehensible order such as cook book and

instruction book. Meanwhile, persuasion is designed to persuade or to motivate the reader to do something.

c. Topic-Oriented Forms

There are six forms of topic-oriented writing. First is narration. It is the writing form shared to the reader about an event that happens in time. Second is description. It is to take a scene or an object and capture it in language. Third is classification. It is the form that puts a premium on organization. It uses category or subtopic. Fourth is argumentation. It differs from persuasion by being more rational. It includes a thesis to be argued and the evidence to support the thesis. Fifth is analysis. It is both a way of observing and a way of writing about what the writer has observed. Last is synthesis. The form is the fullest and most complete of academic writing.

According to Anderson and Anderson (1998), there are some types of writing that have to be taught for students.

a. Procedure

A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something, or getting somewhere.

b. Descriptive

It presents the appearance of things that occupy space, whether they are object, people, building, or cities. The purpose of descriptive is to convey the reader what something looks like.

c. Recount

Recount is a piece of text that retells past events, usually in the order which they happened. The aim of recount is to give the audience a description of what occurred and when it occurred.

d. Narrative

A narrative is most generally described as a story told by the narrator. The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener.

In short, writing has different types based on the purpose and how the writers write the text. In this study, descriptive and recount text writing were chosen for the experimental teaching by using Quantum Teaching method because the texts are useful and easy for the students by using the method and also they need to get new information which they can get by sharing about the descriptive and recount text with their friends.

7. The Problem of Writing

Writing as productive skill needs appropriateness in using the language. Riddel (2003:131) said that “with writing, the emphasis on accuracy is much greater than with speaking... written tasks often require accuracy (for example, completing a application form) and formal language. Because they recognize this, many students feel under pressure when writing.” Furthermore, Riddel (2003:132) also explained that writing is an individual skill. Someone talks with others, while someone writes as if he communicates with himself. It makes writing more difficult than speaking.

Based on the two statements, it can be concluded that writing is a difficult skill because the reader cannot criticize or ask questions concerning with the writing directly. Therefore, it needs a high ability in choosing words and sentences to be understood by the reader. According to Nursinto (2000), writing is a communication skill using the highest level of language. Four skills of language are listening, speaking, reading, and writing. The lowest or the simplest level is direct communication skill dealing with the spoken language, in the form of listening and speaking skill. Then, one level above listening and speaking is reading, and the most difficult level is writing.

According to Msanjila (2005), there are six common problems may occur when doing writing. Those problems are capitalization, punctuation, spelling, inexplicitness or fuzziness, poor organization or illogical sequence, and grammatical error problem. It appears that out of the six writing problems, three of them are very crucial such as the misuse of capital letters. Inadequate use of

punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problem because the intended meaning is often misconceived. The students should pay attention on those six points to be able to make good writing assignments.

Based on the explanation above, it can be concluded that writing need more accuracy for instance in spelling, grammar, and appropriate expression. Lacking of the accuracy will lead to misunderstanding. The readers might not be able to catch the message or the communication between the writer and the readers will not run well.

8. The Characteristic of Good Writing

A good writing is a product of careful thinking. There are several characteristics of a good writing. White (1986) said that there are four characteristics of a good writing. They are:

- a. The appeal to a target audience.

The characteristic refers that the writers should know that their writing are wanted to read by many readers and it is appropriate with the readers' desire.

- b. A coherent structure

The characteristic shows that writing have organizational scheme or outline.

c. A smooth, detailed development

The characteristic explains that the writers should build their idea like discussing the idea in detail.

d. An appropriate, well-articulated style.

The characteristic indicates that the writers should be able to choose the appropriate words to explain their idea. It is also called diction. It also means that the writers should avoid ambiguous sentences or unnecessary complicated writing.

Pardiyono (2007) argued that in producing an effective written text, the writers should have the knowledge of content and the nature of text. It includes the purpose and genre of writing, rhetorical structure, grammar and textual devices (cohesion and coherence). Moreover, the writers should have the knowledge of basic sentence patterns and identify the role of written text. In the side of writers, written text has function. On the other hand, in the side of readers, written text has meaning. From the two roles, they have three roles of function or meaning namely ideational meaning, interpersonal meaning, and textual meaning (Halliday, 2004)

However, there are several aspects for the writers to pay attention for creating a good writing. According to Jacob (1983), an effective composition should meet the qualities in some terms. They are:

a. Content

Content paragraphs do the work of conveying ideas rather than fulfilling special functions of transition, restatement, and emphasis.

b. Organization

It is an attempt to place together all conditions of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make our pattern in its materials, and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

c. Vocabulary

The selection of words that is suitable with the content. It begins with the assumption that the writers want to express the ideas clearly and directly. As a rule, clarity should be their prime objective. Therefore, the writers have to choose words that express their precise meaning.

d. Language Use

The use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

e. Mechanic

The use of graphic conventions of the language for example, the steps of arranging letters, words, and paragraphs by using knowledge of structure and some other related to one another.

9. Teaching Writing

Teaching writing is not simple as teaching other language skill since it has conventional rules. By knowing the stages of writing process, the students are demanded to get the knowledge of how to write well. Teacher asks students to focus on accurate language used and what ideas they will write. Seow (2002:319) gives some pointers for teachers in implementing teaching writing, they are:

1. Teacher modeling

The point refers that the teacher should model the writing process at every stage and teaches specific writing strategies to students through meaningful classroom activities.

2. Relating process to product

The point refers that the teacher guides students in achieving specific writing goals. Although students have to create a different draft from the earlier draft because of revision, they will begin to understand the result expected in every stage.

3. Working within instructional constraints

The point refers that teaching the process skill can be done through stages such as planning, drafting, responding, revising or editing within a regular two period composition lesson. Process skill can be repeated until it reaches the improvement.

4. Catering to diverse students needs

The point refers that the teacher should implement a flexible program to cater to different students needs. The teacher may also decide to

have students enter into different writing groups as planners, drafters, responders, revisers or editors during a writing session. The students may be with the planners for one writing task, but move to be with the editors later for the same or another task, according to their need or developmental stage in writing.

5. Exploiting the use of computers in writing process

The point refers that teaching writing in responding or editing stage, the teacher can use computer, and OHP. By using computer, students will easily delete the wrong words and replace them without writing other words in a text anymore.

Nevertheless, in this study, the writer implements some ways of teaching writing by using Quantum Teaching method, namely: by listening to relaxed music, learning outside the classroom, teaching by using educational medium like pictures. Learning by using music will create a relaxed atmosphere. The relaxed atmosphere of the brain will help students to absorb the lesson.

Meanwhile, classroom and indoor activities sometimes create boring situation for students if it is not designed with an exciting circumstance. Therefore, using some interesting pictures will create teaching learning process be fun and alive. Moreover, the bored students can be solved by learning outside the classroom. It is the best solution if the students are bored. In fact, the bored students will be sleepy and not pay attention to the lesson anymore and the learning become uninteresting. Therefore, learning in outdoors is fun because of complete amenities, all laboratories available in nature, and the students are free

to express their expression in which it will be comfortable teaching learning process.

10. Assessment of Writing

Assessment takes on a crucial role in such an approach. Learning how to become a good writer places the students in an almost constant stage of assessment. According to Brown (2004), there are three scoring method for responsive and extensive writing; holistic scoring, primary trait scoring, and analytical scoring. In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. It means that the teacher makes a table of scores with the description.

In primary trait scoring, the type of scoring emphasizes the task and assigns a score based on the effectiveness of the text's achieving that one goal. For example, if the purpose of an essay were to persuade the reader to do something, the score for the writing would be on the accomplishment of that function. If the purpose was to exploit imagination by expressing personal feelings, the response would be evaluated on that feature alone. In this scoring method, there are four point scales ranging from zero (no response or fragmented response) to four (the purpose is accomplished)

In analytic scoring, there are six major elements of writing that are scored, and it enables students to home in on weaknesses and to capitalize on strengths. It

captures its closer association with classroom language instruction than with formal testing. Brown (2004) offered five major categories and five different levels in each category ranging from “unacceptable” to “excellent”. The categories and levels are as follows:

Table 2.1
Analytical Scale for Rating Composition Task

Analysis	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not College-Level Work
I. Organization: Introduction, body, and conclusion	<ul style="list-style-type: none"> - Appropriate title - States effective introductory paragraph - Topic is stated, leads to body (organizes the steps logically) - Provides clear transitional expressions between steps (first, next, etc.) - Arrangement of material shows plan (could be outlined by reader) - Conclusion logical and complete. 	<ul style="list-style-type: none"> - Adequate title introduction, and conclusion - Body of writing is acceptable, but some evidence may be lacking - Some ideas are not fully developed - Sequence is logical but transitional expressions may be absent or misused. 	<ul style="list-style-type: none"> - Inadequate introduction or conclusion - Transitional expression between steps are thin - Problems with the order of ideas in body - The generalizations may not be fully supported by the evidence given - Problems of organization interfere. 	<ul style="list-style-type: none"> - Uncertain or minimally recognizable introduction - Organization can barely be seen - Severe problems with ordering of ideas - Lack of supporting ideas - Lack of supporting evidence - Conclusion weak or illogical - Inadequate effort at organization 	<ul style="list-style-type: none"> - Absence of introduction or conclusion - No apparent organization of body - Severe lack of supporting evidence - Writer has not made any effort to organize the composition (could not be outlined by reader)

Analysis	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not College -Level Work
II. Logical development of ideas: Content	<ul style="list-style-type: none"> - Writing addresses the assigned topic - The ideas are concrete and thoroughly developed - Writing reflects thought. - Provides materials and tool completely - Presents enough information so that the reader knows when the procedure is appropriate - provides details information such as amount, size, shape, etc. 	<ul style="list-style-type: none"> - Writing addresses the issues but misses some points - Ideas could be more fully developed. - Materials and tools are stated but some are missing - Detail information is very thin 	<ul style="list-style-type: none"> - Development of ideas not complete or writing is somewhat off the topic - Paragraphs are not divided exactly right. - Materials and tools are missing - Detail information is missing 	<ul style="list-style-type: none"> - Ideas incomplete - Writing does not reflect careful thinking or was hurriedly written - Inadequate effort in area of content. 	<ul style="list-style-type: none"> - Writing is completely inadequate and does not reflect high-school level work - No apparent effort to consider the topic carefully.
III. Grammar	<ul style="list-style-type: none"> - Native-like fluency in English grammar - Correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing - No fragments or extend sentences 	<ul style="list-style-type: none"> - Advanced proficiency in English grammar - Some grammar problems do not influence communication, although the reader is aware of them - No fragments or extend sentences. 	<ul style="list-style-type: none"> - Ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication - extend sentences or fragments present 	<ul style="list-style-type: none"> - Numerous serious grammar problems interfere with communication of the writer's ideas - Grammar review of some areas clearly needed - Difficult to read sentences. 	<ul style="list-style-type: none"> - Severe grammar problems interfere greatly with the message - Reader can not understand what the writer was trying to say - Unintelligible sentence structure.

Analysis	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not College -Level Work
IV. Punctuation, spelling, and mechanics	- Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs intended, punctuation and spelling.	- Some problems with writing conventions or punctuation - Occasional spelling errors - Left margin correct	- Uses general writing conventions but has errors - Spelling problems distract reader - Punctuation errors interfere with ideas.	- Serious problems with format of paper - Parts of essay not legible - Errors in sentence punctuation and final punctuation - Unacceptable to educated readers	- Complete disregard for English writing conventions - Paper illegible - Obvious capitals missing, no margins, and severe spelling problems.
V. Style, vocabulary, and quality of expression	- Precise vocabulary usage - Use of parallel structures - Concise and register are well.	- Attempts variety, good vocabulary - Not wordy - Register OK - Style fairly concise.	- Some vocabulary misused - Lacks awareness of register - May be too wordy	- Poor expression of ideas - Problems in vocabulary - Lacks variety of structure	- Inappropriate use of vocabulary - No concept of register or sentence variety.

Table 2.1 Analytical scale for rating composition task

Source: Brown, H. D. (2004). *Language Assessment, Principles, and Classroom Practices*. NY: Pearson Education. PP.244-245

In this study, the researcher will use analytic scoring to assess freshmen's writing skill especially in writing descriptive and recount text. The researcher uses it because she wants to assess all aspects of writing such as organization, content, grammar, punctuation, spelling, mechanics, style, and quality of expression. The type of assessment is the easiest and the most practical.

CHAPTER THREE

RESEARCH METHOD

This chapter explains about the description of the steps that is taken to conduct this study. They are: (1) Research Design, (2) Setting of Research, (3) Population and Sample, (4) Techniques of Data Collection, (5) Procedures of Experimental Teaching, (6) Techniques of Data Analysis.

1. Research Design

Research method deals with how the research questions proposed in the first chapter are processed with a particular method. Cohen, Manion, & Morrison (2007) stated that method is approaches used in educational research to gather data that are to be used as a basis for inference and interpretation, for explanation and prediction. It means that method is the way used to discuss and examine the problem.

In this study, the researcher applied experimental teaching. The type of experimental teaching was pre-experimental which employed the pre-test and post-test in one class. The tests involved a group of students in the experimental. The experimental group was given the special treatment by applying Quantum Teaching method in teaching writing skill. The study involved the independent and dependent variable. The independent variable is the treatment consisting of one category. It was the treatment by implementing Quantum Teaching in the

experimental class. Meanwhile, the dependent variable is the freshmen's writing skill. The table shows the design of the study, as follow:

Table 3.1
The Design of The Research

Group	Independent Variable	Dependent Variable
Experimental Class	Quantum Teaching	Freshmen's writing skill

The data were expanded from tests (pre-test and post-test), experimental teaching, and questionnaire. The data were analyzed quantitatively. According to Mackey and Gass (2005:137), "quantitative research can be conceptually divided into two types; associational and experimental." Experimental research method is a type of research that attempts to influence a particular variable (Frankel and Wallen, 2001). In this study, the researcher looks at the effect of independent variable on dependent variable. The study planned to conduct teaching activity for 16 meetings. In the last meeting, the researcher administered questionnaire to identify freshmen's perception toward learning writing by using Quantum Teaching. After conducting the treatments in 16 meetings, the researcher could interpret the data by comparing the score in pre and post-test. The data can show whether the treatment made a difference or not.

2. Setting of Research

a. Place of the Research

The study was conducted in English Language Education Department, Faculty of Tarbiyah and Teacher Training, Ar Raniry State Islamic University that is located in Darussalam, Banda Aceh. The study was carried out in unit 1 that consisted of 32 students

b. Time of Research

The study was conducted in the second semester students of the academic year of 2016/2017 starting from April to May.

3. Population and Sample

a. Population

The population of this study was all the students of the second semester who take Writing 1 at English Language Education Department in UIN Ar Raniry. Population is defined as a set or collection of all elements possessing one or more attributes of interest (Arikunto, 2002:102). The number of population was 246 students. They were divided into seven units.

b. Sample

The researcher took one unit of the second semester students at English Language Education Department in UIN Ar Raniry as the sample. It was Unit 1 consisted of 32 students. The sample of the study was not random sampling but the researcher used intact classes. Spatz (2005:144) stated, “random sample is subset of population chosen so that all samples of the specified size have an equal probability of being selected.” According to Mackey and Gass (2005:142) “intact classes are commonly and often by necessity used in research for the sake of convenience.” Therefore, the sample of this study used intact classes. The sample was only one unit. The unit was treated as experimental group. There was no control group because the researcher used pre-experimental research in the study that compared the freshmen’s score in pre-test (before conducting the treatment) and post-test (after conducting the treatment).

The freshmen who were in the experimental class were given treatment by using Quantum Teaching for two month. Each month has four meetings. It means that every week has two meetings. As a result, there are 16 meetings for conducting the experimental teaching. Muijs (2004:11) said that for the experimental group, the design started by giving the students pre-test. After the pre-test, the design continued with treatment and ended with a post-test. In this study, the researcher taught about descriptive and recount text.

4. Techniques of Data Collection

In collecting the data, the researcher used some appropriate techniques. Those were tests and questionnaire.

a. Tests

There were two kinds of tests used in this study namely pre-test and post-test. The pre-test was conducted before the experimental teaching to measure the freshmen's achievement before using Quantum Teaching method. Whereas, the post-test was given after the experimental teaching to evaluate whether the Quantum Teaching improved freshmen's mastery in learning or not. In collecting the data by using pre-test and post-test, the researcher asked the freshmen to write a paragraph about descriptive and recount text. The paragraph will be scored by using the writing rubric of Brown (2004).

b. Questionnaire

The questionnaire is given to the freshmen at the end of experimental teaching. It consists of 25 questions. The purpose of the questionnaire is to investigate the freshmen's opinion about Quantum Teaching that is applied in teaching Writing 1 and to identify whether the method can improve freshmen's mastery and influence the interest of freshmen in learning the subject.

5. Procedures of Experimental Teaching

The researcher did experimental teaching during research. It was used to investigate whether there are the treatment effects on the participants' behavior or their internal processes. Schutt (2006) said that experimental research is the best way in answering the effects of a treatment. Consequently, the researcher used experimental teaching in answering the research questions. It was conducted in teaching Writing 1 on the second semester at Department of English Language Education, Ar Raniry State Islamic University. At the beginning, the researcher planned to conduct experimental teaching for 16 meetings and taught the freshmen about descriptive and recount text. The procedures of the meetings are as follows:

The first meeting was planned to be conducted for giving pre-test about descriptive text. The second and third meetings are made to implement Quantum Teaching method by listening music in teaching descriptive text. In the fourth and fifth meetings, the researcher teaches the writing subject about descriptive text to the freshmen in learning outside of the classroom. The sixth and seventh meetings are conducted for teaching descriptive text by using interesting pictures such as people and place pictures. In the eighth meeting, the researcher conducted post-test about descriptive text to investigate the outcome of freshmen for learning descriptive text by using Quantum Teaching.

Furthermore, the ninth meeting is conducted for giving pre-test about recount text. The tenth and eleventh meetings are created for implementing Quantum Teaching by listening music in learning recount text. In the twelfth and

thirteenth meeting, the researcher teaches recount text by learning outside of the classroom. The fourteenth and fifteenth meetings are committed for applying Quantum Teaching by using interesting pictures in teaching and learning recount text, and the last meeting, the researcher gave post-test to the freshmen related to recount text, and then gave questionnaire to them for investigating their opinions about the method.

After finding the agreement of the participants, they only give the chance for eight meetings to the researcher in conducting the study. Based on the participants' willingness, the study was conducted for eight meetings. In addition, the procedures of eight meetings will be elaborated in chapter four.

6. Techniques of Data Analysis

After conducting experimental research, the researcher needs to analyze the results. The kind of the data is quantitative data. They come from the students' writing scores. The scores generated from pre-test and post-test to measure the influence of Quantum Teaching to the freshmen writing skill. The researcher uses the measurement technique to measure how the freshmen's writing skill on descriptive and recount paragraph before and after being taught by quantum teaching.

a. Analysis of the Test

The freshmen's writing scores in pre-test and post-test were assessed by using Analytical Scale for Rating Composition Task which is proposed by Brown (2004) (See Appendix 5).

The data obtained from the tests is analyzed statistically by using statistic calculation of the t-test formula with the significance degree of 5%. The purpose of the test is to find out the range of data, interval class, space of interval class, to make table of frequency distribution, mean of the table and to find out the t_0 score.

1. Range

Range is the difference between the highest and the lowest score (Sudjana, 2008). The range of pre-test and post-test scores would be determined by using :

$$R = H - L$$

Notes:

R : Range of the score

H : Highest score

L : Lowest score

2. Interval Class

Sudjana (2008) mentioned that the number of interval class can be determined by using the formula:

$$I = 1 + (3,3) \log n$$

3. Space of interval class

Sudjana (2008) said that to know the space of interval class, we can use the formula:

$$P = \frac{R}{I}$$

4. Mean

Arikunto (2002) stated that mean is analyzed by using the formula:

$$X = \frac{\sum fixi}{\sum fi}$$

Notes:

X = Mean

fi = refers to frequency

xi = refers to the middle score of interval class

fixi = the amount of multiplication between the frequencies and the middle scores of interval class.

5. T-score

Sudjana (2008), in calculating the t score, we can use this formula:

$$t_o = \frac{MX - MY}{SX - Y}$$

t_o : t-test

MX : the mean score of deviation of pre-test

MY : the mean score of deviation of post-test

$SX - Y$: Standard error of the mean difference between variable X (pre-test) and variable Y (post-test).

b. Analysis of the Questionnaire

The data obtained from the questionnaire is analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. It is used to identify the students' responses after being taught toward the use of Quantum Teaching to enhance freshmen writing skill. Based on Sudjana (2008), the formula used is:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage N = Number of sample

F= Frequency 100% = Constant of value

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

This chapter presents and discusses data description and data analysis. They are: (1) The analysis of tests, (2) Examining hypothesis, (3) The analysis of questionnaire, (4) Discussion.

As mentioned in chapter three, the study was planned to conduct teaching activity for 16 meetings. Unfortunately, the experimental teaching was not successfully accomplished in 16 meetings because the researcher found some problems during the process. The problems were related to the willingness of the participants. They gave chance of the study only for eight meetings. As a study, the willingness of participants for involving themselves in the study is important. Therefore, the researcher decided to conduct the study in eight meetings. In analyzing the data, this chapter did not show the data of 16 meetings, but the chapter presented data of eight meetings.

The activities in eight meetings were the same as 16 meetings' activities (See Appendix 4). Because of the limited time, the researcher condensed all activities so that they could be conducted in the meetings. For example, learning by using pictures were committed together with using music in second meeting. Actually, using music was conducted in second and third meetings and using pictures were in sixth and seventh meeting. In this study, there were 32 students as the sample. Nevertheless, the researcher did not take the data from all the samples because there were some requirements for collecting the data. The

requirements were the freshmen have to involve themselves in both of tests and treatment. Based on the requirement, the researcher took 23 freshmen as the sample for collecting the data and analyzed the data of the freshmen who involved in all meetings. The following is data analysis of tests and questionnaire by 23 freshmen.

1. The Analysis of Tests

In analyzing the data, the researcher used statistical calculation to the tests given for this study (See Appendix 10). There were two types of the test in the study; pre-test and post-test. The tests were given in descriptive and recount texts. The following table depicts the result of the pre-tests and post-tests

Table 4.1
The Scores of Pre-test and Post-test of Descriptive and Recount Text

No	Name	Descriptive Text Score		Recount Text Score	
		Pre-test	Post-test	Pre-test	Post-test
1	Sb	72	98	72	89
2	AP	74	95	75	93
3	Nr	67	86	81	91
4	RU	49	84	72	92
5	Fh	61	86	83	88
6	QA	68	89	83	86
7	DAF	63	73	73	87
8	CV	57	77	78	86
9	AA	67	85	57	76
10	AAZ	58	84	72	90
11	FU	80	84	76	88
12	AS	84	89	80	90
13	MIA	69	80	86	91
14	EP	55	62	67	71
15	SR	87	90	90	94
16	Rw	64	90	57	85
17	YA	50	88	70	90
18	AY	63	86	80	84
19	DA	56	89	73	86
20	IF	61	81	75	88
21	OL	63	84	66	92
22	MA	52	85	77	82
23	Ly	56	89	94	94
Mean		64	85	76	88

Table 4.1 is pre-test and post-test score of descriptive and recount text from 23 freshmen's writing skill based on the writing rubric of Brown (2004). The table indicates that the lowest score of descriptive text pre-test is 49 and the highest score is 87. Therefore, the range is 38 and the interval is 8. In post-test, the lowest score is 62 and the highest score is 98. As a result, the range is 36 and the interval is 8. Meanwhile, the lowest score of recount text pre-test is 57 and the highest score is 94. The range and interval of recount text pre-test is 37 and 8. In post-test of the text, the lowest score is 71 and the highest score is 94. Consequently, the range is 23 and the interval is 5.

According to the calculation (See Appendix 10), the average score of descriptive text pre-test is 64. Meanwhile, the average score of the post-test is 85. Further, in pre-test of recount text, the average score is 76. Whereas, the average score of recount text post-test is 88. The result difference indicates that there is the effect of Quantum Teaching on freshmen at English Department of UIN Ar Raniry in Writing 1. The freshmen's writing skill improved after getting the treatment. It can be seen that there was difference in the improvement of freshmen's writing skill by using Quantum Teaching. Therefore, it can be concluded that Quantum Teaching is effective used in teaching and learning writing skill.

2. Examining Hypothesis

In examining hypothesis, the researcher used “t” test (t_0) to determine the significant difference in examining the freshmen’s pre-test and post-test scores. Firstly, the hypothesis was examined as using Quantum Teaching improves the writing skills of the freshmen studying in English Department of UIN Ar Raniry. Secondly, the researcher listed the pre-test and post-test score in order to find up the difference score among those tests.

Table 4.2
The Different Scores of Pre-test and Post-test of Descriptive and Recount Text

No	Name	Descriptive Text				Recount Text			
		Score		X-Y (D)	D ²	Score		X-Y (D)	D ²
		Pre-test (Y)	Post-test (X)			Pre-test (Y)	Post-test (X)		
1	Sb	72	98	26	1	72	89	17	289
2	AP	74	95	21	2	75	93	18	324
3	Nr	67	86	19	3	81	91	10	100
4	RU	49	84	35	4	72	92	20	400
5	Fh	61	86	25	5	83	88	5	25
6	QA	68	89	21	6	83	86	3	9
7	DAF	63	73	10	7	73	87	14	196
8	CV	57	77	20	8	78	86	8	64
9	AA	67	85	18	9	57	76	19	361
10	AAZ	58	84	26	10	72	90	18	324
11	FU	80	84	4	11	76	88	12	144
12	AS	84	89	5	12	80	90	10	100
13	MIA	69	80	11	13	86	91	5	25
14	EP	55	62	7	14	67	71	4	16
15	SR	87	90	3	15	90	94	4	16
16	Rw	64	90	26	16	57	85	28	784
17	YA	50	88	38	17	70	90	20	400
18	AY	63	86	23	18	80	84	4	16
19	DA	56	89	33	19	73	86	13	169
20	IF	61	81	20	20	75	88	13	169
21	OL	63	84	21	21	66	92	26	676
22	MA	52	85	33	22	77	82	5	25
23	Ly	56	89	33	23	94	94	0	0
Standar Deviation (SD)		10.03				7.57			
Mean of Difference (M _D)		20.78				12			
Standar Error of Mean Difference (SEM _D)		2.14				1.61			
T _{score}		9.71				7.45			
Degree of Freedom (Df)		22				22			

After finding the different scores of pre-test and post-test of descriptive and recount text, the researcher has to find Standard Deviation of two variables (See Appendix 11). Based on the result of calculation, t score value of descriptive text tests were 9.71 and t score value of recount text tests were 7.45. Hypothesis of this study used T_{table} at significant level of $\alpha = 0.05$. According to T_{table} list (see appendix 12), the value of distribution table at 22 as degree of freedom was 1.72. However, in this study both of descriptive text and recount texts have $T_{score} > T_{table}$; $9.71 > 1.72$ and $7.45 > 1.72$. Therefore, the study can be concluded that H_a was accepted and H_0 was rejected. It means that the method has an effect for freshmen.

3. The Analysis of Questionnaire

In order to get the real data of the freshmen's perception toward applying Quantum Teaching in learning writing skill. The researcher distributed the questionnaires to 23 freshmen. It consisted of 25 questions in a closed form. As mentioned in chapter III, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage

F : Frequency of respondents

N : Number of sample

100% : Constant value

Furthermore, the result of questionnaire will be elaborated in the following table;

Table 4.3
Analysis of Questionnaire

NO.	STATEMENTS	Percentage			
		Strongly Disagree	Disagree	Agree	Strongly Agree
I. THE LEARNING OF WRITING 1					
1.	The learning was prepared well.	0%	0%	73.91%	26.09%
2.	The lesson was provided systematically. Therefore, it could help me in learning Writing 1.	0%	0%	82.61%	17.39%
II. APPLYING QUANTUM TEACHING IN WRITING 1					
3.	Learning writing by using Quantum Teaching created comfortable teaching learning process.	0%	4.35%	56.52%	39.13%
4.	Learning Writing 1 by using Quantum Teaching encouraged us as the participant actively in learning process.	0%	4.35%	43.48%	52.17%
5.	Learning Writing 1 by using Quantum Teaching facilitated me to write in English well.	0%	8.70%	52.17%	39.13%
6.	Learning writing by using Quantum Teaching was monotonous.	21.74%	73.91%	4.35%	0%
7.	Learning Writing 1 by using Quantum Teaching was difficult.	26.09%	73.91%	0%	0%
8.	I felt depress learning writing by using Quantum Teaching	52.17%	43.48%	4.35%	0%
9.	My writing score increased after having learned writing by using Quantum Teaching.	39.13%	56.52%	4.35%	0%
10.	Learning Writing 1 by implementing Quantum Teaching improved my comprehension in writing.	0%	0%	100%	0%
11.	I did not feel any educational benefits of learning Writing 1 by using Quantum Teaching.	43.48%	56.52%	0%	0%
12.	My interest and motivation improved when I learned writing by using Quantum Teaching.	0%	0%	86.96%	13.04%
13.	Learning Writing 1 by using Quantum Teaching supported me to get ideas on writing.	0%	30.43%	60.87%	8.70%
14.	Learning Writing 1 by implementing Quantum Teaching enhanced my writing skill.	0%	4.35%	82.61%	13.04%
15.	Learning Writing 1 is easy by using Quantum Teaching.	4.35%	4.35%	82.61%	8.69%
III. ASSIGNMENT					
16.	The assignments given in writing were appropriate with my ability.	0%	4.35%	82.61%	13.04%
17.	The assignments of writing help me to master the subject.	0%	0%	82.61%	17.39%
18.	Assignments of the study have increased my interest for learning writing.	0%	17.39%	65.22%	17.39%
19.	The time for accomplishing the tasks was sufficient.	0%	17.39%	73.91%	8.70%
20.	Learning materials of this study were interesting to be discussed.	0%	8.70%	73.91%	17.39%
IV. OVERAL EVALUATION					
21.	I like learning writing by using Quantum Teaching.	0%	4.35%	82.61%	13.04%
22.	Learning writing I was easier by applying Quantum Teaching	0%	4.35%	73.91%	21.74%
23.	I will recommend using Quantum Teaching to other classes.	0%	21.74%	65.22%	13.04%
24.	Quantum Teaching is an effective method in learning Writing 1.	0%	8.69%	82.62%	8.69%
25.	Quantum Teaching is an appropriate method to be applied in learning Writing 1.	0%	4.35%	91.30%	4.35%

The table illustrates the percentage of each statement in the questionnaire. Overall, the freshmen agree to the statements. There were four kinds of statement. First, the statements were about learning process. In the section, all of the participants strongly agree. Second, they were about learning Writing 1 by using Quantum Teaching. The most significant aspect of quantum teaching is learning by imagination. The imagination in this context is teaching by association, picture, music, and metaphor (Larson, 1998). Therefore, most of them strongly agree that learning writing by using Quantum Teaching created teaching learning process more interesting and comfortable.

Furthermore, all of freshmen also agree that the method facilitates them to get ideas during writing process. In the second type of statement, there were five statements in negative sentences; statement number 6, 7, 8, 9, and 11. However, all participants disagree to the statement. The result showed that they have given positive responses for the learning method based on the five statements. Third, the statements were about assignment. They agree that the assignments that were given help them to master writing skill. Fourth, evaluation statements. Most of the participants like learning writing by using Quantum teaching. They considered that Quantum Teaching is an effective and suitable method in learning Writing 1.

4. Discussion

Based on the analysis of the data, the researcher would like to discuss the research question in this study. The first research question is “What is the effect of Quantum Teaching on freshmen at English Department of UIN Ar Raniry in Writing 1?”. To answer the research question, the researcher conducted tests and gave questionnaire to the freshmen. The researcher taught two topics; descriptive and recount text. The pre-tests were given to the freshmen before the treatment, while the post-tests were given after the freshmen finished the treatment.

The result of pre-tests and post-tests showed a significant difference as explained in the data analysis part. Based on the calculation (See Appendix 10), the mean score of descriptive text pre-test was 64, and the post-test was 85. Meanwhile, the mean score of recount text pre-test was 76, and the post-test was 88. The result of test showed that there was an effect of Quantum Teaching in learning Writing 1. Freshmen’s writing skill enhanced after implementing the method. It was proved by the mean scores of post-tests were higher than pre-tests both of the texts.

Furthermore, the result of data analysis showed that t_{score} of descriptive text is 9.71 and t_{score} of recount text is 7.45 as well as t_{table} at significant level of $\alpha = 0.05$ is 1.72. Thus, the data can be stated that t_0 was higher than t_{table} ($9.71 > 1.72$) and ($7.45 > 1.72$). The data showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. In consequence, the hypothesis accepted was using quantum Teaching improves the writing skills of the freshmen studying in English Department of UIN Ar Raniry. Based on the data analysis, the

researcher got positive result. Quantum teaching is appropriate to be applied in learning writing skill. This study supported the previous study by Wigati (2016) as English Education Department student of Singaperbangsa Karawang University and Huda (2013) as English Education Department student of Tanjungpura University in Pontianak said that Quantum teaching is one of effective methods in teaching and learning writing skill. As a result, the study is recommended to teachers for implementing the method in learning English.

Moreover, the researcher also distributed a set of questionnaire to the freshmen in collecting the data to get the real data about their perceptions toward learning writing skill by implementing Quantum Teaching. The result of the questionnaire showed that learning Writing I by using Quantum Teaching created teaching learning process more interesting and comfortable, facilitated freshmen to get ideas during writing process, and increased their enthusiasm, interest, and motivation in learning the skill. Therefore, the method has changed the situation of the learning become more active, enhanced freshmen's comprehension in writing, and improved freshmen's writing score.

In addition, to answer the second research question; "What is the most apparent improvement in freshmen writing skill after implementing Quantum Teaching?". Based on the result of the tests, the most apparent improvement in freshmen writing skill is the organization of text (See Appendix 6). Most of them got score starting from good to excellent on this part. Most of them were able to develop ideas in content of the texts. Moreover, they wrote the texts by using good vocabulary and quality of expression, although some of them still have

problem in spelling or word. The researcher used rubric writing of Brown (2004) to assess the freshmen writing tests. Based on the rubric, there are five sections that must be assessed (see Appendix 6). The score analysis of writing skill can be seen on Appendix 9.

Because of the limited time for conducting the experimental teaching, there are some weaknesses of this study. The researcher did not explain more detail about grammar. Therefore, a few of freshmen still has problem in grammar and writing punctuation. The researcher did not conduct the study as the first design which is included in lesson plan. The study was conducted in accordance with lesson plan in eight meetings. Therefore, the researcher limited the explanation of learning materials. In fact, there were some unreachable plans. For example, in the first planning, learning descriptive text by listening music and using interesting picture should be conducted twice, but during the process of the study, it was conducted only once (See Appendix 4). Nevertheless, there was a significant improvement of freshmen writing skill based on writing rubric of Brown (2004).

CHAPTER FIVE

CONCLUSION AND SUGGESTION

The study aims to investigate the effect of Quantum Teaching for freshmen at English Department of UIN Ar Raniry in Writing 1 and analyze the most apparent improvement in freshmen writing skill after implementing Quantum Teaching. After conducting the process of experimental teaching, the results elaborated in chapter four. Therefore, this chapter explains about conclusion and suggestion of the study.

1. Conclusion

Based on the results, the conclusions of the study can be drawn as follows:

- a. Using Quantum Teaching in learning writing can improve Freshmen's writing skill. This can be understood by the mean scores of post-tests and pre-tests. The score of pre-tests and post-tests showed a significant difference. Furthermore, the effect of Quantum Teaching is not only obtained by the freshmen's achievement, but it is also obtained by freshmen's responses in questionnaire. The result showed that the freshmen are interested in the method.

- b. The most apparent improvement in freshmen writing skill is the organization of texts. Most of them got score starting from good to excellent. They were able to develop ideas in content of the texts, and they wrote the texts by using good vocabularies and quality of expression although some of them still have problem in spelling.

2. Suggestion

Based on the result of the study, there are some suggestions that can be considered to make students more interested in writing, as follows:

- a. The researcher suggests to lecturers for implementing Quantum Teaching in teaching and learning process.
- b. The role of lecturer in the classroom is the most important thing. It can create the classroom situation to be more active. Lecturer should give great support and appreciation or rewards of their effort in order to get the best score. Then, it can enhance their writing skill.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : UN.08/FTK/PP.00.9/12578/2016
 TENTANG
 PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
 UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
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MEMUTUSKAN

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PERTAMA : Menunjuk Saudara:
 1. Dr. Mustafa AR, MA Sebagai Pembimbing Pertama
 2. Nashriyah, MA Sebagai Pembimbing Kedua
 Untuk membimbing Skripsi :
 Nama : Ridha Rahmayanti
 NIM : 231324207
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Applying Quantum Teaching to Enhance Freshment's Writing Skill (A Study at Department of English Language Education in UIN AR-Raniry)
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 28 Desember 2016
 An. Rektor
 Dekan,


 Dr. Muliburrahman, M. Ag
 NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



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7 Maret 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
 Menyusun Skripsi

Kepada Yth.

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh,
 dengan ini memohon kiranya saudara memberi izin dan bantuan kepada :

N a m a : **Ridha Ramayanti**
NIM : 231 324 207
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
A l a m a t : Jl. Langsung No.16 Lamgugob

Untuk Mengumpulkan data pada:

Mahasiswa Prodi Bahasa Inggris Semester II

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Applying Quantum Teaching to Enhance Freshmen's Writing Skill (A Study At Department of English Language Education In UIN Ar-Raniry)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
 Wakil Dekan Bidang Akademik dan
 Kelembagaan,

Sri Suyanta



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-4552/Un.08/ KJ.PBI/TL.00/07/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-1506/Un. 08/ TU-FTK/TL.00/06/2017 tanggal 7 Maret 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : **Ridha Ramayanti**

NIM : **231324207**

Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Applying Quantum Teaching to Enhance Freshmen's Writing Skill (A Study at Department of English Language Education, UIN Ar-Raniry)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 24 Juli 2017

Ketua Prodi Pendidikan Bahasa Inggris



APPENDIX 4

The Comparison Between 16 Meetings and Eight Meetings

a. The Procedure of 16 meetings

Meetings	Activity	Treatment
1	Pre-test (Descriptive Text)	-
2	Teaching descriptive text	Learning by using music
3	Teaching descriptive text	Learning by using music and giving reward for freshman who got the best score
4	Teaching descriptive text	Learning outside of the classroom
5	Teaching descriptive text	Learning outside of the classroom and giving reward for freshman who got the best score
6	Teaching descriptive text	Learning by using interesting picture (people's picture) and giving reward for freshman who got the best score
7	Teaching descriptive text	Learning by using interesting picture (place's picture) and giving reward for freshman who got the best score
8	Post-test (Descriptive Text)	-
9	Pre-test (Recount Text)	-
10	Teaching recount text	Learning by using music
11	Teaching recount text	Learning by using music and giving reward for freshman who got the best score
12	Teaching recount text	Learning outside of the classroom
13	Teaching recount text	Learning outside of the classroom and giving reward for freshman who got the best score
14	Teaching recount text	Learning by using picture
15	Teaching recount text	Learning by using picture and giving reward for freshman who got the best score
16	Post-test (Recount Text) and giving questionnaire	-

b. The procedure of eight meetings

Meetings	Activity	Treatment
1	Pre-test (Descriptive Text)	-
2	Teaching descriptive text	Learning by using music and using interesting pictures (person and place picture)
3	Teaching descriptive text	Learning outside of the classroom
4	Teaching descriptive text and giving post-test	Learning outside of the classroom, giving reward for freshman who got the best score, and giving post-test about descriptive text.
5	Pre-test (Recount Text)	-
6	Teaching recount text	Learning outside of the classroom
7	Teaching recount text	Learning outside of the classroom and giving reward for freshman who got the best score
8	Post-test (Recount Text) and giving questionnaire	-

APPENDIX 5

LESSON PLAN

(A Study of Applying Quantum Teaching to Enhance Freshmen's Writing Skill
at Department of English Language Education in UIN Ar Raniry)

Course / Code : Writing I / PBI 4807

Semester / Year : II / 2016-2017

Unit : I (First)

Meeting	16 Meetings		8 Meetings	
	Method & Topic	Learning Activities	Method & Topic	Learning Activities
1	Pre-Test (Descriptive Text)	<ul style="list-style-type: none"> - The researcher asks the students about their condition and what they had learned in their last meeting. - The researcher introduces and explains briefly the information about the study - The researcher gives pre-test for students about descriptive text. - All of the students do the pre-test by answering the question based on the test instrument which the researcher gives to them. - The researcher closes the meeting. 	Pre-Test (Descriptive Text)	<ul style="list-style-type: none"> - The researcher asks the students about their condition and what they had learned in their last meeting. - The researcher introduces and explains briefly the information about the study - The researcher gives pre-test for students about descriptive text. - All of the students do the pre-test by answering the question based on the test instrument which the researcher gives to them. - The researcher closes the meeting.
2	Learning by using music	<ol style="list-style-type: none"> 1. Pre-Teaching The researcher greets the students, does warming up, and checks the students' attendance. 2. While Teaching <ul style="list-style-type: none"> - The researcher uses music as a media to create relaxed learning situation in teaching descriptive text. - The researcher turns on the music especially relaxed musics. The 	Learning by using music and interesting Picture (Person and place picture)	<ol style="list-style-type: none"> 1. Pre-Teaching The researcher greets the students, does warming up, and checks the students' attendance. 2. While Teaching <ul style="list-style-type: none"> - The researcher uses music as a media to create relaxed learning situation in teaching descriptive text. - The researcher turns on the music especially relaxed musics. The musics are compatible with the condition and turned on in rotation. They are instrument of Baroque music (classical music) by Mozart, Chopin, Beethoven,

	(Descriptive text with free writing)	<p>musics are compatible with the condition and turned on in rotation. They are instrument of Baroque music (classical music) by Mozart, Chopin, Beethoven, Bach, Debussy, Liszt, Schumann and Vivaldi as the composers.</p> <ul style="list-style-type: none"> - While turning on the musics, the researcher asks the students to guess the characteristics of descriptive text as they knew and connected the learning material with the freshmen's experience. - The researcher explains the definition, the generic structure, and the benefit of learning descriptive text in daily life. <p>3. Post Teaching</p> <ul style="list-style-type: none"> - The researcher asks the students about what they have got from the lesson in that day and then gives reflection toward the teaching learning process. - The researcher gives reward as the appreciation from the teacher to the student who can answer a question. 	(Descriptive text with free writing)	<p>Bach, Debussy, Liszt, Schumann and Vivaldi as the composers.</p> <ul style="list-style-type: none"> - While turning on the musics, the researcher asks the students to guess the characteristics of descriptive text as they knew and connected the learning material with the freshmen's experience. - The researcher explains the definition, the generic structure, and the benefit of learning descriptive text in daily life. - The researcher asks freshmen to describe about place. - Before that, the researcher teaches the freshmen the way to create descriptive text by using WH question. Then, they described based on the pictures which is showed by the researcher. <p>3. Post Teaching</p> <ul style="list-style-type: none"> - The researcher asks the students about what they have got from the lesson in that day and then gives reflection toward the teaching learning process.
3	Learning by using music	<p>1. Pre-Teaching The researcher greets the students, does warming up, and checks the students' attendance.</p> <p>2. While Teaching</p> <ul style="list-style-type: none"> - The researcher still teach descriptive text by using relaxed music. - The researcher 	Learning outside of the classroom	<p>1. Pre-Teaching The researcher greets the students, asks their condition, and checks the students attendance.</p> <p>2. While Teaching</p> <ul style="list-style-type: none"> - The researcher asks the students toward their writing in the second meeting by listening relaxed music, still they remember or not. Whether they realize the mistakes or not.

	Descriptive text with free writing	<p>continue the explanation related to the second meeting.</p> <ul style="list-style-type: none"> - The researcher asks the students to create a descriptive text with free writing, - The researcher do not give specific topic to them. - While the students creates the text, the researcher turns on the relax music. - The researcher and the students check their activities together in order they know which are their mistakes. <p>3. Post Teaching</p> <ul style="list-style-type: none"> - At the end of the meeting, the researcher together with the students conclude what they have learned in that meeting. - The researcher gives reward to the students who have written a good writing based on writing rubric. 	Descriptive text with free writing and brainstorming	<ul style="list-style-type: none"> - The researcher asks the students to checks their tasks that they have done in previous meeting by using peer assessment. - Before doing peer assessment, the researcher explains about the writing's rubric or criterion of writing that will be scored to them. - The tasks were checked by using writing's rubric of Brown (2004). - The researcher asks some students to explain what their friends mistake in writing after they checked it. - The researcher asks them to choose one of topic about something around them at that moment. - The researcher asks them to create an example of descriptive text by their own word. - Before that, they are asked to brainstorming about the topic that they have found. - After finishing create an example, the researcher asks them to submit their tasks and asked the freshmen's impression about learning writing in outside of the classroom. <p>3. Post Teaching</p> <ul style="list-style-type: none"> - The researcher gives feedback to them about how to be a good writer. and then, the researcher gives conclusion about what the have learned at the meeting. at the end of meeting, the researcher gives reward to student who get the highest score in his/her task.
4	Learning outside of the classroom	<p>1. Pre-Teaching</p> <ul style="list-style-type: none"> - The researcher spends ten minutes for greeting and checking the students' attendance. - The researcher invites all of the students to go outside the class. 	Learning outside of the classroom, giving reward for freshmen who got the best score, and giving post-test about descriptive text	<p>1. Pre-Teaching</p> <p>The researcher greets the students, asks their condition, and checks the students attendance.</p> <p>2. While Teaching</p> <ul style="list-style-type: none"> - The researcher teaches descriptive text by using interesting pictures. - The researcher asks freshmen to describe about people. - Students describe based on the pictures which is showed by the

	Descriptive text with brainstorming	<p>2. While Teaching</p> <ul style="list-style-type: none"> - The researcher asks the freshmen about the explanation of descriptive text that have explained in the second and third meeting and also asks the students about nature around them. - The researcher asks them to choose one of topic about something around them at that moment. - The researcher asks them to create an example of descriptive text by their own word. - Before that, they are asked to brainstorming about the topic that they have found. - After finishing create an example, the researcher asks them to submit their tasks and asked the freshmen's impression about learning writing in outside of the classroom. <p>3. Post Teaching</p> <ul style="list-style-type: none"> - At the end of the meeting, the researcher together with the students conclude what they have learned in that meeting. 	Descriptive text with clustering	<p>researcher.</p> <ul style="list-style-type: none"> - The researcher asks freshmen to work in group. - The researcher and freshmen discuss about social function, generic structure, and language features of the descriptive text. - The freshmen work in group to create a descriptive text based on the picture that is given. Every group got different picture and each group cannot tell to other groups what the picture that they have got. In group working, every single students gives their ideas in the process of creating the descriptive text. - Before writing, the researcher teaches to the freshmen the way to clustering the idea in writing. they create clustering the ideas. And then, they arrange the idea into a descriptive text based on the picture. - After 30 minutes, the researcher asks every group to presenting their working in front of the class. Then, groups who do not get the turn, they guess what the pictures which is described by the group was presenting in front of class. - After finishing the presentation, the researcher gives feedback to the freshmen. Then, the researcher together with the freshmen check their writing based on writing rubric by using peer assessment. - Then, the researcher gives post-test to the students, and then all of the students do the post-test by answering the questions based on the instruction in the test instrument that the researcher gave to them. <p>3. Post Teaching</p> <ul style="list-style-type: none"> - At the end of the class, the researcher review the lesson to the freshmen about what they have learned and gave reward to group who has the best score for appreciating their effort and increasing their motivation in learning writing.
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5	<p>Learning outside of the classroom</p> <p>Descriptive text with brainstorming</p>	<ol style="list-style-type: none"> 1. Pre-Teaching The researcher greets the students, asks their condition, and checks the students attendance. 2. While Teaching <ul style="list-style-type: none"> - The researcher asks the students toward their writing in the third meeting by listening relaxed music, still they remember or not. Whether they realize the mistakes or not. - The researcher asks the students to checks their tasks that they have done in fourth meeting by using peer assessment. - Before doing peer assessment, the researcher explains about the writing's rubric or criterion of writing that will be scored to them. - The tasks were checked by using writing's rubric of Brown (2004). - The researcher asks some students to explain what their friends mistake in writing after they checked it. 3. Post Teaching <ul style="list-style-type: none"> - The researcher gives feedback to them about how to be a good writer. and then, the researcher gives conclusion about what the have learned at the meeting. at the end of meeting, the researcher gives reward to student who get the highest score in his/her task. 	<p>Pre-Test</p> <p>(Recount Text)</p>	<ul style="list-style-type: none"> - The researcher asks the students about their condition and what they had learned in their last meeting. - The researcher gives pre-test for students about recount text. - All of the students do the pre-test by answering the question based on the test instrument which the researcher gives to them.
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6	<p>Learning by using interesting picture</p> <p>Descriptive text with clustering</p>	<ol style="list-style-type: none"> 1. Pre-Teaching The researcher greets the students, asks their condition, and checks the students attendance. 2. While Teaching <ul style="list-style-type: none"> - The researcher teaches descriptive text by using interesting pictures. - The researcher asks freshmen to describe about people. - Students describe based on the pictures which is showed by the researcher. - The researcher asks freshmen to work in group. - The researcher and freshmen discuss about social function, generic structure, and language features of the descriptive text. - The freshmen work in group to create a descriptive text based on the picture that is given. Every group got different picture and each group cannot tell to other groups what the picture that they have got. In group working, every single students gives their ideas in the process of creating the descriptive text. - Before writing, the reseacher teaches to the freshmen the way to clustering the idea in writing. they create clustering the ideas. And then, they arrange the idea into a descriptive text based on the picture. - After 30 minutes, the researcher asks every group to presenting their working in front of the class. Then, groups who do not get the turn, they 	<p>Learning outside of the classroom</p> <p>Recount text with free writing</p>	<ol style="list-style-type: none"> 1. Pre-Teaching The researcher greets the students, asks their condition, and checks the students attendance. 2. While Teaching The researcher asks the students to guess the characteristics of recount text as they knew and connected the learning material with the freshmen's experience. The researcher explains the definition, the generic structure, and the benefit of learning recout text in daily life. The researcher asks the students to create a recount text with free writing, The researcher did not give specific topic to them. While the students creates the text, the researcher turns the relaxed music. The researcher and the students check their activities together in order they know which are their mistakes. The tasks were checked by using writing's rubric of Brown (2004). The researcher asks some students to explain what their friends mistake in writing after they checked it. 3. Post Teaching The researcher asks the students about what they have got from the lesson in that day. The researcher and the students conclude the lesson that they have learnt in the topic and then the researcher gives reflection toward the teaching learning process. The researcher gives reward as the appreciation from the teacher to the student who can answer a question
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		<p>guess what the pictures which is described by the group was presenting in front of class.</p> <ul style="list-style-type: none"> - After finishing the presentation, the researcher gives feedback to the freshmen. Then, the reseacher together with the freshmen check their writing based on writing rubric by using peer assessment. <p>3. Post Teaching</p> <ul style="list-style-type: none"> - At the end of the class, the researcher review the lesson to the freshmen about what they have learned and gave reward to group who has the best score for appreciating their effort and increasing their motivation in learning writing. 		
7	Learning by using interesting pictures	<p>1. Pre-Teaching The researcher greets the students, asks their condition, and checks the students attendance.</p> <p>2. While Teaching</p> <ul style="list-style-type: none"> - The researcher continues to teach descriptive text by using interesting pictures. - The researcher asks freshmen to describe about place. - Before that, the resercher teaches the freshmen the way to create descriptive text by using WH question. Then, they described based on the pictures which is showed by the researcher. - The researcher asks freshmen to work in group. The researcher and freshmen review the 	<p>Learning outside of the classroom</p> <p>Recount text with WH-questions</p>	<p>1. Pre-Teaching The researcher greets the students, asks their condition, and checks the students attendance.</p> <p>2. While Teaching</p> <ul style="list-style-type: none"> - The researcher asks the students toward their writing in the previous meeting - The researcher asks freshmen to create an example of recount text about their holiday. - Before that, the researcher teaches the freshmen the way to create recount text by using WH question. Then, they create a recount text based on the topic. - The researcher asks freshmen to work in group. The researcher and freshmen review the discussion about social function, generic structure, and language features of the recount text that they have got in the previous meeting. - The freshmen work in group to create a recount

	<p>Descriptive text with WH-questions</p>	<p>discussion about social function, generic structure, and language features of the descriptive text that they have got in the previous meeting.</p> <ul style="list-style-type: none"> - The freshmen work in group to create a descriptive text based on the picture that is given. Every group got different picture and each group cannot tell to other groups what the picture that they have got. In group working, every single students gave their ideas in the process of creating the descriptive text. - After 30 minutes, the researcher asks every group to presenting their working in front of the class. Then, groups who do not get the turned, they guess what the pictures which is described by the group was presenting in front of class. - After finishing the presentation, the researcher gives feedback to the freshmen. Then, the reseacher together with the freshmen check their writing based on writing rubric by using peer assessment. <p>3. Post Teaching</p> <ul style="list-style-type: none"> - At the end of the class, the researcher review the lesson to the freshmen about what they have learned and gave reward to group who has the best score for appreciating their effort and increasing their motivation in learning writing. 	<p>3. Post Teaching</p> <ul style="list-style-type: none"> - The researcher gives feedback to them about how to be a good writer. and then, the researcher gives conclusion about what the have learned at the meeting. at the end of meeting, the researcher gives reward to student who get the highest score in his/her task.
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8	Post-Test (Descriptive Text)	<ul style="list-style-type: none"> - The researcher asks the students about their condition, and checks the students attendance. - The researcher gives post-test to the students, and then all of the students do the post-test by answering the questions based on the instruction in the test instrument that the researcher gave to them. - At the end of the class, the researcher tells the students about the activity in the next meetings and told about the topic that they will learn. 	Post-Test (Recount Text).	<ul style="list-style-type: none"> - The researcher asks the students about their condition and checks the students' attendance. - The researcher gives post-test of recount text to the students, and then all of the students do the post-test by answering the questions based on the instruction in the test instrument that the researcher gives to them. - After the students finish doing post-test, the researcher gives them questionnaire. They are asked to answer the the questionnaire related to their opinion about the use of Quantum Teaching in Writing I. - At the end of the class, the reseacher gives an expression of gratitude and apology to the students because they have helped the reseacher in doing the study.
9	Pre-Test (Recount Text)	<ul style="list-style-type: none"> - The researcher asks the students about their condition and what they had learned in their last meeting. - The researcher gives pre-test for students about recount text. - All of the students do the pre-test by answering the question based on the test instrument which the researcher gives to them. 	-	-
10	Learning by using music.	<ol style="list-style-type: none"> 1. Pre-Teaching The researcher greets the students, asks their condition, and checks the students attendance. 2. While Teaching <ul style="list-style-type: none"> - The researcher uses music as a media to create relaxed learning situation in teaching recount text. - The researcher turn on the music especially relaxed music. - The researcher asks the students to guess the 	-	-

	<p>Recount Text with free writing</p>	<p>characteristics of recount text as they knew and connected the learning material with the freshmen's experience.</p> <ul style="list-style-type: none"> - The researcher explains the definition, the generic structure, and the benefit of learning recount text in daily life. <p>3. Post Teaching</p> <ul style="list-style-type: none"> - The researcher asks the students about what they have got from the lesson in that day. - The researcher and the students conclude the lesson that they have learnt in the topic and then the researcher gives reflection toward the teaching learning process. - The researcher gives reward as the appreciation from the teacher to the student who can answer a question. 		
11	<p>Learning by using music</p>	<p>1. Pre-Teaching The researcher greets the students, asks their condition, and checks the students attendance.</p> <p>2. While Teaching</p> <ul style="list-style-type: none"> - The researcher still teach recount text by using relaxed music. - The researcher continue the explanation related to the tenth meeting. - The researcher asks the students to create a recount text with free writing, - The researcher did not give specific topic to them. - While the students 	-	-

	Recount Text with free writing	<p>creates the text, the researcher turns the relaxed music.</p> <ul style="list-style-type: none"> - The researcher and the students check their activities together in order they know which are their mistakes. <p>3. Post Teaching</p> <ul style="list-style-type: none"> - At the end of the meeting, the researcher together with the students conclude what they have learned in that meeting. - The researcher gives reward to the students who have written a good writing based on writing rubric. 		
12	<p>Learning outside of the classroom</p> <p>Recount Text with Brainstorming</p>	<p>1. Pre-Teaching</p> <ul style="list-style-type: none"> - The researcher greets the students, asks their condition, and checks the students attendance. - The researcher invites all of the students to go to park of AAC Building. <p>2. While Teaching</p> <ul style="list-style-type: none"> - The researcher asks them about the explanation of recount text that have explained in the previous meeting . - The researcher asks them to choose one of topic about your daily activity. - The researcher asks them to create an example of recount text by their own. - Before that, they are asked to brainstorming about the topic that they have found. - After finishing create an example, the reseacher asks them to 	-	-

		<p>submit their tasks and asked the freshmen's impression about learning writing in outside of the classroom.</p> <p>3. Post Teaching</p> <ul style="list-style-type: none"> - At the end of the meeting, the researcher together with the students conclude what they have learned in that meeting. 		
13	<p>Learning outside of the classroom</p> <p>Recount Text with Brainstorming</p>	<p>1. Pre-Teaching</p> <p>The researcher greets the students, asks their condition, and checks the students attendance.</p> <p>2. While Teaching</p> <ul style="list-style-type: none"> - The researcher asks the students toward their writing in the previous meeting by listening relaxed music, still they remember or not. Whether they realize the mistakes or not. - The researcher asks the students to checks their tasks that they have done in twelfth meeting by using peer assessment. - Before doing peer assessment, the researcher explains about the writing's rubric or criterion of writing that will be scored to them. - The tasks were checked by using writing's rubric of Brown (2004). - The researcher asks some students to explain what their friends mistake in writing after they checked it. 	-	-

		<p>3. Post Teaching</p> <ul style="list-style-type: none"> - The researcher gives feedback to them about how to be a good writer. and then, the researcher gives conclusion about what the have learned at the meeting. at the end of meeting, the researcher gives reward to student who get the highest score in his/her task. 		
14	Learning by using interesting pictures	<p>1. Pre-Teaching The researcher greets the students, asks their condition, and checks the students attendance.</p> <p>2. While Teaching</p> <ul style="list-style-type: none"> - The researcher teaches recount text by using interesting pictures. - The researcher asks freshmen to create an example recount text based on the pictures which is showed by the researcher. - The researcher asks freshmen to work in group. - The researcher and freshmen discuss about social function, generic structure, and language features of the recount text. - The freshmen work in group to create a recount text based on the picture that is given. Every group got different picture and each group cannot tell to other groups what the picture that they have got. In group working, every single students gives their ideas in the process of creating the recount text. 	-	-

	<p>Recount Text with clustering</p>	<ul style="list-style-type: none"> - Before writing, the researcher teaches to the freshmen the way to clustering the idea in writing. they create clustering the ideas. And then, they arrange the idea into a recount text based on the picture. - After 30 minutes, the researcher asks every group to presenting their working in front of the class. Then, groups who do not get the turn, they guess what the pictures which is told by the group was presenting in front of class. - After finishing the presentation, the researcher gives feedback to the freshmen. Then, the researcher together with the freshmen check their writing based on writing rubric by using peer assessment. <p>3. Post Teaching</p> <ul style="list-style-type: none"> - At the end of the class, the researcher gives feedback to them about how to be a good writer then, the researcher reviews the lesson to the freshmen about what they have learned and gives reward to group who has the best score for appreciating their effort and increasing their motivation in learning writing. 		
15	<p>Learning by using interesting pictures</p>	<p>1. Pre-Teaching</p> <ul style="list-style-type: none"> - The researcher greets the students, asks their condition, and checks the students attendance. 	-	-

	<p>Recount Text with WH Question</p>	<p>2. While Teaching</p> <ul style="list-style-type: none"> - The researcher continues to teach recount text by using interesting pictures. - The researcher asks freshmen to create an example of recount text based on the picture. - Before that, the researcher teaches the freshmen the way to create recount by using WH question. Then, they create a recount text based on the pictures which is showed by the researcher. - The researcher asks freshmen to work in group. The researcher and freshmen review the discussion about social function, generic structure, and language features of the recount text that they have got in the previous meeting. - The freshmen work in group to create a recount text based on the picture that is given. Every group got different picture and each group cannot tell to other groups what the picture that they have got. In group working, every single students gave their ideas in the process of creating the recount text. - After 30 minutes, the researcher asks every group to presenting their working in front of the class. Then, groups who do not get the turned, they guess what the pictures which is told by the 		
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		<p>group was presenting in front of class.</p> <ul style="list-style-type: none"> - After finishing the presentation, the researcher gives feedback to the freshmen. Then, the reseacher together with the freshmen check their writing based on writing rubric by using peer assessment. <p>3. Post Teaching</p> <ul style="list-style-type: none"> - At the end of the class, the researcher gives feedback to them about how to be a good writer then, the researcher reviews the lesson to the freshmen about what they have learned, gives reflection toward the teaching learning process and gives reward to group who has the best score for appreciating their effort and increasing their motivation in learning writing. 		
16	Post-Test (Recount Text).	<ul style="list-style-type: none"> - The researcher asks the students about their condition and checks the students' attendance. - The researcher gives post-test of recount text to the students, and then all of the students do the post-test by answering the questions based on the instruction in the test instrument that the researcher gives to them. - After the students finish doing post-test, the researcher gives them questionnaire. They are asked to answer the the questionnaire related to their opinion about the use of Quantum Teaching in writing I. 		

		- At the end of the class, the reseacher gives an expression of gratitude and apology to the students because they have helped the reseacher in doing the study.		
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- Evaluation

1. Technique : Written test
2. Type of assessment : Objective (Based on Writing's rubric)

Banda Aceh, April 15, 2017

The Researcher

Ridha Rahmayanti

APPENDIX 6

Analytical Scale for Rating Composition Task

Analysis	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not High School-Level Work
I. Organization: Introduction, body, and conclusion	<ul style="list-style-type: none"> - Appropriate title - States effective introductory paragraph - Topic is stated, leads to body (organizes the steps logically) - Provides clear transitional expressions between steps (first, next, etc.) - Arrangement of material shows plan (could be outlined by reader) - Conclusion logical and complete. 	<ul style="list-style-type: none"> - Adequate title introduction, and conclusion - Body of writing is acceptable, but some evidence may be lacking - Some ideas are not fully developed - Sequence is logical but transitional expressions may be absent or misused. 	<ul style="list-style-type: none"> - Inadequate introduction or conclusion - Transitional expression between steps are thin - Problems with the order of ideas in body - The generalizations may not be fully supported by the evidence given - Problems of organization interfere. 	<ul style="list-style-type: none"> - Uncertain or minimally recognizable introduction - Organization can barely be seen - Severe problems with ordering of ideas - Lack of supporting ideas - Conclusion weak or illogical - Inadequate effort at Organization 	<ul style="list-style-type: none"> - Absence of introduction or conclusion - No apparent organization of body - Severe lack of supporting evidence - Writer has not made any effort to organize the composition (could not be outlined by reader)

Analysis	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not High School-Level Work
II. Logical development of ideas: Content	<ul style="list-style-type: none"> - Writing addresses the assigned topic - The ideas are concrete and thoroughly developed - Writing reflects thought. - Provides materials and tool completely - Presents enough information so that the reader knows when the procedure is appropriate - provides details information such as amount, size, shape, 	<ul style="list-style-type: none"> - Writing addresses the issues but misses some points - Ideas could be more fully developed. - Materials and tools are stated but some are missing - Detail information is very thin 	<ul style="list-style-type: none"> - Development of ideas not complete or writing is somewhat off the topic - Paragraphs are not divided exactly right. - Materials and tools are missing - Detail information is missing 	<ul style="list-style-type: none"> - Ideas incomplete - Writing does not reflect careful thinking or was hurriedly written - Inadequate effort in area of content. 	<ul style="list-style-type: none"> - Writing is completely inadequate and does not reflect high-school level work - No apparent effort to consider the topic carefully.
III. Grammar	<ul style="list-style-type: none"> - Native-like fluency in English grammar - Correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing - No fragments or extend sentences 	<ul style="list-style-type: none"> - Advanced proficiency in English grammar - Some grammar problems do not influence communication, although the reader is aware of them - No fragments or extend sentences. 	<ul style="list-style-type: none"> - Ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication - extend sentences or fragments present 	<ul style="list-style-type: none"> - Numerous serious grammar problems interfere with communication of the writer's ideas - Grammar review of some areas clearly needed - Difficult to read sentences. 	<ul style="list-style-type: none"> - Severe grammar problems interfere greatly with the message - Reader can not understand what the writer was trying to say - Unintelligible sentence structure.

Analysis	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not High School-Level Work
IV. Punctuation, spelling, and mechanics	<ul style="list-style-type: none"> - Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs intended, punctuation and spelling. 	<ul style="list-style-type: none"> - Some problems with writing conventions or punctuation - Occasional spelling errors - Left margin correct 	<ul style="list-style-type: none"> - Uses general writing conventions but has errors - Spelling problems distract reader - Punctuation errors interfere with ideas. 	<ul style="list-style-type: none"> - Serious problems with format of paper - Parts of essay not legible - Errors in sentence punctuation and final punctuation - Unacceptable to educated readers 	<ul style="list-style-type: none"> - Complete disregard for English writing conventions - Paper illegible - Obvious capitals missing, no margins, and severe spelling problems.
V. Style, vocabulary, and quality of expression	<ul style="list-style-type: none"> - Precise vocabulary usage - Use of parallel structures - Concise and register are well. 	<ul style="list-style-type: none"> - Attempts variety, good vocabulary - Not wordy - Register OK - Style fairly concise. 	<ul style="list-style-type: none"> - Some vocabulary misused - Lacks awareness of register - May be too wordy 	<ul style="list-style-type: none"> - Poor expression of ideas - Problems in vocabulary - Lacks variety of Structure 	<ul style="list-style-type: none"> - Inappropriate use of vocabulary - No concept of register or sentence variety.

Analytical scale for rating composition task

Source: Brown, H. D. (2004). *Language Assessment, Principles and Classroom Practices*. NY: Pearson Education. PP.244-245

APPENDIX 7**PRE-TEST AND POST-TEST****PRE-TEST**

Type of text : Descriptive Text

Skill : Writing

Instructions :

- Describe about your family!
- Write down the descriptive text on a piece of paper!

PRE-TEST

Type of text : Recount Text

Skill : Writing

Instructions :

- Write down recount text about your experience on a piece of paper!

POST-TEST

Type of text : Descriptive Text

Skill : Writing

Instructions :

- Describe about your family!
- Write down the descriptive text on a piece of paper!

POST-TEST

Type of text : Recount Text

Skill : Writing

Instructions :

- Write down recount text about your experience on a piece of paper!

APPENDIX 8

Sample of Freshmen's Writing

A. Pre-test of Descriptive Text

1. Name : Sb

My Family

My name is Salsabila, I was born on Matangkuli, 04 April 1999. I live in Matangkuli, Aceh Utara. I am real a Aceh Utara's people. I have the better or good Families. the first, my parents are busy people with them job, but they have always a time for together with us. the second, I have one brother and two sister. We are a students. If we are together our often fight like a cat and a mouse, but in here I be like a mouse, because I like a piece. The third, perhaps all people have a problem in the families, but Alhamdulillah my family always can solve that problem with make or give a motivation and inspiration about life to me and my family. as a result, many people say that I have a lucky families and I very faithful about that.

2. Name : AP

My Family

My name is Atika Pratiwi, I was born in Banda Aceh, 29 July 1998 and now I live at Banda Aceh, Ulee Kareng. I am from Tapaktuan, South Aceh, my parents now live there. My parents names are Erwinsyah and Cut Zairina. My father is a worker at one of regency office in Tapaktuan, South Aceh. My mother is a nurse at a clinic in Tapaktuan. I haveonly one sibling, that is only a brother. My brother's name is Auva Moeda Pratama. Now he is 20 years old. He studies at law faculty of Syiah Kuala University. He is in the 6th semester now. We are a happy family. Everyday full of love and my parents love me and my brother so much.

3. Name : Nr

I want to describe about my core family that consist of six members, my parents and my three sibling. They are my oldest sister my younger brother and my younger sister, and also I am as the second child in our family. my father is the kind of wise person that I have met, but now he has passed away. Different with my father, according tome, my mother is an over protective mother. She is a teacher in one of senior high school in Sabang. but no ones of us studied in her school. not only my mother, but also my father. Both of them do their best to protect and look after us. My older sister now is taking her study in Syiah Kuala University for communication major. She is 2 years older than me. While my brother. he is 3 years younger than me and now in SMA 1 Sabang. and my youngest sister in SMP 1 Sabang at second grade. We love and respect each other. and I wish they're always in good health.

4. Name : RU

My family is My happiness

My name is Raudhatul Ulfa but my family call me "awun" because "awun" just my nick name in my family. i have one brother and two young brothers, I'm the only women in my sibling. My father is a security and my mom is a teacher. Monday until Saturday we do our activities and Sunday we spend our holiday at home suc as help Mom and dad when they need. sometime we go to the beach for picnic and enjoy the beautiful of sea. at night my parents ask us for pray if we

don't do what my parents ask they are furious and do not want to grant what we ask again. My parents is my everything without them, we're nothing they are my support, but now one of my family has gone that is my mom. we feel lost about something that is very important for us, but we couldn't do anything and my father said we have to strong because we still have our lovely father. This time we have to do what my mother already told. I'm promise I will study hard for my future and my brother future.

5. Name : Fh

My Family

I am Farhah. I was born in 1998 in Indrapuri, Aceh Besar. I am the third child in family. I have two sisters and two younger. My first sister is married and now living in Lampriet, Banda Aceh. The second sister is a psychology student. she is finishing the thesis. while my first younger is a high school student of MAN Indrapuri and the last child is a junior high school student of MTs Ulumul quran, Pagar Air.

My father is a civil servant. He is a head master of SMPN 1 Indrapuri and my mother is house wife who love cooking so much. Despite his busy activity in school, my father still love spending his spare time in garden. He plants many vegetable and grows many rambutans. The whole family usually gather for dinner at night, while in the day everyone is busy with their own activity.

6. Name : QA

My name is Qari Aina, I was born on 4th April 1998 I live at Aceh Besar exactly Indrapuri. I have a small family. there are father, mother, brother, me, and two young sisters. and I am the second daughter in family. my father's name is Asnawi, He is a strong man, he can educate his child well, he is our hero in the world. So does my mom, her name is Sri Rahmi. she is very kind and perfect woman. she cooks us a delicious food everyday. I have only one brother, he is very kind on me, now he is studying at BMKG school Jakarta, I will always miss him. So I have two young sisters that have many different of them. First my young sister is syifa musfira, she is a very calm, and diligent girl at home, second my young sister is khansa, she is very talk active in family and lazy girl but she is very loyal on me. I love them now and after.

7. Name : DAF

Hello, my name is Dian afrina. I have a big family. in my family, I have mother sister and 3 brothers. I'm the last child in my family. My brothers name are. Bustami, Zulfatli, and Husaini, and my sisters name are Hafni, Julina, and Ramoiti, and my mother name is Ansariati. My mother as a house wife. My family live in Aceh Jaya, exactly at Teunom. Actually, my mother comes from Sabang, but now she still live in Teunom. About my father, my father passed away when I'm 15 years old. Now, my mother comes to be mother and also to be father to us. My mother always remember us to be a good person for everyone. and I hope I can make my mother and my father and also my brothers and sisters proud of me. Just it story about my family.

8. Name : CV

In my family, I have mother and father. They are so kind, and dicipline. It's such a big family because there are 7 person in my house. I have 2 sisters and 2 brothers. I'm the oldest sister. so I have responsibility to take care of my 2 brothers that still 8, and 6 years old. my sisters name are Cut nyak and Cut adek. My brothers name are Azzam and Danish. Azzam and Danish are so cute! But some times they are so stubborn, but I still love them so much. I'm so happy because I have 2 sisters I like to tell my experience to them because They are good listener. even how sometimes we are fight for something that not important. I love to have them any how.

9. Name : AA

My family is one of image of wonderful family, I have 1 brother and 2 sisters, both of my sisters have married, my brother is a student in a university, my family formed in an island, the island called as Pulau Weh, every Sunday we have a really nice weekend, sometimes we go to a beach, or go to the other places in the island. Pulau weh has so many tourism spot, and it help us to create many great moment, we have so many good times together, I believe that my family is a sample of harmonious family.

10. Name : AAZ

My family consists on 4 people actually, but when my father passed away, we just 3 leave now; my mother, my young sister and me.

My mother's name is Asnawati. She is about 41 years old now. She is a midwives. She love to help anyone who needs her help. She is the greatest woman in my life. she work hard to finance me and my sister life and also educated us from child hood. She is the kind one.

My sister's name is Alya Fuaddi. She is about 14 years old. her face same like my mom face. now she is studying in Jeumala Amal boarding school.

And my name is Aldi Aulia Zuhry. I am 18 years old now. I am not tall, but I am not short, just so so (169 cm). I am not a genius one. but I able to master any lesson. I love yhis family.

11. Name : FU

My family is the best family. inmy family there are my father, my mother, my two younger sisters and one little brother. My father is a very kind father and very fond of us. he always give us advice when we did mistake, although he look like a cruel man, but actually he is very mercifull, he just want the best for us. My mother is the best mother in the world. Though we often upset her but she is very patient, that's because she loves us very musch. My mom cooks every day for us and it tastes very delicious. My young sisters are very care each other. When one of them is sick, the other one take care of it. they also always help me when I need help. The last one is our cute little brother. we love him very much. He is only 10 months old. when we come home and see him, our fatigue is gone, and we feel very happy. That's all about my little family. I'm very grateful for having a wonderful family.

12. Name : AS**My Little Family**

My family is the best family that I have ever known. I am feeling so grateful to have such a brilliant and lovely family. My family consists of 5 people. There are my father, my mother, my younger brother, my brother, and me.

I love my family too much. They make my life so colorful. My father's name is Bambang Saturday Yanto. He is about 43 years old. He is calm and kind father. He likes to play and travel together with his family. My mother's name is Husneta. She is about 42 years old. My mother is the best one in this world. Moreover, my mother and my father are humorous. My brother's name is Tegar Iandika. He is about 21 years old, he is the best brother that loves me very much. My brother loves his young brother and his young sister and always cares about us. My brother stays in Jakarta. My young brother's name is Arrahmat Riefky Al-Ghiffari Arsaf. He is about 8 years old. He is really funny and cute young brother that I ever had. I love him too much. He is the only one my young brother. His favourite sports are playing futsal, playstation, playing badminton, and so on. I love my little family too much. Because of them my life is a meaningful life.

13. Name : MIA

My family is the best family that I have ever known. I am feeling so grateful to have such a nice and lovely family. My family consists of 6 people. There are my father, my mother, my younger sister, my younger brother, my little brother and me in my family. My father's name is Abdullah Sani. He is about 49 years old. He is a calm and kind father that I have ever had. My mother is the one. Her name is Yusnidar. She is about 44 years old. She is an independent woman and is also a loving mother. I am a first child in my family. My name is Muhammad Imam An-Nasai. I am 19 years old. I was born on 22 January 1998 in Malaysia. Now, I study at English Department of UIN Ar-Raniry Banda Aceh.

14. Name : EP**My Family**

My name is Eka Putri. I was born on 13 November 1998. I live at Bener Meriah. I stay with my parents and I also have 2 young brothers and 1 young sister. My father is a gardener, actually we are real Pidie people but we stay at Bener Meriah because my father has a job at Bener Meriah and my mother is a housewife. My father has a big responsibility to me and my young brother because they are still young and very naughty. I mean they always disturb all of people and always cry every day; my mother always keeps them in order so my young sister and young brother can be good people in the future. I am sure all of people will feel big love to their family and also with me. My family is everything for me especially my mother and my father. One of all my purposes is to make them proud of me and finally make my parents happy in their future.

15. Name : SR**My Family**

For me, family is something that is very precious because nothing can replace that role of my family in this world. That's the place where I could find a peaceful and everlasting affection. I really love my family. My family consists of 5 people: they are my father, mother, one young sister, one young brother and me, of course. I am the first child of my family.

My father is disciplined person. Eventhough he is so discipline, he remains friendly and understand our needs. My mother is a carier woman. she is a woman who is very patient and diligent in taking care of my family. she always does her task with full of love. I think, my mother is also the best chef. She always cooks delicious food for us. When I was child, I always taught about discipline of my father. In the other hands, my young sister and my young brother is very spoiled. Sometimes, they are annoying and often make me angry. Eventhough, I am very fond of them. As a result, I wish me could stay together in joy and sorrow.

16. Name : Rw

My name is Ruwaida, I am 18 years old now and I will describing my lovely family. so I have small and happy family in village, exactly in kotafajar, Aceh Selatan. My family consists 4 people. there are my uncle, anty, younger brother and me. I stayed with my uncle because my parents have pass a way. eventhough I am feeling so grateful to have such a nice and lovely family.

My uncle is very kind and calm uncle that I have also he is a humorous person. my anty is a best woman even she always cheater. and I have younger brother, he is a senior high school student. I really love them.

17. Name : YA

My Family

My name is Yulia Astuti. I was born on 13th Juni 1998. I have small family, exactly in Kutacane, Aceh Tenggara. My family consists 6 people. There are my father, mother, sister, and two young brother. and me in my family. My father bout 46 yearsold, He is a good father for me and all of my family, and he is calm and kind father, He likes to play with my young brother. My mother is beautiful girl for me. She can do everything in home, she about 45 years old. and the food that she cooks is the best and really delicious. Then I have one sister and two young brothers, my sister is about 21 years old, she is studen in University majoring in managemen economic exactly in Aceh Utara. and my two young brother is Ahmad and Khaidir. Ahmad is funny boy for me, he is about 10 years old. and khaidir is about 16 years old and he is a studen in junior high school. Ok, just it my describe about my family, Thank You.

18. Name : AY

My Family

Hi.. what's up.

My name is Azmi Yajid Firdaus. In this occasion I'm gonna explain you as a reader about my family. my family member has 5 person inside but one years ago my grandpa was died and now we only 4 person they are: Me, my sister, my mother, and my father.

My father is a good father for me because he always struggle to divorce all members of my family and I as a first son have to thankful to Allah with what was given to us. Then my father has a-seeing and it makes him to wear a glasses everywhere. But, I never regret about this because I always realize that Allah always beside and near with my family. side it, my mother works too to get more material for our life, especially for me as a college student. She is a good figure for me

because she always give a sollution, spirit, and so on. The example such as whe I'm falling down with all this happened she will give best sollution. And finally I have a little sister, she's name is Hasna Sabirah she still study at elementary school. She is a resentment sister, because of she I always fail on my job plan at my home.

As a result my family always give priority to togetherness. Because we have known that a life in this world only for provisional time, and the real life is at Akhirat.

19. Name : DA

My Family

For me, my family is something that can not be replaced. They are very precious for me. I really love my family. My family consists of five people, they are my father, my mother, my old sister, my young sister and I exactly. and now I will to tell you about my lovely family.

My father is an entrepreneur. He is almost always busy with his work, sometime, he doesnt go home. but he never forgets his family, he thinks his happiness is our happiness too. He always reminds us to be honest people everywhere we go.

My mother is a civil servant. she teachesthe students. Although she teaches another people, she also doesnt forget to teach us that we have to be a generous, humble and kind people. she always supports us in every situation even in happiness and sadness. she always fulfil our requests.

My old sister is a nurse student, she is very kind for us. she always concedes with us. she loves cooking. Her cooking tastes nice. I love her cooking so much.

My young sister is still studying at senior High Schol grade 2nd. She is a sister who is very spoiled. Sometimes she annoys and makes me angry. Eventhough, I am very fond of her.

Last on is I, my name is Devi Amalia, I am an english student at UIN Ar-raniry Banda Aceh, I have a dream to be an diplomat. I hope someday my dream will come true.

That's my little family. A family that I love the most. We always support and love each other. I wish they in healthy and happiness.

20. Name : IF

I would tell you about my family. in my home, I have the best family who care and love me everytime. I have my parents who support me when I felt down, I have one brother and one young brother. so I am the only one daughter in my family. I am like a princess between my brothers because I have two boys who protect me always. My father is friendly he is humorous and also funny. My mother is disipline. She asks me to do something should on time. but, I know my mom care on me. she wants me to be a disipline girl and strong woman. My brother is a man whom I love after my father, He like my father. he humorous but sometime he like my mother, he can be disipline and clean. last, my young brother, He is naughty and little Stingy, but he loves me and I know that. sometime my young brother can be a teacher for me. and he always with me when I alone in home.

I am a daughter in my family, because I don't have sister. So sometime I can be a boy and also a girl. in my home, I change my mom in everywork, Such as cooking, washing dishes, and so on. I like fight with my father. because we have same hobby. My father likes self difense, and me too. actually I am also fight with my young brother, and in the end my brother cries because of me. Its so funny to me playing with him. on holiday, my mother cooking with me, we make

cookies or any food in my kitchen. Mother teach me new recipe such as how to make Semur Ayam, tumis kangkung, and so on. I am so happy when my family ate food that I cook.

That's all of stories in my family. actually I want to tell more. but next time I will describe more. thank you and see you.

21. Name : OL

I am a daughter from a happy and friendly family. We live in a small town in Aceh selatan. It is a great town to live. because the air is very fresh and the society is really friendly. My younger is still in junior high school and he is the one and only sibling that I have. even sometimes we are not care and often fighting one and other, but trust me that I really love me him.

My mother is a great mom and friend to tell all of my story, she sometimes spend her time to listen of my problems but in the other time she also can be a wise and hard women to make me obey her command, for that case she have to work hard because sometimes I can be a really selfish and stubborn girl.

My father is a smart father. He always make me amazed with all thing he do. He can handle me easily that my mother. Even sometime he have to act like a police to make me obey him but I really believe that he love me very much.

22. Name : MA

I have a harmonic family my mother and my father are a best person in my life. Both of they always love their children as they love them self. I have two beautiful sisters they 13 and 10. They always annoying me at home, they like it and always do that when I at home. I always angry when they annoying me but they are still young and I realize that so I can not angry to them. sometime my patient is running out and I can not hold up my emotion. so I scold them. they always cry I scold them and tell it to my mother. As a result, my mother scold me back. Now I miss them so much.

23. Name : Ly

I am the only one daughter in my family. I have father and mother. My father's occupation is Pegawai negeri sipil, and my mother as a teacher in senior high school. I have a brother, he is a student in senior high school. his hobby is playing football. he always spent time to play football or Futsal in free time with his friends. My brother such a good boy, because he cares to family nad others. I'm happy heve a brother like him. sometimes he help me in difficult situation. He is an inteligent and active person in my family. My mother loved him so much. I dont have much time especially with my father, because he work in morning until evening, except in weekend. So in weekend I fully spent time to my family.

B. Post-test of Descriptive Text

1. Name : Sb

My Family

My family is the best family that I have ever known. I am feeling so grateful to have such a nice and lovely family. my family consists 6 people. it is a small family. in my family those are, I, my sister, my younger sister, my little brother and my parent of course.

My father is 48 years old. His name is Muhammad Husin. In his age he still has black hair with several white hair. He has brown eyes and a round face. He is quite tall and his skin color is brown. He is hard working. He is calm and kind father that I have ever had. He likes give us motivation or inspiration about life. and there is a several of his experience. Moreover, he always helps his children when we need his help. Although he was busy.

My mom, Zubaidah, her age just like my father. She is short girl. She has a round face, brown eyes, straight hair, skin color is light brown and she has a beautiful smile. She is the best one and kind person. she is an independent woman and is also a loving mother. Moreover, she is a humorous person and also the food that she cooks is the best and is really delicious.

My sister Maulidya maghfirah, she is 21 years old. From the physical, she likes my mom. She also has the same character as mama. She is a genius student in her campus. She can get cumlaude rating and now she is taking S2 medicine in Unsyiah. I want to be like her, even though it's impossible. She also motivated me and my younger.

My younger sister is Nurul A'la, her age is 13 years old. If we look from the physical, she like my mom and my sister but she is quite tall. She is a lazy person. So we often fight if we get a job in my house, because of that one character of her. She love eat, thus amking her fat woman.

And then last, I hve one little brother's name is Warisul Firdaus. He is 9 years old. If we look from the physical, he like me and my father. he is very spoiled and shy if in front of stranger. Just like me, he is very curious about everything, so make him a smart kid. He also very cute and sweet. He is the one that make me forget the feeling of tired I feel after having such an exhausted day. He like to open my sister's mobile or my mobile or my mom's mobile or my father's mobile, and play the new game.

My family like to have a quality time together. The time of gathering together with my family members arethe best and cannot be replaced with anything else. We like spend our time only doing dinner together in the caffe or in the interest place. Besides that, I really love it when I perform player together with my family and my father as imam. I feel so blessed to have such a nice and lovely family with every family member who loves and cares about me as I love and care about them as well. I am just feeling so much grateful and I will do always love my family.

2. Name : AP

My Family

My family is a busy family. Everyone has their own bussiness everyday, there is nobody at home start from morning until afternoon. My parents always go to work at 7 AM every morning. Because daddy is an official worker in one of government office and mommy is anurse in a clinic. So that is why they are really busy with their own job and everyday they always go home at 5 PM in afternoon. Besides, my brother is university student. He is on his senior year during this one year. He spends time everyday to go to university and doing his thesis. He is a really busy person in my family. because of his thesis, he always comes home in the night and leaves home again about next two hours. It likes my house is the most silence place ever. Conversations are only in dinner time and breakfast time. Except that, only a bit chit-chat happens.

But, even I have a busy family, I still love my family so much. There is no everyone else that I really love and need the most except my family. it is hard to meet and have quality time for each other. So, my family is a busy family.

3. Name: Nr

My Family

My family is everything and the most valuable for me, because no ones can replace them in this world. That is a place I called home eventhough without building. somewhere I could find a peaceful and pleasant. Although w eonly consist of six member I called them my big family. the six members are my father, my mother, my oldest sister, my younger brother, my youngest sister, and also I am as the second child in this family.

Ok, now I want to tell you about my whole family. Firstly, my father. he is my superman in our family. I called him as our superman because he could do anything, such as repairing the electricity, climbing the trees, cleaning home, doing dishes, and also he good in cooking. and I like his fried noodle the most. Besides that, I love him the most about his wisdom. He is the best leader that I have met. And secondly, our vice leader of our family, that is our superwoman, my mother. She is really care of us. she cooks everymorning, calls us everywhere we are when we far away from her and remind us to keep our health. Cause that I miss her so much right now.

Than, about my siblings, my oldest sister really close to me, because we are only difference two years, and now we live together in our grandma's house to seek knowledge in university. She is really active in her university and one of clever students in her class. Overall about her, she is a model of best student for me. next my younger brother, he is younger three years yhan me, but he is more mature than me. he is on senior high school for 1st grade, he is not really good at academic, but he is capable in non academic field such as organization, sport, and so on. The last one is my youngest sister, she is sweetly and feminine girl. She is good in academic and non academic. She likes making poetry, atory and so on.

There is not enough space to describe them all. Although we have our own bussiness, we always respect and take care each other. That's why no ones can't replaced them all in my world.

4. Name : RU

Characteristic of My Parents

My family is disciplined family. My parents have different discipline. one of them taught me gently and firmly. If one of us make a mistake the first one to advise us is our mother. My mom advised lovingly eventhough we make a big mistake. but if we often make the same mistake so she is forious. We have to be disciplined in school work and home work. My mom really don't like if we postponed the job because it was the nature of my mom hated most. althought my father, he advised strickly. we are afraid when make a mistake also not disciplined. My father has a different discipline character from my mom. My dad didn't like if me go out at night, he said that out at night will be a bad view of the neighbors. As a result, I have to be disciplined child because my parents have different discipline. So I can not disappoint them and have to obey parents' orders and keep their trust.

5. Name : Fh**MY FAMILY**

My family is a busy family. First, my father is headmaster, he spends his day to afternoon in the school, After finishing his time in school, he comes to garden for watering the plants. At night he comes to mosque to teach children Quran. Second, my mother. She is a chef, she has many foods to cook everyday. Even on Sunday she spends all day in the kitchen finishing people order. Third, my sister is a lecturer. she teaches from Monday to Saturday from morning to arternoon, on Sunday she teaches students in Bimbel. The last is me, I am a university students who currently working as an announcer. I spend Monday to Saturday in university and working on Sunday. For result, we hardly meet each other in daily.

6. Name : QA**My Family**

I live with my little family. It consist of six members. There are my father, mother, brother, two younger sisters and of course I as the older sister.

My father is Mr. Asnawi, he is about 52 years old. Although he is not young now but his hair still looks good and black, his eyes are black but he uses a glasses everyday. He is tall about 168, he works at the subdistrict office and he is a diligent man. Sometimes he makes us a tasty noodle. I live his cooking. it is just like the yummiest noodle that I have ever tasted. Next my mother, she is about 41 years old, her name is Sri Rahmi. She has beautiful face and black long straight hair. She is a bit fat. Now she work at school as a teacher but she can keep us well in the house. she cooks us a delicious meal everyday. Then, the next family member is my brother, his name is Ari Juddin, he is about 22 years old. He is taller than me and my father. He is also smart, diligent and helpful person in family. Now he continues his study at BMKG. I have two younger sisters their name is Syifa and Khansa. Syifa is about 15 years old and Khansa is about 9 years old. they have same characteristic like diligent and smart so they is most beautiful than me. Now Syifa continues her study at Islamic boarding school Ulumul Quran and Khansa studies at Islamic elementary school in Indrapuri.

7. Name : DAF**My Family's Characteristic**

In my family, we have different characteristic to each other. First, my father has distinct characteristic, with him eyes like an eagle eyes. When he want something to do, we have to obey his word. Second, this is about my mother. She has good characteristic in everything. She is good in cooking, best advicer, and other. Third, my brother has fun characteristic, but he also distinct in serious condition. He has many funny words, when he say that word, we will laugh. Finally, about my sister, her characteristic is like a boy. Every afternoon she always plays vollyball with her friend. In short, we have many habit in our family, but we always together and peachful.

8. Name : CV**My Mother**

My mother is beautiful person. she is not tall but not short, and she has beautiful smile. Her weight like 63 kg. she is very kind person. she is very lovely, friendly, patient, and she loves to help people. I love my mother, because she is the best role model for me. she loves to cook, and she can sing and sew too. she is thebest wife and mother. she always take care of her family. she

likes her house to be clean and organized. she a very organize person, all things in the house are in the right place. she does not like messes, she always has a smile on her face. she is so sweet and lovely. I like when I am going to someplaces, or I am doing anything, she always pray for god and wish the best for me, and when my family have a problem she always be with us to helps us and to give us all her love.

9. Name : AA

My Family

My family is a weird family in the entire world, my name is Alvin, I have 1 brother and 2 sisters, my brother is not interesting person, he don't know how to interact with people well, all he know is reading books, he spends so much time for reading books, he is so calm, he don't want to waste his time to link with the relatives, he never care about haters, he just ignore them. Both of my sisters have similar characteristic, opposite two my brother, my sisters love to spend their time to link with people, they love playing game with their friend and having a good time together, my sisters always give attention to haters, when some haters disturb them, they will do a fight at the moment. Haters for me is not important people. So I do the same as my brother. I deny them. In my family, my sisters are stronger than my brother and me. My mom is more intelligent than my father on manage the family. So in my family female take the control better than male. Although my family looks like strange family, mya family is a unique family on earth.

10. Name : AAZ

My Family

Everyone was born to this world has a family who waited for him, so do I. At first time, I have my father in my family but now it is only 3 left, my mother, my young sister and me. My mother is a beautiful woman. She has black eyes and beautiful eyelashes, anyone who had seen her face known that she is a beautiful woman. She is also a very kind mother. She always support me all time. I love her. My young sister face as like as my mother, with black eyes and sharp nose, but she has darker skin than my mother's skin. However, she still look cute and pretty. Sometimes, she is very naughty and sometimes she is obedient, maybe it is cause of her age. She still young. That's my lovely family, I love them so much.

11. Name : FU

My Family

I'm the first child of my family. My father's name is Muslim and my mother is Erlina. Now my father is 48 years old. he is a tall man, he has oval face and brown skin. His hair is getting grey. My mother is 41 years old, she also has brown skin and oval face. she has slim body and long hair. I have 2 young sisters and one young brother. My young sister Sarah is 14 years old. she has darker skin than all of us, but she is very fond of organizing such as pramuka. Now she is taking an exam at her school. My young sister name is Fatia. She is 18 years old. she has curly hair, thin body, and also brown skin. She likes to play doll every afternoon with her friends. The last is my young brother, Muhammad Asyraf. He is only 8 months old. he is a cute baby, he has blonde and soft hair. He is very close to our father. That is all about my family.

12. Name : AS**My Lovely Family**

Family is something that is very precious for my life. family is the place where I could find a peaceful and happiness. When I have many problems, I will explain it with my lovely family.

I am feeling so grateful to have such a best family like them. my lovely family consist 5 people. there are my father, my mother, my young brother and me. my father's name is Bambang Saturday Yanto. He is about 43 years old. he is disciplined person. He always teaches me about IT. he is really friendly to each other. My father is always busy with his job, but he always cares about his family. Eventhough my father is busy person, he always tooks us to go to best place for spend our holiday. I will explain the best woman in this world. My mother's name is Husneta. She is about 40 years old. She is smart in cooking. She is can make many delicious foods. My mother is the woman who is very patient and dilligent in taking care of her family. She is the best woman in my life. She always supports me in all of my activities. My brother's name is Tegar Tandika. He is about 23 years old. He stays in Jakarta, he is a good person. He always cares about his young brother and his young sister. My young brother's name is Arrahmat Riefky Al-Ghiffari Arsaf. He is the best young brother in my life. He always helps me in my bad situation. He is taller than me Even though my young brother in elementary school. He always plays video game with me. As a result, my family is the best one in this world. No one can replace them in my heart. I love them too much.

13. Name : MIA**My Family**

My family is the best family that I have ever known. I am feeling so grateful to have such a nice and lovely family. My family consists of 6 people. It is a small family. There are my father, my mother, my younger sister, my younger brother, my little brother and me in my family.

My family is a lovely family. My father's name is Abdullah Sani. He is about 49 years old. He is a calm and kind father that I have ever had. He likes to play with his children and always helps his children when we need help. My mother is the best one. Her name is Yusnidar. He is about 44 years old. She is an independent woman and is also a loving mother. Moreover, she is a humorous person. The food that she cooks is the best and is really delicious. Then, I have one younger sister and two younger brother. My younger sister's name is Aida. She is about 15 years old. She is about 3 years old younger than me. My first younger brother's name is Arqam. He is about 13 years old and my last younger brother's name is Wariz. He is only 6 years old. They are my lovely brother and sister.

14. Name : EP**My Family**

I have family and I love my family and I love all of habit of member my family. First, my father he handsome and always good in his habbit and for me, my father is a number one father in the world. The second one is my mother she has a good characteristic and when she cook so delicious because of that I and my family love eat at home, and I have a young sister. She is a beautiful girl, she has white skin and easy to laugh, when she smile is so sweet and the last I have one young brother he has a white skin and he is one of all various people, but I like my family and always love all of member my family specially my family's habbit. In conclusion I like my father, mother, my young sister, and my young brother.

15. Name : SR**My Mother**

Mother is one of the most important figures in my life. She is a very patient person. My mother never complained when she taught me about anything because she always does that with her love. My mother is a very good cooking. She is the greatest chef for our family. Although mom is a very fussy figure, but I'm sure that everything she does because she loves our family. Many people said that my mother is "ulok" person because she often makes people around her laugh. My mother's name is Sabariah. For me, my mother is the white-robed angel that is so precious in my life.

16. Name : Rw**Friend**

I have a friend, her name is Ovi. We have been through school together since in senior high school until now. She is a pretty girl because she has white skin, pointed nose, black and bright eyes. Her hobbies are reading a book or novel, eating many foods, and watching television. She likes cartoon film such as power rangers, doraemon, and spongebob. But the most she likes is spongebob. Since I know her, she is a kind and interest friend. Why I say that, because she making friends with all people.

17. Name : YA**My Family**

I have a small family, we live in a village actually in Kutacane. In my family I have mother, father, one sister, two young brother and also me. The first, my father and mother. my father has short hair, brown skin, brown eyes and he is a good father for me and all offamily because he always accompany me and sometimes he always play with my young brother for example play a game and football, and my mother has a long hair, brown skin and I think she is a super mother because she can do everything in home such as she always cook every day for me and all of family. and then, she always give me advise. The second my sister and two brother, my sister's name is siti, she has white skin, long hair, and now she study in faculty economic management actually in Aceh Utara, and two young brother's name are Khaidir and Rifal. Khaidir has brown skin, now he is 15 years old. and he study in senior high school. He likes playing football and also Rifal has brown skin, he was 8 years old, now he study in elementary school. He is sometimes rude. All request must be filled if not he will be very angry, eventhought my mother and father loves him, because he is the last child in my family. Finally, my family is a simple family that can provide happiness. Eventhought we have different character but we very happy.

18. Name : AY**My family**

My name is Azmi Yajid Firdaus. I was born in Bandung and I alive with all of my peace family. I have one sister and no brother. But I wanna describ you a few about my family. Firstly, all people known about the man who finance all member of family. He is father. I have father who always support me in every activity. He is the good man, stronger never complain and for his sons. Many people can differ him easily because he always uses the glasses with black color. Secondly is my mother. She is the greatest woman that I ever see. She always do anything with herself, such as iron many cloth, wash clothes, plait the clothes, and so on. Also she good in cooking many foods such as tovu, kangkung, and many more. She is the figure who show to her children to be

the best people in life. Third is son, I'm as the first son always make it easy to face diverge with my little sister as a diligent student and I the brother as an opposite adjective with her. In other hand, I also have many competences such as playing basketball, swimming, and editing. This all makes me enjoy, happy, and satisfied with my own hand result.

Finally, that's all about my family, I have one father who always give me a support and my mother who always give me a sollution from all of my trouble also one sister who always jokes to me, disturb me when I enjoy my happy life.

19. Name : DA

My Lovely Family

For me, family is something that cannot be replaced. They are very valuable family. I feel so grateful to have such a nice and lovely family. My family consists 5 people. It is a small family. They are my father, my mother, my old sister, my young sister, and I exactly.

Now, I'll tell you about my family.

My father is 57 yeras old. His name is M. Daud. He is an entrepreneur. He is a discipline person. He always reminds us to be autonomous people without suspend to the others. Although he is busy with his work but he never forget his family because he thinks our happiness is his happiness too.

My mother 50 years old, her name is Salamiah. She is a teacher. Although she teaches the others, but she also teaches us to be kind, honest, and polite people. She is a woman who is very patient and diligent in taking care of family. she always does all her task with full of love.

My old sister is 22 years old. Her name is Desi Ria Sahela. She is taking her study in nursing. She is very kind to her young sisters. She likes cooking, her cooking is very nice. We love her cooking so much.

My young sister 17 years old. Her name is Della Safira. She is a sister who is very spoiled. Sometimes she annoys and often makes me angry. She is studying at senior high school grade 2nd. I love her so much.

And the last one is I. My name is Devi Amalia. I am 19 years old. Now I am studying in English Department of Islamic State Ar-raniry University. I like palying games because they are very interested and make me enjoy.

Finally, that's my little family. A family which I love the most. We always support and love each other. I wish we could stay together happily ever after.

20. Name : IF

My Family is My Motivator

My family is the best motivator for me. My mother, my father, and also my siblings are very kind and always give me support if I found the hard thing. First, when I felt down, they were comforting me. Usually, they give me something who has sweet taste. So, I felt happy when I ate that. Second, my siblings always support me to never give up when I failed. They will give me some tips or a good news to growing my mood. And last, my family always remind me if I do mistake and I lost my way. They gave me punishment who bring my memory up for my mistake and it made me did not repeat again.

For the result, without my family, I will lose my self. They are like guides who are directing for me to towards a good way. They are everything for me and I do love them.

21. Name : OL**My Family**

I am Ovi Ladita Herliza. I am the first children and the only one daughter in my family. I have a younger brother, his name is Ade Lutfi. He is a stubborn boy, but something that make me confuse is his bad behavior above will be lost only when he get interact to my mother. I have a carefull family. My mother and my father always give their attention to their children. They always remain my younger brother and I to do our obligation such as pray in fivetime, study even keep our own stuff. Even sometimes my younger brother and I get act up, they always advise us in good ways. My parents pay big attentionto their children education, even we are just a simple family but they do all thing to take us to the good education. And a sentence that make me thankfull having a parents like them is “we will always support you to do you best than us.” I think just it, the point is I have a simple family that love me very musch than everything.

22. Name : MA**I Love My Family**

There are 5 pople in my family. My father is a teacher of one of elementary school at Kedai Runding and he teaches religion subject there. Because of my father religion teacher our family have enough knowledge about religion. He has brown skin, black eyes, curly hair, and little bit shorter than me. My mother is a wife house. He has white skin, brown eyes. She usually go to rice field or garden when she has time. She back from the rice field or garden at 11am to serve lunch for us. I have two sisters they 13 and 10. My first sister study at one of junior high school in Durian Kawan, she is the first grade now. She has curly hair, white skin, she looks like my mother. My oldest sister now at fourth grade, she has black skin as my father, brown eyes, and she usually disturb me when I at home. Overall I love my family so much and I hope I will never miss them.

23. Name : Ly

I have a small family. My family consist of my father, my mother, my brother, and me. I live in lovely and pleasant family. I am the first daughter in my family, my name is Liyana. I have a different characters family. The first is my father. He is a humorous person in my family. He works in subdistrict head office. My father always has a way to make me laugh when I am in bad mood.

For me, he is a motivated person because he is a hard worker. He has a good joke to make fun in my family. The second, I have a kind mother, she is the best mother in the world. My mother always listening my complaint. She dont make angry to her children. She gives a good attitude to her children, especially to me as a daughter. And also she is good in cooking. I love my mother because she can do a best things in family. And the last is my brother. He is an obedient brother. If I ask for help, he always help me immediately. As a result, my family has different feature. Although we are different, we always love each other.

APPENDIX 9

Freshmen's Score Analysis of Pre-test and Post-test

Table 1
Score Analysis of Descriptive Text Pre-Test

No	Students' Name	Score Analysis					Total Score
		Organization: introduction, body, and conclusion	Logical development of ideas: Content	Grammar	Punctuation, spelling, and mechanic	Style, vocabulary, and quality of expression	
1	Sb	18	10	14	15	15	72
2	AT	12	15	13	17	17	74
3	Nr	17	13	4	17	16	67
4	RU	5	15	13	5	11	49
5	Fh	14	17	10	6	14	61
6	QA	10	12	17	14	15	68
7	DAF	11	11	13	14	14	63
8	CV	11	11	11	12	12	57
9	AA	11	11	15	13	17	67
10	AAZ	6	10	13	15	14	58
11	FU	18	20	16	10	20	80
12	AS	20	15	14	17	18	84
13	MIA	11	12	12	17	17	69
14	EP	14	14	7	10	10	55
15	SR	16	18	16	17	20	87
16	Rw	17	15	4	13	15	64
17	YA	17	17	4	5	7	50
18	AY	12	12	11	14	14	63
19	DA	17	17	4	4	14	56
20	IF	11	15	11	11	13	61
21	OL	12	12	11	15	13	63
22	MA	11	7	10	12	12	52
23	Ly	10	12	10	14	10	56

Table 2
Score Analysis of Descriptive Text Post-Test

No	Students' Name	Score Analysis					Total Score
		Organization: introduction, body, and conclusion	Logical development of ideas: Content	Grammar	Punctuation, spelling, and mechanic	Style, vocabulary, and quality of expression	
1	Sb	20	20	18	20	20	98
2	AT	20	19	17	19	20	95
3	Nr	20	20	12	14	20	86
4	RU	20	18	12	14	20	84
5	Fh	20	15	17	17	17	86
6	QA	20	20	14	15	20	89
7	DAF	18	14	12	12	17	73
8	CV	14	20	14	14	15	77
9	AA	20	20	13	14	18	85
10	AAZ	14	20	15	15	20	84
11	FU	15	15	17	17	20	84
12	AS	20	15	17	17	20	89
13	MIA	14	14	15	17	20	80
14	EP	10	12	11	14	15	62
15	SR	20	14	18	20	18	90
16	Rw	17	20	15	19	19	90
17	YA	20	20	14	14	20	88
18	AY	14	20	14	18	20	86
19	DA	20	18	17	14	20	89
20	IF	20	12	12	17	20	81
21	OL	14	14	18	18	20	84
22	MA	20	20	13	14	18	85
23	Ly	20	17	15	17	20	89

Table 3
Score Analysis of Recount Text Pre-Test

No	Students' Name	Score Analysis					Total Score
		Organization: introduction, body, and conclusion	Logical development of ideas: Content	Grammar	Punctuation, spelling, and mechanic	Style, vocabulary, and quality of expression	
1	Sb	14	12	12	17	17	72
2	AT	17	13	14	17	14	75
3	Nr	14	20	14	15	18	81
4	RU	18	15	12	15	12	72
5	Fh	14	20	17	14	18	83
6	QA	20	14	14	17	18	83
7	DAF	12	12	15	17	17	73
8	CV	17	17	12	15	17	78
9	AA	10	10	10	10	17	57
10	AAZ	14	12	14	17	15	72
11	FU	14	20	14	14	14	76
12	AS	20	12	14	17	17	80
13	MIA	20	20	10	18	18	86
14	EP	17	12	10	13	15	67
15	SR	18	18	15	19	20	90
16	Rw	10	10	10	15	12	57
17	YA	14	14	10	14	18	70
18	AY	20	14	12	17	17	80
19	DA	14	16	11	15	17	73
20	IF	18	14	13	15	15	75
21	OL	12	11	11	15	17	66
22	MA	14	17	10	18	18	77
23	Ly	20	20	17	17	20	94

Table 4
Score Analysis of Recount Text Post-Test

No	Students' Name	Analysis Score					Total Score
		Organization: introduction, body, and conclusion	Logical development of ideas: Content	Grammar	Punctuation, spelling, and mechanic	Style, vocabulary, and quality of expression	
1	Sb	20	20	15	17	17	89
2	AT	20	20	17	17	19	93
3	Nr	20	17	17	17	20	91
4	RU	20	20	17	17	18	92
5	Fh	20	20	14	17	17	88
6	QA	17	20	13	18	18	86
7	DAF	20	20	15	15	17	87
8	CV	20	20	14	15	17	86
9	AA	15	15	15	14	17	76
10	AAZ	20	20	16	18	16	90
11	FU	20	20	17	17	14	88
12	AS	20	20	15	17	18	90
13	MIA	20	20	14	17	20	91
14	EP	20	12	11	14	14	71
15	SR	20	20	15	19	20	94
16	Rw	20	20	12	16	17	85
17	YA	20	20	15	17	18	90
18	AY	20	20	12	17	15	84
19	DA	20	20	18	17	11	86
20	IF	20	20	15	15	18	88
21	OL	20	20	17	17	18	92
22	MA	20	14	14	17	17	82
23	Ly	20	20	17	17	20	94

APPENDIX 10

Statistical Calculation

1. Pre-Test of Descriptive Text

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

- a. Range is the difference of the highest score with the lowest score. To find the result, the researcher used the following formula:

$$R = H - L$$

Notes:

R : Range of the score

H : Highest score

L : Lowest score

It can be seen that the highest score is 87 and the lowest score is 49.

Thus, the range is:

$$\begin{aligned} R &= 87 - 49 \\ &= 38 \end{aligned}$$

- b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

$$CN = 1 + 3.3 \log n \text{ (total sample)}$$

$$\begin{aligned} CN &= 1 + (3.3) \log 23 \\ &= 1 + (3.3) (1.362) \\ &= 1 + 4.4937 \\ &= 5.4937 \text{ (it can be taken 5)} \end{aligned}$$

- c. Interval is amount of class and to find the score, the researcher used the following formula:

$$I = \frac{R}{CN}$$

Remarks:

I= interval

R= range

CN= class number

$$I = \frac{38}{5}$$

$$I = 7.6 \text{ (it can be taken 8)}$$

- d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 1
The frequency's table of pre-test descriptive text

Interval Class	<i>Fi</i>	<i>Xi</i>	<i>Fixi</i>
49-56	6	52.5	315
57-64	8	60.5	484
65-72	5	68.5	342.5
73-80	2	76.5	153
81-88	2	84.5	169
Total	23	342.5	1463.5

Note:

X_i = refers to the middle score of interval class

F_i = refers to frequency

$F_i X_i$ = refers to the amount of multiplication between frequency and middle class

Based on the table above, the mean is identified by using the formula below;

$$\begin{aligned} \text{Mean} &= \frac{1463.5}{23} \\ &= 63.63 = 64 \end{aligned}$$

2. Post-Test of Descriptive Text

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

a. Range

It can be seen that the highest score is 98 and the lowest score is 62.

Thus, the range is:

$$\begin{aligned} R &= 98-62 \\ &= 36 \end{aligned}$$

b. Class Number

$$\begin{aligned} CN &= 1+ (3.3) \log 23 \\ &= 1+ (3.3) (1.362) \\ &= 1+ 4.4937 \\ &= 5.4937 \text{ (it can be taken 5)} \end{aligned}$$

c. Interval

$$\begin{aligned} I &= \frac{36}{5} \\ I &= 7.2 \text{ (it can be taken 8)} \end{aligned}$$

d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 2
The frequency's table of post-test descriptive text

Interval Class	<i>Fi</i>	<i>Xi</i>	<i>Fixi</i>
62-69	1	65.5	65.5
70-77	2	75.5	151
78-85	8	81.5	652
86-93	10	89.5	895
94-101	2	97.5	195
Total	23	409.5	1958.5

Based on the table above, the mean is identified by using the formula below;

$$\begin{aligned}\text{Mean} &= \frac{1958.5}{23} \\ &= 85.15 \\ &= 85\end{aligned}$$

3. Pre-Test of Recount Text

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

a. Range

It can be seen that the highest score is 94 and the lowest score is 57.

Thus, the range is:

$$\begin{aligned}R &= 94-57 \\ &= 37\end{aligned}$$

b. Class Number

$$\begin{aligned}\text{CN} &= 1+ (3.3) \log 23 \\ &= 1+ (3.3) (1.362) \\ &= 1+ 4.4937 \\ &= 5.4937 \text{ (it can be taken 5)}\end{aligned}$$

4. Interval

$$\begin{aligned}I &= \frac{37}{5} \\ I &= 7.4 \text{ (it can be taken 8)}\end{aligned}$$

5. Table of frequency

The frequency distribution can be calculated as the following table:

Table 3
The frequency's table of pre-testrecount text

Interval Class	<i>Fi</i>	<i>Xi</i>	<i>Fixi</i>
57-64	2	60.5	121
65-72	6	68.5	411
73-80	9	76.5	688.5
81-88	4	84.5	338
89-96	2	92.5	185
Total	23	382.5	1743.5

Based on the table above, the mean is identified by using the formula below;

$$\begin{aligned} \text{Mean} &= \frac{1743.5}{23} \\ &= 75.80 = 76 \end{aligned}$$

6. Post-Test of Recount Text

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

a. Range

It can be seen that the highest score is 94 and the lowest score is 71.

Thus, the range is:

$$\begin{aligned} R &= 94-71 \\ &= 23 \end{aligned}$$

b. Class Number

$$\begin{aligned} \text{CN} &= 1 + (3.3) \log 23 \\ &= 1 + (3.3) (1.362) \\ &= 1 + 4.4937 \\ &= 5.4937 \text{ (it can be taken 5)} \end{aligned}$$

c. Interval

$$I = \frac{R}{CN}$$

$$I = \frac{23}{5}$$

$$I = 4.6 \text{ (it can be taken 5)}$$

d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 4
The frequency's table of post-testrecount text

Interval Class	<i>Fi</i>	<i>Xi</i>	<i>Fixi</i>
71-75	1	73	73
76-80	1	78	78
81-85	3	83	249
86-90	11	88	968
91-95	7	93	651
Total	23	415	2019

Based on the table above, the mean is identified by using the formula below;

$$\begin{aligned} \text{Mean} &= \frac{2019}{23} \\ &= 87.78 \\ &= 88 \end{aligned}$$

APPENDIX 11

Determining T- score (t_0)

The difference score between pre-test and post-test of descriptive and recount text.

Table 5
The difference score of pre-test and post-test descriptive and recount text

No	Name	Descriptive Text				Recount Text			
		Score		X-Y (D)	D ²	Score		X-Y (D)	D ²
		Pre-test (Y)	Post-test (X)			Pre-test (Y)	Post-test (X)		
1	Sb	72	98	26	1	72	89	17	289
2	AP	74	95	21	2	75	93	18	324
3	Nr	67	86	19	3	81	91	10	100
4	RU	49	84	35	4	72	92	20	400
5	Fh	61	86	25	5	83	88	5	25
6	QA	68	89	21	6	83	86	3	9
7	DA	63	73	10	7	73	87	14	196
8	CV	57	77	20	8	78	86	8	64
9	AA	67	85	18	9	57	76	19	361
10	AAZ	58	84	26	10	72	90	18	324
11	FU	80	84	4	11	76	88	12	144
12	AS	84	89	5	12	80	90	10	100
13	MIA	69	80	11	13	86	91	5	25
14	EP	55	62	7	14	67	71	4	16
15	SR	87	90	3	15	90	94	4	16
16	Rw	64	90	26	16	57	85	28	784
17	YA	50	88	38	17	70	90	20	400
18	AY	63	86	23	18	80	84	4	16
19	DA	56	89	33	19	73	86	13	169
20	IF	61	81	20	20	75	88	13	169
21	OL	63	84	21	21	66	92	26	676
22	MA	52	85	33	22	77	82	5	25
23	Ly	56	89	33	23	94	94	0	0

a. T_{score} of Descriptive text

After finding the difference score of pre-test and post-test descriptive text, the researcher has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{12246}{23} - \left(\frac{478}{23}\right)^2}$$

$$SD = \sqrt{532.43 - (20.78)^2}$$

$$SD = \sqrt{532.43 - 431.81}$$

$$SD = \sqrt{100.62} = 10.03$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{478}{23}$$

$$M_D = 20.78$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference (SEM_D) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{10.03}{\sqrt{23-1}}$$

$$SEM_D = \frac{10.03}{\sqrt{22}}$$

$$SEM_D = \frac{10.03}{4.69}$$

$$SEM_D = 2.14$$

Then, the score of t_0 could be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{20.78}{2.14}$$

$$t_0 = 9.71$$

The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula:

$$Df = N-1 = 23-1 = 22$$

b. T_{score} of recount text

After finding the difference score of pre-test and post-test recount text, the researcher has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{4632}{23} - \left(\frac{276}{23}\right)^2}$$

$$SD = \sqrt{201.39 - (12)^2}$$

$$SD = \sqrt{201.39 - 144}$$

$$SD = \sqrt{57.39}$$

$$SD = 7.57$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{276}{23}$$

$$M_D = 12$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference (SEM_D) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{7.57}{\sqrt{23-1}}$$

$$SEM_D = \frac{7.57}{\sqrt{22}}$$

$$SEM_D = \frac{7.57}{4.69} = 1.61$$

Then, the score of t_0 could be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{12}{1.61}$$

$$t_0 = 7.45$$

The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula:

$$Df = N-1$$

$$= 23-1$$

$$= 22$$

APPENDIX 12

T_{Table}

t Table											
cum. prob	$t_{.60}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

APPENDIX 13

ANGKET RESPON MAHASISWA TERHADAP PEMBELAJARAN WRITING I MENGUNAKAN QUANTUM TEACHING

Responden Yth,

Angket ini diajukan oleh peneliti yang saat ini sedang melakukan penelitian mengenai respon mahasiswa terhadap penerapan Quantum Teaching dalam pembelajaran Writing I. Demi tercapainya hasil yang diinginkan, dimohon anda untuk berpartisipasi dengan mengisi angket ini secara lengkap. Perlu saya informasikan bahwa tidak ada yang dinilai benar atau salah. Pilih sesuai dengan apa yang anda ketahui atau rasakan. Akhir kata saya ucapkan banyak terima kasih atas partisipasi anda dalam survey ini.

Nama :

NIM :

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda.

Keterangan :

STS : Sangat Tidak Setuju

S : Setuju

TS : Tidak Setuju

SS : Sangat Setuju

NO.	PERNYATAAN	STS	TS	S	SS
I. PEMBELAJARAN					
1.	Pembelajaran dipersiapkan dengan baik.				
2.	Materi disajikan dengan cara terstruktur sehingga dapat membantu saya untuk belajar Writing I.				
II. PENERAPAN QUANTUM TEACHING DALAM PEMBELAJARAN WRITING 1					
3.	Belajar Writing I dengan menggunakan Quantum Teaching membuat pembelajaran lebih menarik dan menyenangkan.				
4.	Belajar writing I dengan menggunakan Quantum Teaching menciptakan pembelajaran yang aktif				
5.	Pembelajaran Writing I dengan menggunakan Quantum Teaching mempermudah saya menulis dalam Bahasa Inggris dengan baik dan benar.				
6.	Pembelajaran Writing I dengan menggunakan Quantum Teaching membosankan.				
7.	Pembelajaran Writing I dengan menggunakan Quantum Teaching mempersulit saya menulis dalam bahasa Inggris.				
8.	Pembelajaran Writing I dengan menggunakan Quantum Teaching ini membuat saya merasa tertekan.				
9.	Saya merasa writing saya tidak meningkat belajar dengan menggunakan Quantum Teaching.				
10.	Pembelajaran Writing I dengan menggunakan Quantum Teaching meningkatkan pemahaman saya dalam writing.				
11.	Saya tidak merasakan adanya manfaat dari belajar Writing I dengan menggunakan Quantum Teaching ini.				
12.	Saya merasakan manfaat ganda dari pembelajaran writing dengan menggunakan Quantum Teaching, yaitu peningkatan minat dan semangat saya dalam belajar writing, saya tidak				

	mendapat kesulitan dalam belajar writing.				
13.	Pembelajaran Writing I dengan menggunakan Quantum Teaching memudahkan saya untuk mendapatkan ide-ide ketika menulis dalam bahasa Inggris.				
14.	Pembelajaran Writing I dengan menggunakan Quantum Teaching membantu meningkatkan keterampilan menulis saya dalam bahasa Inggris.				
15.	Pembelajaran Writing I menjadi lebih mudah ketika metode Quantum Teaching diterapkan				
III. ASSIGNMENT					
16.	Tugas tugas yang diberikan dalam Writing I sesuai dengan kemampuan saya.				
17.	Tugas-tugas yang diberikan membantu saya dalam menguasai pelajaran Writing I.				
18.	Tugas-tugas yang diberikan meningkatkan minat saya untuk belajar lebih jauh.				
19.	Waktu yang diberikan untuk menyelesaikan tugas-tugas memadai.				
20.	Materi-materi yang disajikan menarik untuk didiskusikan.				
IV. OVERAL EVALUATION					
21.	Saya suka pembelajaran writing dengan menggunakan Quantum Teaching.				
22.	Pembelajaran Writing I menjadi lebih mudah dengan menggunakan metode Quantum Teaching.				
23.	Saya akan merekomendasikan penggunaan Quantum Teaching kepada kelas yang lain.				
24.	Menurut saya, Quantum Teachig adalah metode yang efektif dalam pembelajaran Writing I.				
25.	Quantum Teaching adalah metode yang sesuai diterapkan dalam pembelajaran Writing I.				

Banda Aceh, 2017

Responden,

(.....)

APPENDIX 14

AUTOBIOGRAPHY

Personal Identity

Name : Ridha Rahmayanti
 Place and Date of Birth : Tapaktuan, January 23th 1996
 Sex : Female
 Religion : Islam
 Nationality : Indonesian, Acehnese
 Marital Status : Single
 Occupation : Student
 Address : Jalan Langsung No. 16 Lamgugob, Banda Aceh
 Email : ridharahmayanti01@gmail.com

Parent

Father's Name : Drs. Arliansyah. AR
 Mother's Name : Sunarti, S.Pd
 Occupation : Civil Servant
 Address : Jl. T. Ben Mahmud No.73 Lhok Keutapang,
 Tapaktuan, Aceh Selatan

Educational Background

Kindergarten : TK Dharma Wanita, Tapaktuan (2000)
 Primary School : SDN Lhok Keutapang, Tapaktuan (2001- 2007)
 Junior High School : SMPN. 1 Tapaktuan (2007-2010)
 Senior High School : SMAN Unggul Tapaktuan (2010-2013)
 University : UIN Ar-Raniry (2013-2017)

Banda Aceh, July 09th 2017

Ridha Rahmayanti