THE EFFECTIVENESS OF QUANTUM LEARNING METHOD IN FOSTERING STUDENTS WRITING ABILITY ON DESCRIPTIVE TEXT IN THE TENTH GRADE AT SMK NEGERI 1 PEKALONGAN IN THE ACADEMIC YEAR 2022/2023

(A Thesis)
Submitted as a Partial Fulfillment of Requirements for S-1 Degree

By
NABILA HUSEN
NPM. 1811040134

Study Program : English Education

FACULTY OF TARBIYAH AND TEACHER TRAINING RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
2024 M / 1445 H

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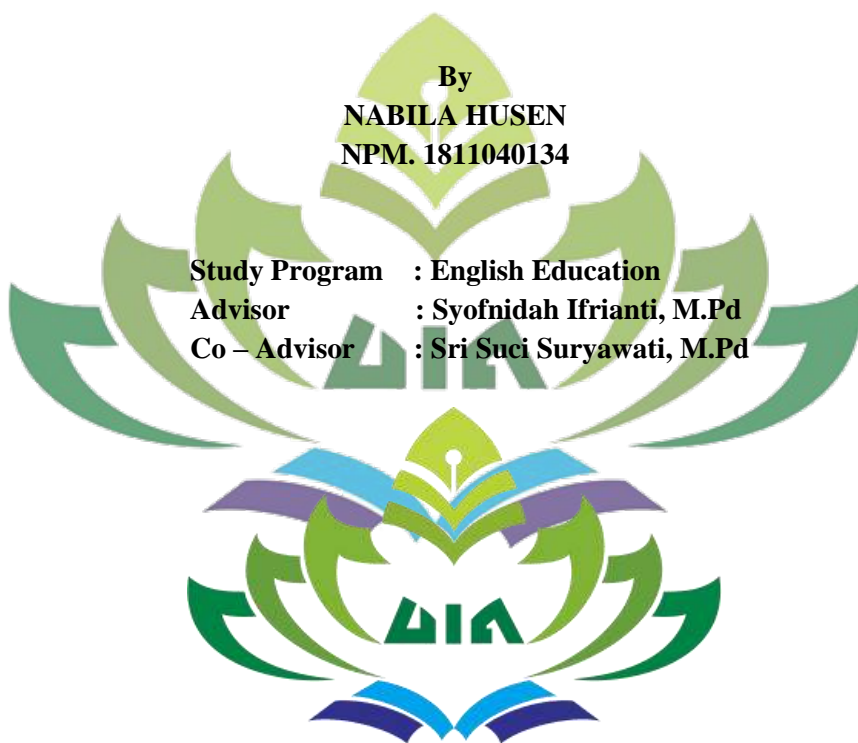**Submitted as a Partial Fulfillment of Requirements for S-1 Degree**

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Study Program **: English Education**
Advisor **: Syofnidah Ifrianti, M.Pd**
Co – Advisor **: Sri Suci Suryawati, M.Pd**

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ABSTRACT

Writing ability requires more willingness and attention from students to be able to produce writing from an idea. The problem that often occurs is when students have difficulty developing ideas, their writing skills are low and needs to be developed so that writing ability can improve. Therefore, the researcher used the Quantum Learning Method as a teaching method to fostering the students' writing ability. This research method aimed to find out whether there is a significant effectiveness of using learning method in fostering on the writing ability of students in grade ten at SMK Negeri 1 Pekalongan in the academic year 2022/2023.

The research methodology was using a quasi experimental design. The population of this research was tenth grade of X Accounting at SMK Negeri 1 Pekalongan. The sample in this research was 63 students that were taken from two classes there was X Accounting 1 and X Accounting 2. In collecting the data the researcher used instrument pre-test and post-test and the researcher analyze the data by using SPSS v.25.

Based on the data analysis calculated using SPSS v.25, it was obtained that Sig. (2 tailed) of the equal variences assumed was 0.009 and $\alpha = 0.05$. H_a is accepted if Sig. $< \alpha = 0.05$ and H_0 is rejected. It means that, Sig. $0.009 < \alpha = 0.05$. It can be concluded that, there was a significant effectiveness of quantum learning method in fostering students writing ability on descriptive text at tenth grade at SMK Negeri 1 Pekalongan.
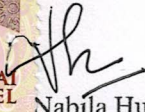
Keywords: *Descriptive Text, Quantum Learning Method, Quasi Experimental Design, Writing Ability*

DECLARATION

I hereby stated that thesis with entitled "The Effectiveness of Quantum Learning Method In Fostering Students Writing Ability On Descriptive Text in Tenth Grade At SMK Negeri 1 Pekalongan in the Academic Year 2022/2023" is enterly my own work and basedon my own research. I also declarate that all materials and sources consulted in the preparation of this thesis, by the books, articles, and my other kinds of document, are properly acknowledge in the footnotes ad bibliography.

Bandar Lampung, 30th July 2023

Nabila Husen
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APPROVAL LETTER

This is to testify that the following thesis:

Title   : **The Effectiveness of Quantum Learning Method in Fostering Students Writing Ability on Descriptive Text in the Tenth Grade at SMK Negeri 1 Pekalongan in the Academic Year of 2022/2023**

Student's Name   : **Nabila Husen**
Student's Number : **1811040134**
Department   : **English Education**
Faculty   : **Tarbiyah and Teacher Training**

has been **APPROVED**

To be defended at the Thesis Defense
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ADMISSION LETTER

The following thesis entitled:

The Effectiveness of Quantum Learning Method in Fostering Students Writing Ability on Descriptive Text in the Tenth Grade at SMK Negeri 1 Pekalongan in the Academic Year of 2022/2023, written by: **Nabila Husen, NPM: 1811040134, Department: English Education,** has been successfully defended at the Thesis Defense of the faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on **Thursday, November 16, 2023.**

Board of Examiners :

Chair Person	: Prof. Dr. Moh Muhassin, M.Hum	(............)
Secretary	: Dr. Nur Syamsiyah, M.Pd	(............)
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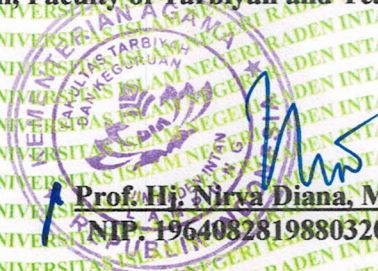
Prof. Hj. Nirva Diana, M.Pd
NIP. 196408281988032002

MOTTO

وَمَا كُنتَ تَتۡلُواْ مِن قَبۡلِهِۦ مِن كِتَٰبٍ وَلَا تَخُطُّهُۥ بِيَمِينِكَ ۖ إِذًا لَّٱرۡتَابَ ٱلۡمُبۡطِلُونَ ۝

"And thou (O Muhammad) wast not a reader of any scripture before it, nor didst thou write it with thy right hand, for then might those have doubt, who follow falsehood." (Al-Ankabuut : 48)[1]

[1] the Clear Quran Dr. Mustafa Khattab, *Quran.Com/29:48?Font=v1&translations=149%2C131%2C85%2C47%2C19*, n.d. Juz 21 / Hizb 41 - Page 402.

DEDICATION

Praise and grateful to Allah SWT, for his blessing for me and from the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I want dedicate for:

1. My beloved parents, Mr. Abdul Husen Suproni and Mrs. Tri Suhariyati, who never stop praying, giving motivation and also provided me with unconditional loves and never ending supports. Thank you for your endless love, spiritually and materially and you are my biggest spirits to completing this thesis. I am thankful for having you by my side, and this thesis is absolutely also yours.

2. My beloved brother Akbarnawi Putra, my sister in-law Okta Puspita Sari and also my twin Nisrina Husen who have been wiling to care and give a lot of support to me in going through the difficult times of my studies at university.

3. My beloved nephew Niswa Yumna Nafia and Nadhira Yusfina Nafia who give a lot of support and prayers in completing my studies.

4. All my beloved lecturers, classmates and almamater of the department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan Lampung State Islamic University who have contribution a lot to my development both academic skill and knowledge during my studies at the university.

CURRICULUM VITAE

The researcher of this thesis is Nabila Husen, or usually called by her friends Bila. She was born on May 21th, 2000 in Metro. She is the second daughter of Mr. Abdul Husen Suproni and Mrs. Tri Suhariyati. She has older brother named Akbarnawi Putra and twin named Nisrina Husen.

She began her study at TK Aisyiyah Bustanul Atfhal Srilungguh in 2005-2006, and continued her elementary school at SD Negeri 1 Gondang Rejo 2006-2012. Then, she continued her study at junior high school at SMP Negeri 2 Pekalongan, Lampung Timur in 2012-2015. After that, she continued her school at SMA Muhammadiyah 1 Metro and she graduated in 2018. After graduated, she continued her education to college in 2018. She was accepted at the one of the state university in Bandar Lampung, namely the State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung). She was accepted in faculty of Tarbiyah and Teacher Training in the Department of English Education, she was accepted through SPAN-PTKIN.

ACKNOWLEDGMENT

First all praise is due to Allah SWT, the most merciful, the most beneficent for His blessing and mercy to the writer during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our propeth Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled "The Effectiveness of Quantum Learning Method in Fostering Students Writing Ability on Descriptive Text in the Tenth Grade At SMK Negeri 1 Pekalongan in the Academic Year 2022/2023" this thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of student's task in partial fulfillment of the requirement to obtain S1-Degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

Therefore the writer would like to express the deepest sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd. the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who have given an opportunity and bearance to writer when on going the study until the end of this thesis competition.
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3. Yulan Puspita Rini, S,S., M.A. secretary of English Study Program at UIN Raden Intan Lampung.
4. Syofnidah Ifrianti, M.Pd. the first advisor, who has patiently guided and directed the writer for the compliment of this thesis as well.
5. Sri Suci Suryawati, M.Pd. the Co-Advisor, who has guided with full of patience since the first until the writer complete this thesis.
6. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the writer since the first year of her study.

Finally, nothing is perfect neither this thesis. Any correction, coments and suggestion for the goodness of this thesis were always open-heartedly welcome. Futhermore, this thesis is excpected that can be useful for the other writer particulary and the reader generally, especially for those who involved in the English teaching profession.

Bandar Lampung, 15 November 2023

Nabila Husen
1811040134

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CHAPTER I
INTRODUCTION

A. Title Confirmation

As the first step to understanding the title of this thesis proposal "The Effectiveness of Quantum Learning Method in Fostering Students Writing Ability on Descriptive Text in the Tenth Grade at SMK Negeri 1 Pekalongan in the Academic Year 2022/2023" will explain some words to avoid misunderstanding. The descriptions of the meanings of several terms contained in the title of this proposal are as follows:

The Effectiveness is an effort made to measure an action, procedure or method when carrying out an activity in a particular population. Etzioni and Simamora said the effectiveness is an achievement level which aims to achieve targets or goals based on predetermined competencies and to measure how far the targets are in terms of quality, quantity and time.[1] While means effectiveness in this title is to measure the extent of interventions are deployed in a learning activity in a class.

Quantum Learning Method is a method designed by Bobbi de Porter used to explore, collaborate and optimize interactions in learning. De Porter said quantum learning includes the important aspects of neuro-linguistic program (NLP), which is a program where the brain organizes information between language and behavior to create a relationship of understanding between teacher and student. This method is also used to direct students to find a way while learning. Quantum learning also as a method used to explore, collaborate and optimize good learning interactions with the

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[1] Etzioni, Simamora, "The Effect of Teacher Competncy Teacher Commitment Work Motivation and Economic Teacher Performance.Pdf," *The 3rd International Conference on Economic Education and Entrepreneurship*, 2018, /9174/1/The Effect of Teacher Competncy Teacher Commitment Work Motivation and Economic Teacher Performance.

environment and learning resources. So the purpose of this learning method is intended for students to learn effectively and optimally.[2]

Writing ability is one of the basic skills that are carried out and must be mastered by students for educational purposes and work skills in life. According to Harmer, writing is a basic ability that must be mastered and improved in order to support one of the communication activities.[3] Then, Tribble also said that writing ability has an aspect to calculated the score of writing there are content, organization, vocabulary, language and mechanics.[4]

Descriptive Text is a text used to describe a place, person, thing, situation and etc. Then according to Anderson and Anderson they said that the descriptive text also discusses how to describe a person, place or thing and students must write down clearly the characteristics of an object so that it can be understood by readers.[5]

Students ability in writing the descriptive text is the sudents who mastered in describing a place, person, thing, situation, and etc by considering five aspect of writing.

B. Background of the Problem

Writing is a continuously creative act because in writing students should think first about what to compose and how to make a combination of letters, writing enters into the basic things that must be mastered in English. This is a productive skill, namely the ability used to train student's motoric nerves and produce an effort such as writing and speaking, while receptive skills use understanding as their business, such as reading and listening.[6] Then after thinking about what you want to write, writing also re-reading what has been written to provide a change or correction until satisfied that the writing follows what you thought and expresses exactly what you want to say.

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[2] DePorter Bobbi & Hernacki Mike, *Quantum Learning Getting used to comfortable and enjoyable learning, print* 1 (kaifa, 1999).

[3] Jeremy Harmer, "How to Teach English," 79, 2001,n.d.

[4] Christopher Tribble, "Writing Difficult Texts," no. September (1999).

[5] Anderson K Anderson M, "Text Types in English 3," in *Text Types in English* (South Yarra: Macmillan, 2003), 26.

[6] Alice Oshima and Ann Hogue, "Writing Academic English," in *3rd Ed* (New York: Longman, 1999), 2.

The writing process has more or less four steps.[7] The first process is creating an idea. Second, organize the ideas. Third, write the draft roughly or can be called an outline. And finally, improve the rough draft by editing and making a revision.

According to Harmer, the reasons why writing is used to teach foreign languages are encouragement, language acquisition, learning style, and most importantly, the basis of writing itself. The first reason, writing learning should develop. Second, the use of learning media should also develop.[8] It means that, to emphasize the writing skills have become a mandatory subject and must be taught to English students. Therefore, writing is one of the skills needed to prepare students to communicate and acquire knowledge in the information technology era. Brown also stated that productive language skills are writing, writing skills are very important to use for communication.[9] The ability to write provides opportunities for everyone to communicate through their writing. Because it is a kind of productive skill, language learners or the students are also trained to express their ideas in written form, starting from paragraphs and essays. This shows that writing skills are needed by students to create a word and connecting or making that word being a sentence into a paragraph.

Writing ability is a basic ability that must be mastered by students to fulfill their academic goals and skill.[10] Writing ability is also a skill where we use our eyes, mind, ideas and hands to put it into a sentence or paragraph. Writing has another advantages, for example can help you think and help you feel better. Writing can help think because it provides benefits for one's intellect to develop creativity and thinking about abilities. While writing can help feels better because for some people it can heal emotional wounds that cannot be conveyed

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[7] Alan Meyers, "*Longman Academic Writing Series 5: Essays to Research Papers*," *Pearson Education*, 2014, 16.

[8] Harmer,Jeremy "How to Teach English.(Essex:Pearson Education Limited, 2007, p.112"

[9] H. Doughlas BROWN, "Principles Language Learning and Teaching. Ed. 3#," in *Eng*, 2004th ed. (New Jersey Prentice Hall, 1993, 2007).

[10] Hidayati and Widiati, "Fostering Students' Writing Ability through Project Based Learning Approach, Volume 7, Number 4, December 2019, 140."

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verbally.[11] Writing is one of the most difficult skills to do and learn for most students, because they have to use grammar and have to use the right conjunctions in the sentences. In addition, the lack of knowledge of students to make learning in class becomes inactive.[12]

Preliminary research was conducted by researcher at SMK Negeri 1 Pekalongan at class X Accounting. The researcher asked the teacher about students' English skills, especially in writing paragraphs on descriptive text. The teacher said that the students still have difficulty writing a text or paragraph, students still find the difficult to develop an idea to be written down and their vocabulary abilities are weak, and students also less active in learning, the students do not interesting about English lesson. It can be known that the students had assumption that English was kind of a hard subject so they were bored and lazy to join the learning process. The researcher also asked about the student's ability in writing, especially in descriptive text. From the interview data, the researcher obtained the data and is shown in Table 1.1 below:

Table 1.1
Student's Score of Writing Descriptive Text at Tenth Grade SMK Negeri 1 Pekalongan

No.	Class	Student's Score		Total
		≥ 65	≤ 65	
1.	X Accounting 1	12	20	32
2.	X Accounting 2	11	20	31
3.	X Technical Light Vehicle 1	15	15	30
4.	X Technical Light Vehicle 2	13	13	26
5.	X Animal Husbandry	14	15	29
	Total	65	83	148
	Precentage	43.80%	56.20%	100%

Source: The data from English teacher of SMK Negeri 1 Pekalongan

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[11] Damien Hall, "The Benefits of Writing a Review," *Biophysical Reviews* 11, no. 5 (2019): 663–66, https://doi.org/10.1007/s12551-019-00600-8.
[12] Syofnidah Ifrianti et al., "The Effect Size Test of Talking Stick Learning Model on Students' Critical Thinking Skills," *Journal of Physics: Conference Series* 1467, no. 1 (2020),2. https://doi.org/10.1088/1742-6596/1467/1/012061.

From the data, it can be seen that the scores of writing at the tenth grade of students at SMK Negeri 1 Pekalongan presented the students precentages. Based on the data above, that the number of students who are still below of the score with a percentage of 56.20% and the number of students above the scores with the precentages of 43.80%. This indicates that the probably most students still difficulty dealing with writing a descriptive text. Because students experience difficulties like those faced by most students in general, students still have difficulty finding the meaning of vocabulary, students have difficulty using grammar properly, besides the methods that teacher uses when learning are less varied making it difficult for students to get good results during the writing process.

Based on preliminary research, the researcher found a problem that causes students writing abilities is still low. This happens because the teacher is only self-centered and does not use a way to invite them for ask and answer questions so that there is no opportunity for students to develop their minds and opinions about the difficulties they face. The teacher paying less attention to the students abilitiy and learning styles of each student. The teacher also said to the researcher that the students had problem in learning English especially on writing a descriptive text. The teacher at the school said they use a learning method called the expository method. This expository method is a method in which a person conveys ideas or ideas in conveying material orally or in writing or it can be called a learning method which only emphasizes the process of conveying material from a presenter verbally and this method is one of the teaching groups that must be applied in the teaching and learning process. This is direct instruction, because a teacher at the front of the room provides an explanation of the learning material and what the students do is take notes. Then students are told what they need to know.[13]

In this case, the difficulties that were evident by the students were that they have not been able to develop an idea to write a paragraph in a descriptive text. Being a challenging, there are several things that

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[13] Dedi Heryadi and Ristina Siti Sundari, "Expository Learning Model," *International Journal of Education and Research* 8, no. 1 (2020): 207–16, https://www.researchgate.net/publication/339566849_EXPOSITORY_LEARNING_MODEL/link/5e59297b4585152ce8f660f0/download.

must be considered in writing, that are the choice of words, structure and etc. Writing is the most difficult thing compared to other skills, so students must often practice and get used to writing so that they are more accustomed to making sentences or paragraphs. By using some of the existing simple tenses then applied to several types of text to make paragraphs. Besides that, there are various types of text in language learning, some of these texts are narrative text, recount text, news item, descriptive text, exposition text, procedure text, etc. Each type of text has its definition and use. Based on the syllabus used by schools recommended by the government, there are texts used for fostering students' writing ability, one of which is descriptive text.

Descriptive text is the text that is used to describe an object, person, place, animal or something in written form.[14] In writing descriptive text students must be able to explain the characters or objects discussed so that they can be understood by the reader. Students are asked to write an introduction about an object that is written and explain the object in detail. This indicates that descriptive text is a text whose use gives a clear picture. Descriptive text is also used in scientific writing, for example giving an overview of a graph, diagram and plan to providing a detailed explanation of pictures, tables, graphs, etc.

The sentence above shows that students need effort to foster their writing skills. Besides the writing ability is low, the enthusiasm of students to learn English is also very lacking. As educators, this case should be cut so that it does not spread and recur until students continue their studies at a higher level of education or even in social life. In this problem, an alternative that can be used to overcome it is using Quantum learning methods that can solve this problem, such as research conducted by Ni Nyoman Suwandiari. Quantum learning is rooted in Lezanov, an educator who experimented with suggestions or logic. Then, many researchers used his theory and developed it. Based on the experience of a writer named Bobbi DePorter who found the interesting thing about using the Quantum Learning Method is the practicality.

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[14] Hariadi Syam, "Investigating ' Modeling ' to Foster Students ' Writing Capability in Writing Simple Descriptive Paragraph," *20265-58306-1-Pb* 8, no. 1 (2021),8.

DePorter can find several techniques that can be used to improve self-efficacy.[15] Then DePorter also mentioned the 5 purposes of this Quantum. The first thing is a meaningful learning environment so that everyone can express their opinion, second is that everything has a purpose which means that what a teacher teaches students will be followed by students to learn, third is finding ways to learn on their own, fourth is recognizing all meaningful efforts. Students should move from their comfort zone to focus on creating a business that makes them feel like smart students, and the last is celebrating which means accepting and appreciating the efforts and participation made by their students. Referring to DePorter's theory, teachers must coordinate their classes using the Quantum Learning Method. The Quantum Learning Method is one of the best techniques used to assist students in fostering their writing abilities on descriptive text. Quantum Learning tries to adjust, make active and integrate potential factors from students both mentally and physically. The advantage of this Quantum learning method that is for prioritizes freedom and diversity aimed at the opinions and opinions of students during the learning   process. Then this method balances the performance of the right brain and left brain, because the left brain tends to deal with logic problems and the right brain tends to deal with creative ideas and art. Besides that, this method creates a pleasant classroom atmosphere and comfortable learning conditions in class. This is in line with the opinion of Rose and Nichol who said there are several ways to make learning fun, such as creating a stress-free learning environment, knowing that the subject matter is useful and important, presenting a positive learning environment, involving everyone. the senses of the body, exploring the brain to think further about what is learned and strengthening the material by reviewing it when it is relaxed.[16]

Several previous researchs use the Quantum Learning method to support this research. The first research was conducted by Ayu Lestari

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[15] DePorter Bobbi & Hernacki Mike, *Quantum Learning Membiasakan Belajar Nyaman Dan Menyenangkan*, cetakan V (kaifa, 2015), 14.

[16] Ma 'ruf Zahran, "Quantum Learning: Spesifikasi, Prinsip, Dan Faktor Yang Mempengaruhinya," *JRTIE: Journal of Research and Thought of Islamic Education* 2, no. 2 (2019): 146, http://jurnaliainpontianak.or.id/index.php/jrtie/article/download/1405/pdf.

with the title "Improving Student's Writing Skills on Descriptive Text through Quantum Learning Method". The research conducted was classroom action research. The results of this study are that this research can improve students' writing skills, and students are interested in using media such as pictures and music.[17] The second study was conducted by Ade Pratiwi with the title "Improving Student's Skills in Writing Descriptive Text at the First Grade of SMAN 3 Parepare." This study aims to find out that picture strip stories can improve students' abilities in descriptive text. This study used a quasi-experimental design using two classes. The result of this study is that the student's writing ability increased in the two classes studied. Improvements were found in the final results of student assessments.[18]

The research did preliminary research in class X Accounting of SMK Negeri 1 Pekalongan. Because of students experience difficulties like those faced by most students in general. This is the reason why the researcher chose the Quantum Learning method due to the diversity in the teaching and learning process in schools and it will make students more comfortable and fun, easy and easy to remember.

Based on the statements and problems above, the researcher thinks that this method is very important to improve the learning process that will be achieved. The Quantum Learning Method provides instructions, strategies and saves time in the learning process and can sharpen students' understanding and memory which makes this method very useful and fun. And this method is very effective for students to develop self-motivation and be more enthusiastic in learning. In this case the researcher will use the title "The Effectiveness of Quantum Learning Method in Fostering Students Writing Skill on Descriptive Text".

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[17] Ibid. Ayu Lestari.

[18] Ade Pratiwi, "*Improving Student's Skill In Writing Descriptive Text at The First Grade of SMAN 3 Parepare by Using Picture Story,*" 2019, 9.

C. **Identification of the Problem and Limitation of the Problem**
   1. **Identification of The Problem**
      a. The students ability in writing descriptive text is still low.
      b. The students are less active in the learning process.
      c. The students are difficult to develop their idea writing skill in the class.
      d. The teacher's technique in teacing writing do not interesting by students.

   2. **The Limitations of the Problem**
      Based on the background and the identification of problems, Quantum Learning Method is the only instrument that was used in this research in fostering student writing ability on descriptive text which was held at SMK Negeri 1 Pekalongan in class X Accounting.

D. **Formulation of the Problem**
   Based on the background of the problem that has been explained and to provide an explanation of the direction of the researcher in order to get the desired solution, the formulation of the problem that will be discussed in the study is "is the Quantum Learning Method effective in fostering student writing ability on descriptive text?".

E. **Objective of the Research**
   The objective of this research is "to find out that the Quantum Learning Method can foster student writing ability on descriptive text".

F. **Significant of the Research**
   The significance of the research includes theoretically and practically significances:
   1. **Theoretically**
      This research is expected to broaden the view and knowledge about the use of Quantum Learning Method and try to find out whether this research is relevant to the previous theory. This can be used as a reference for further research. Then this

research can be used as an effective English teaching activity to attract students' willingness to learn.

2. Practically

This research provides benefits for teachers in teaching English, if using this method can make the class more effective in learning because it uses a fun method.

G. Relevant Studies

To support the recognitions the truth of this research, the researcher refers to relevant research that has been done before. Relevant research aims to support and make a foundation for further research. several researchers have tested the use of Quantum learning method for fostering student writing ability, one of the journal titles from Fikri Asih Wigati with the title "The Effect Of The Implementation Of Quantum Teaching Strategy In Teaching Writing A Descriptive Text". The results of the research carried out to find out that Quantum Teaching Strategy (QTS) had an effect on the results of English Writing Skills in students who were compared with Conventional Teaching Strategy (CTS). Data was taken using 30 students from UNSIKA English study program. By using an experimental class and control class. The experimental class received treatment in accordance with the Quantum Learning Method while the control class used the Conventional Teaching Strategy. The sizes given on both tests are the same. Researchers use quantitative research. The researchers use quantitative research and quasy experiments as research designs. This study uses the T-test to analyze data to measure the effect of quantum teaching and its comparison with conventional strategies. By using the T-test, researcher found that quantum teaching was effective in student performance. This is recommended as an alternative teacher to improve the quality of teaching.[19]

The second research was conducted by Ni Nyoman Suwandiari, with the title "The Application of Quantum Learning to Improve

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[19] Wigati, "The Effect of The Implementation of Quantum Teaching Straregy in Teaching Writing a Descriptive Text. 42"

Learning Activities and Ability to Write Description Essay Results in Class IX Junior High School Students". The research was conducted to increase the activity and ability to write descriptive essays on students using the application of Quantum Learning in their learning. The data used uses statistical data. The results obtained are the application of Quantum Learning shows an increase in student learning activity. Then the application of Quantum Learning shows an increase in the ability to write descriptive essays of students. In cycle I, the average student learning activity is 70 with quite active qualifications, then, in cycle II, the average student learning activity is 86 with active qualifications. Researchers used these students as samples and the results of this study were that Quantum Learning was able to enhance learning activities and writing skills in descriptive essays.[20]

The third research was conducted by Pinkan Ubro, Deane J. Wowor, Nurmin Samola with the title "Teaching Recount Text Through Quantum Teaching Strategy To Improve Students' Writing Skills" research conducted at SMA Negeri 1 Manganitu, Manado. The research using quantitative's research. This research hopes to provide an information for teachers in teaching and learning activities. The population used in this study was class X students from SMA Negeri 1 Manganitu which consisted of 20 students as the sample. The researcher obtained data from asking students to practice writing first which was used as a pre-test to use Quantum Teaching and then a post-test as the final test. After the activity, the researcher analyzed the data by comparing the results of the pre-test and post-test. The results of the study showed a total of 38.75 as the result. This indicates that quantum teaching can be recommended for teachers to maximize learning English in class.[21]

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[20] Ni Nyoman Suwandiari, "Penerapan Quantum Learning Untuk Meningkatkan Aktivitas Belajar Dan Kemampuan Menulis Hasil Karangan Deskripsi Pada Siswa Kelas Ix Smp," *Jurnal IKA* 17, no. 1 (2019): 50, https://doi.org/10.23887/ika.v17i1.19839.

[21] Tara A Delatu, Deane J Wowor, and Sarah Kamagi, "E-Clue Journal of English, Culture, Language, Literature, and Education Published by English Education Department Faculty of Languages and Arts, Universitas Negeri Manado, Vol. 8 No. 2, Pp. 88-96" 8, no. 2 (2020): 88–96.

The next research was conducted by Hariadi Syam with the research title "Investigating "Modeling" to Foster Students' Writing Capability in Writing Simple Descriptive Paragraphs". the research was conducted at MTS Kolaka State. The research conducted aims to obtain data about students' abilities in writing short descriptive paragraphs by modeling. This study uses a collaborative Clarsroom Action Research design (CAR). The researcher used class VIII with 23 students as the sample. Data collection used with two cycles. The research using's qualitative research. Based on the results of learning by modeling students can improve their ability to write descriptive text. The final results of the writing test showed an average score of 48.52 in the pre-test and increased to 63.30 and 75.13 in the second period. Based on the analysis of this observation, it is a positive thing for students.[22]

The next research was conducted by Windi Kurniati, et.al with the title "Fostering Students Descriptive Text Writing Ability: Please Strategy Vs. Idea Details Strategy". The research was conducted to examine the differences between the Please Strategy and Idea Details Strategy when used to improve students' writing skills in descriptive text. The population in this study were 8th grade students at SMP Negeri 2 Menggala. The sample used by the researcher was 64 students. The study used an experimental class with pre-test and post-test to collect the data. The results obtained were that using the Please Strategy and Idea Details Strategy showed an increase in students' writing skills in descriptive texts.[23]

H. Systematic Discussion

The systematics in writing this thesis proposal are:

1. Chapter I Introduction

    This chapter consists of several sub-chapters, namely title of the affirmation, background of the problem, identification and limitation of the problem, research objectives, research benefits, relevant research studies, and writing systematics.

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[22] Syam, "Investigating ' Modeling ' to Foster Students ' Writing Capability in Writing Simple Descriptive Paragraph," *20265-58306-1-Pb* 8, no. 1 (2021).2021.

[23] Kurniati, Wijaya, and et.al, "Fostering Students' Descriptive Text Writing Ability: Please Strategy Vs. Idea Details Strategy. 2020, 1"

2. Chapter II Theoretical Basis and Hypothesis Submission

This chapter contains various kinds of theories that are relevant to the research conducted, including theories regarding Quantum Learning Method, fostering, student writing ability, descriptive text.

3. Chapter III Research Methods

This chapter contains the methods to be used when conducting research which includes the time and place of research, the approach and type of research, population, samples, sampling techniques and data collection techniques, operational definitions of variables, research instruments, data validity and reliability tests, analytical prerequisite tests, and hypothesis testing.

4.

hapter IV findings and discussion

This chapter consisted of data description and dicsussion.

5.

hapter V conclusion and recommendation

This chapter consisted of conclusion and recommendation.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

A. Writing

Language is a set of rules by human as a tool of communication. While Meyer state that language is a system of communication, it is useful to cmpare it with other system of communication.[24] Brown said that, language is acquired by all people in much the same way language and learning language both have a universal characteristics.[25] Communication is used to compare one thing with another between several opinions when someone gives an idea. In this global era, it is very important to use language to communicate, one of which is English. Language is very important for humans because language can be used to interact well in a perfect life as a human. English is one of the languages that can provide access to communication for people all over the world.[26] The way to communicate is not only through speaking, listening and reading. There is another way to communicate, namely by using writing. According to Hyland, writing is a way to share personal meaning and share ideas to get the purpose of the topic being discussed.[27]

1. Definition of Writing

Writing is a skill where we use our hands, brain and eyes to convey ideas, emotions, and thoughts into words, phrases and paragraphs.[28] The brain will convey the concept or idea, the hands are used to write and the eyes to see the results that will be obtained from the hands. And then, writing also one of the skills

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[24] F . Charles Meyer, "Introduction English Linguistics" (New York: Cambridge Unversity Press, 2009), p.3.

[25] BROWN, "Principles Language Learning and Teaching. Ed. 3#. (San Francisco: Addison Wesley Longman, 2000), p.5"

[26] Maxom Michelle, "Teaching English as a Foreign Language for Dummies," ed. Ltd. John Wiley & Sons (West Sussex, 2009), p.9.

[27] Hyland Ken, "Second Language Writing" (New York : Cambridge University Press, 2009), p.9.

[28] Kit Eason, *The Sense of Style*, *Stylish F# 6*, 2022,17. https://doi.org/10.1007/978-1-4842-7205-3_1.

that must be possessed by students in addition to speaking, listening and reading.[29] It is one of the activities that are most often done in the classroom during the learning process. In writing, students must have the ability to organize word phrases and sentences or grammatically correctly and in accordance with the purpose written. There are two types of writing.[30] The first, writing each character in a picture of an object or idea is called picture writing or ideographic writing and second, writing where each character has a speech sound is called alphabetic writing. Then writing is also a progressive activity, because when writing something you have to think about what to say first and how to say it. And after writing must re-read what has been written to make changes and corrections. Therefore, writing is a structured action and has steps as its progress.

According to Nystrand, writing is an effort made to form a text according to what the author thinks consciously that is known and expected for the reader.[31] Which means writing is an activity carried out to share information or message to the reader. While Randal said that writing is the ability to form words which generally have a higher truth value than the established reality.[32] This means that the writing must be truly acceptable to the reader and must contain meaningful value so that the reader can benefit from the author's work. Furthermore, Seda ryanto says that writing ability is a skill when a person expresses his thoughts and feelings.[33] It can also be interpreted that writing is the ability of the author to put his ideas into the form of words, sentences and paragraphs so that they are easily understood by the reader. With the same opinion, Tarigan says that writing is a process that a language into written form so that it is easily understood by

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[29] Jennifer Brier and lia dwi jayanti, *Measuring Writing Recent Insights into Theory, Methodology and PracticesTitle*, vol. 21, 2020, 11.

[30] Alan Meyers, "Longman Academic Writing Series 5: Essays to Research Papers, 2014, 19. "

[31] Nystrand, *The Role of Context in Written Communication*, 1983.

[32] Randal Kenan, *The Joy of Editing and Knowing* (UNC-Chappel Hill: English 99W, n.d.).

[33] Ryanto, *UX Writing Principles*, 2019.

others. Which means writing requires a process so that ideas or ideas can be understood properly.[34]

Based on the sentence above, it can be concluded that writing is an activity of thinking that is made into written form, symbols or graphics in written language communication. In other words, writing is closely related to thoughts, feelings and language skills.

2. **Component of Writing**

To make good writing there must be several balanced components that must be owned, including:

a. Lexical Resource

There are four main areas to look at in lexical resources. Because it is an assessment criterion that affects the band score.

1) The range of vocabulary; which means it is necessary to use different words and not repeat the same vocabulary. To get a high band score we need to use less common vocabulary but the right words. A bad word if not the right word.

2) Spelling; the importance of good spelling to avoid mistakes in spelling

3) Collocation; become a very important concept for language learners because they have to use the right combination of words.

4) Word Families; what needs to be done is not just using the right words, but forming the right words. Like using the basic level of the word "beautiful" when you need an adjective and "beautifully" when you need an adverb.[35]

b. Coherence and Cohesion

Coherence and Cohesion are very important readability and communication ideas. Coherence is the unity of ideas while cohesion is the unity of structural

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[34] Lestari, ""Improving Students' Writing Skills on Descriptive Text Through Quantum Learning Method Skripsi",8."

[35] IELTS, "Writing – Lexical Resource Explained," 2018.

elements. One way to do this is through the use of cohesion devices, namely logical bridges (repetition), verbal bridges (synonyms), linking words, and clear back referencing. If this type of device loses its text, it is not only difficult to read but also difficult to understand its meaning.[36] Basically, coherence refers to the rhetorical aspect of writing which includes the development and support of arguments, synthesis and integration, organization and clarification of ideas. The cohesion of writing focuses on the grammatical aspects of writing.

Cohesion is also an important aspect of academic writing because it directly affects the tone of the writing. While there are some instructions that may say that you won't lose points when you make grammatical mistakes, you may lose points of tone from writing alone. However, cohesive writing does not mean that only grammatical ones are correct, cohesive writing refers to the relationship of ideas to sentence level and paragraph level.[37]

c. Grammatical Range Accuracy

Grammatical range and accuracy explain how clearly the use of English Grammar is and how accurate it is to describe writing. The grammatical range is the ability to use and experiment with different types of sentence structures. Like Indonesians who like to vary the form of writing, native speakers also often vary their way of presentation by using variations in vocabulary and sentence structures. Variations of text structure can be done with gerunds, passives, relative clauses, conjunctions, etc.

Accuracy means that it must be able to generate frequent error-free sentences. And to master this, it is

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[36] Olga Dontcheva-Navrátilová et al., *Coherence and Cohesion in English Discourse*, *Coherence and Cohesion in English Discourse*, 2018,1. https://doi.org/10.5817/cz.muni.m210-8857-2017.

[37] Ibid *Coherence and Cohesion in English Discourse, 2*.

necessary to have mastery of English grammar and understand it.[38]

  d. Task Achievement

   Task Achievement is an action taken to do certain tasks by a group or individual by completing and guaranteeing its success. It defines the situation when the objectives of the task are achieved according to the predefined priorities, time limits, process requirements, responsibilities, and authorities.

   In task response, there are some common mistakes made and understanding some of these points will help in fostering your writing. The point is to answer all parts of the task, provide a clear position in all tasks, expand and support the main idea that is owned and finally write enough words.[39]

 From the explanation on component of writing, it can be concluded that a good writing should consider to use of the five components, it should be in accordance with the intended content, coherence and cohesion, use vocabulary appropriate to the intended topic, use good and correct grammar and must pay attention to punctuation.

3. The Writing Process

 The writing process has several levels or stages such as planning, drafting, editing including reflecting and revising then the final version.

  a. Planning

   Experienced writers will plan in advance what they will write. Before starting to write or type, writers will also try and decide what they are saying first. For some writers, this may involve detailed notes. For others a few words may suffice, but for others it may not really be

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[38] IELTS Writing, "Grammatical Range and Accuracy," IELTS Resource. Ieltsresource.Com/Ielts-Writing-Grammatical-Range-and-Accuracy," 2018.

[39] Elizabeth McMahan,et.al, *Literature and the Wtiring Process,2017,2. Video and Rich Multimedia Content Integrated Writing Assignments*, n.d.

written in detail because it may be written straight from their heads.

When planning, the writer has to think about three things. The first one must consider the purpose of the writing because it will affect the type of text that will be produced, but also the language that will be used and the information chosen to be included. Second, experienced writers will think about the audience they are waiting for, because it will affect the form of writing such as how the data will be, how the paragraph is structured, but also the choice of language will use formal or informal in tone. Third, the writer should consider the structure of the work that is the best way to sort the facts, ideas, or arguments that exist for inclusion.

b. Drafting

We can refer to the first version of the part of writing is a draft. Once the process has progressed to editing, a number of drafts will be produced in the final version.

c. Editing (Reflecting and Revising)

After the authors produce a draft, then re-read what they wrote to see if the writing works or not or maybe the order of the information is not clear. The author will then be able to move the new paragraph to write the introduction. The author will use different tenses for certain sentences. Authors are more likely to look at issues of general meaning and overall structure before concentrating on detailed features such as individual word and grammatical accuracy.

Reflecting and revising is often assisted by other editors who provide comments and suggestions. The reader's reaction to an article will help the author make an appropriate revision.

d. Final Version

After the draft is owned, make any changes deemed necessary to produce the author's version of the article. It will look very different from the original plan and the first draft because it has undergone a lot of editing. But the writer must be ready to send his writing to the intended audience.[40]

From the explanation above it can be summarized that a piece of writing will be good if the first thing you do is prepare a planning first, make a draft to save the piece of writing and edit the piece of writing before making the best result out of the piece of writing.

4. The Important of Teaching Writing

There are many reasons to get students to write, both inside and outside the classroom. First, writing gives them more time to think than when they try to have a spontaneous conversation. This allows students more opportunities to process language, i.e. think about what language they engage in study or activation. The reasons for teaching English writing to students as a foreign language include strengthening, language development, learning styles and most importantly writing as one's own ability.

a. Reinforcement

Some students acquire a language in a pure way such as spoken/oral but most of us benefit from the language in writing. Visual demonstrations of language constructions are excellent for our understanding of how things fit together and as an aid to inserting new language into memory. Students often write sentences using a new language they have previously learned.

b. Language Development

It can't be sure but judging from the process of writing it helps to learn as you go. The mental activity

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[40] Kendall Haven, "Writing Workouts to Develop Common Core Writing Skills: Step by Step Exercises, Activities, and Tips for Student Success, Grades 2–6," 2015, 4.

that must be passed to compose the correct written text is part of an ongoing experience. Language development can also be seen from technological advances and times.

c. Learning Style

There are also some students who are quick to understand the language just by looking at the writing and listening to it. Then some also take a little longer to understand. And writing is one way that is suitable for learners who take longer to understand a language. This can be used as an alternative activity that is sufficient to reflect rather than having to rush and interfere with face-to-face interpersonal communication.

d. Writing as a Skill

The most important reason to write is that basic writing skills are just as important as speaking, listening and reading. Students need to know how to write letters, compile written reports, how to reply to advertisements and additions, how to write electronic media. They need to know some important rules in writing such as punctuation, paragraph construction, etc. This is the same as students need to know how to pronounce spoken English correctly. Part of teaching is to give them those skills.[41]

From the explanation above it can be concluded that a student acquires new knowledge in a purely verbal way but to strengthen their memory they write it down. Then, because language development is unlimited and continues to increase, what can be ensured is that you compose your writing well and correctly because it is part of language development and technological progress itself. Furthermore, in terms of language style, some students are quick to understand just by looking at the writing or even just listening and writing is a way that is suitable for students who need a long time to understand a language. The

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[41] Jeremy Harmer, "How to Teach English," 1999, 79.

last one is writing as a skill that basically students need to know how to write correctly in order to be able to write a report, letter and etc.

5. **Types of Writing**

According to Wishon and Burks, the writing is divided into four parts, namely narration, description, exposition and argumentation.

    a. Narration

The form of writing used to tell the story of an action or event. It places events in time and tells what happened according to natural time sequences. Types of narrative include short stories, novels and new stories and most of them come from our daily social life in the form of letters or conversations.

    b. Description

Description reproduces the way it looks, smells, tastes, feels or sounds. Or maybe something that excites the heart like happiness, loneliness or fear. It is used to create visual images of people, places, times, events of units of time-days, or seasons. It can be used to describe in more detail about their outward appearance and can also tell about the characteristics of their character or personality.

    c. Exposition

Exposition is used in providing information, making explanations and interpreting meaning. This includes editorials; essays, informative and instructional materials. Used in combination with narrative, this exposition is used to support as well as illustrate. Used in addition to narrative exposition standing into an essay. Used alone or with expository narratives, it can be developed in several ways as follows:

1) Process

   Exposition can be used to explain a process that is telling how something is made or done.

2) Definition

   An explanation about the meaning of a word or term is another type of exposition and its simplest form is a statement and this applies to dictionary definitions.

3) Analysis

   It divides the subject into sections and then examines those sections.

4) Criticism

   It involves evaluation, i.e. analyzing and weighing between its weaknesses and strengths.

d. Argumentation

   Argumentation used in persuading and convincing. It is closely related to exposure and is often found and combined. The goal is to make a case or disprove a statement or proportion. It is possible to present an argument to persuade the reader to accept an idea or point of view.[42]

From the explanation above, it can be concluded that the types of writing are categorized into 4, namely narration. Narration is usually used to tell past events. Then the description is used to describe in detail the characteristics being discussed. Next, exposition is writing that explains something in a detailed way and sometimes even criticizes it. The last one is argumentation, which aims at the type of writing that is used to persuade and to show a case to refute it.

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[42] Christopher Tribble, "Writing Difficult Texts," no. September (1999), 26.

6. Types of Text

In the text there are several types according to Gerot and Wignel, the types of text genres include the following:

a. Descriptive Text

Descriptive text is type of text that aims to describe something such as places, objects, people and others, the generic structure of descriptive text consists of identification and description.

b. Recount Text

Recount text is a type of text that tells an event or experience that happened in the past, the purpose of this text is to entertain or provide information to readers. The generic structure of recount text consists of orientation, event and reorientation.

c. Narrative Text

Narrative text is a type of text that contains stories or various stories that aim to entertain the reader. The generic structure of narrative text consists of orientation, complications, resolution, and reorientation.

d. Report Text

Report text is a text that contains text as it is that describes social phenomena in the environment, natural arrangements and others which aims to inform the audience. The generic structure in this text consists of a general classification and description.

e. Procedure Text

Procedure text is a type of text that contains instructions for making something or using something, the purpose of this text is to inform the reader about the steps to make or use something generic. The genric structure of the procedure text consists of goals, materials and steps.

f. News Item

News item is one type of text that contains news related to events on the day that are considered important, the purpose of this text is to inform readers and listeners. The generic structure of this text consists of newsworthy events, Event background, Source.

g. Exposition

Exposition is a text that provides information about something that is happening, explanation, interpretation of meaning, includes editorials, essays, informative, and teaching materials.

h. Spoof Text

Spoof is a type of text that tells a humorous event or story with a funny twist, the purpose of this text is to entertain the reader. The generic structure of this text consists of orientation, event and twist.

i. Review

Review is a type of text that aims to review or criticize something such as a work of art or an event in the general public.

j. Discussion

Discussion is a type of text to present opinions or points of view about a news or problem. Usually the discussion text consists of Issues, Arguments, and Conclusions.

k. Anecdote

Anecdote is text to share with others an account of an unusual carousing incident.[43]

From the explanation it can be concluded that the texts above are used according to their respective functions, such as descriptive text is used to explain to the reader about something in detail and clearly, then recount text is text that tells the reader about events that have happened in the past, then narrative text is test which is used to tell an entertaining incident or tell a story, next is report text to convey information from a research result, next is procedure text which is text that helps readers to make and do something, next is news item to provide information about something. events or news that are currently happening, next is exposition which is used to tell about important events or cases, next is sopoof text which aims to entertain readers with a funny story with an unexpected ending, next is review text which is

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[43] Peter wignell Linda Gerot, "Making Sense of Functional Grammar (Sydney:Gerd Stabler)," 2013, 192–220.

used to provide criticism or evaluation of something so that the reader knows, next is a discussion which is usually used to invite people to exchange opinions or thoughts about a problem and the last is an anecdote which usually tells the reader about a pleasant incident that usually does not happen.

B. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text that describes something in detail so that the reader can see, hear, feel and touch it directly as well as the reader is involved in the situation. Contexts are usually described as people, animals and things. Descriptive is also a text to present a verbal portrait of a person, place or thing.[44] Which mean's going to discuss how to describe a person, place or thing when talking about description. In this type of text, students must explain and write down the characteristics of an object in written form so that the reader can understand the object being described. Students are asked to write an introduction to the object in writing descriptive text and describe the details of the appearance of the object. And further descriptive text is a text that describes a data from an object which can be an object such as an individual, an animal, a plan, or a vehicle.

Descriptive text is text that states what someone or something looks like. Its purpose is to describe and express a particular person, place, or thing. Such descriptive texts clearly contain a lot of information about certain people, things, and places.[45] It means that from the theory, descriptive text is a kind of text that tells to describe a person, place or thing. It is also supported by Gerot and Wignell they said that descriptive text is a kind of text which has a purpose to giving an information. The context of this text is the description of particular things, animal, person or other.[46]

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[44] Kurniati, "Fostering Students' Descriptive Text Writing Ability: Please Strategy Vs. Idea Details Strategy. 36"

[45] Bachtiar Bima & Cicik Kurniawan, "Let's Talk, Bandung: Pakar Raya," 2015,15.

[46] Linda Gerot, Wignell "Making Sense of Functional Grammar (Sydney:Gerd Stabler).1994. 2"

According to Kane, description is about sensory experience how look, sound and taste.[47] Mostly it is about visual experience, but in description also deals with other kinds of perception. Also Anderson and Anderson giving an addition that descriptive text is different form information reports because they described a specific subject rather than general group.[48] Seen from Anderson's theory, descriptive text means text that shows the specifications of a particular subject or object. Then Pardiyono says that there several things that we need to know and understand about descriptive writing. They are purpose, rhetorical structure and grammatical pattern.[49]

A piece of text is created when words are put together to communicate meaning, or when someone speaks or writes to communicate a message. There are two main categories of texts: literary and factual. It contains various types of text. Each type of text has a common way of using language.

2. The Generic Structure of Descriptive Text

Students must understand the generic structure of descriptive text before starting to write descriptive text. Among the things that must be followed to create a good and correct text are as follows: [50]

a. Identification

The location of this section is at the beginning of the paragraph. Identification has a function to introduce the reader to what the author will describe before describing a character or thing.

b. Description

This section is located in the second paragraph to the last paragraph. This section describes the characteristics of

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[47] Thomas S. Kane, "Essential Guide to Writing" (New York : Oxford University Press., 2000), p.6.

[48] Anderson M, "Text Types in English 3..p 28"

[49] Pardiyono, "Teaching Genre Based Writing" (Yogyakarta: CV Andi Offset, 2007), p.34.

[50] Mursyid, "Learning Descriptive Text," *English for Special Purposes* 3, no. 4 (1992): 1–22.

objects mentioned earlier in the first paragraph such as
size, habits, characteristics, physical appearance, and etc.

It can be concluded that, there are only two generic structures for descriptive text. To create good and correct descriptive text, it is recommended to follow the generic structure which has been determined according to the function.

3. The Lexico Grammatical Feartures of Descriptive Text

Besides having a social function and generic structure, descriptive text also uses a lexico grammatical feature that supports the composition of descriptive text and also focuses on specific nouns.[51] The use of adjective types uses a relational process, uses an attributive and identifying process, uses an adjective and a classifier in nominal group, uses figurative language and uses the simple present tense.

Another feature of adjectives, adjectives have the following characteristics: describes, number and classify, for example three tall buildings, my house, etc.

4. The Purpose of Descriptive Text

In accordance with the functions of descriptive text, that the text is used to explain and describe something clearly and in detail. The purpose of descriptive text is none other than explaining in detail something that will be discussed, including size, color, shape, height and etc.

According to Peterson the purpose of descriptive text is to provide details to show the reader what its mean.[52] Uses details and words to allow the reader to imagine what the author is describing. A descriptive text is an organized way in which details are presented (usually in the form of paragraphs.

According to Cavanagh descriptive text focuses on the characteristics of a particular object. These texts are very

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[51] Otong Setiawan Jauhari, "Genre, Bandung : CV. Yrama Wida," 2007, 24-25.

[52] Peterson., "Process Writing Approach in Teaching Writing Descriptive Texts: Prewriting" (Retrieved from http//teachingenglish.wordpress.com, 2015).

important in English and Science.[53] The purpose of descriptive texts is to describe certain living, non-living, or natural phenomena. Descriptions can 'stand alone' but are often part of another text, for example Information Reports. Descriptive text language is characterized by groups of nouns used to provide information. The use of the verbs think and feel to express the author's personal view on the subject is also common. The use of similes, metaphors, and other types of figurative language can also be used, especially in literary descriptions.

5. **Language Feature of Descriptive Text**
   a. Specific participant
      It has a certain object, is not common and unique (only one).
         Example: Borobudur template, Kuta Beach, and etc.

   b. The use of an adjective to clarify the noun.
      It used when describing something, generally there will be a noun and a noun phrase. Nouns generally consist of one word, while noun phrases are nouns and their modifiers.
   c. The use of simple present tense
      The sentence pattern used is simple present because it tells the fact of the object described. Also when describing something, the sentence is usually not tied to a time reference. So, the tense used is simple present tense, namely the tense that uses the first form of the verb 1.
   d. Preposition
      Use preposition to combine a noun. Ex: In, On, At, With, By and etc.
   e. Pronoun
      Example: I, Me, My, Mine and etc.

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[53] Wy Dirgeyasa, *College Academic Writing: A Genre-Based Perspective*, 2017.

f. Adverb

The word that affect in meaning of a verb, an adjective or another adverb in terms of time, place, measure, quality and question. Ex: Towards, there, fully, almost, secretly, fast, well, never, sometimes, last year, last month and etc.[54]

It can be concluded that, when you want to write good and correct writing you should pay very careful attention to details such as the use of appropriate conjunctions, the use of appropriate tenses, the use of appropriate nouns and etc.

C. Quantum Learning Method

1. Review of Quantum Learning

The Quantum Learning Method itself is rooted in the efforts of Lezanov, a Bulgarian educator who experimented with "*segestology*" or "*suggestopedia*".[55] Lezanov developed this method because he saw the physical environment and classroom atmosphere as a very important part. The principle is that suggestions can and will definitely affect the outcome of a learning situation, and every detail can give positive or negative suggestions.

This method is a combination of suggestology, accelerated learning and neurolinguistics using a theory which in neurolinguistics is about how the brain controls the information that is achieved during learning. Which mean that in learning, students and teachers increase each other's motivation, increase scores in learning and strengthen self-confidence and positive attitude.

2. Definition of Quantum Learning Method

Quantum learning method is one of learning method created by DePorter that aims to create fun learning classroom

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[54] Rahmadhani Siregar and Nursahara Dongoran, "Students' Ability in Writing Descriptive Text," *English Journal for Teaching and Learning* 08, no. 01 (2020): 84, http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ.

[55] Mike& DePorter, *Quantum Learning Membiasakan Belajar Nyaman Dan Menyenangkan,* 14. Kaifa.

atmosphere and make the students enthusiastic to learn.[56] The method used by teacher during teaching and learning process can affect the level of students learning achievement. There are several learning method that have been created by the experts, but one of the exciting learning method called quantum learning method.

DePorter introduced that Quantum Learning is the art of processing every interaction both from within and from outside learning. Learning is an interaction between students and the environment. Interaction through Quantum Learning Method includes all elements in effective learning that affect student achievement. Because of these interactions can change the abilities and talents of students to be useful for themselves and others. Therefore, to achieve good learning outcomes, optimization and participation of students is needed in the learning process. This participation is very important in determining the success of learning. Quantum learning method as one of the model, method, strategies, and learning approaches, especially regarding the skills of teachers in designing, developing, and managing learning systems, so the teachers are able to create an effective, exciting, and life-skilled learning atmosphere. DePorter finalized and developed the idea of a quantum learning method at SuperCamp, a learning institution located in Krikwood Meadows, California states, United States.

DePorter programmed and planned to pilot the ideas of the quantum learning method to teenagers at SuperCamp in the early 1980s. In the early stages of its development, the quantum learning method is intended to improve the life and career success of teenagers at home.[57] Gradually, the parents of the teenagers asked DePorter to organize a learning program using the quantum learning method for them. Thus, the quantum

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[56] Zia Syukria, "The Effectiveness of Quantum Learning Method to Students' English Learning Achievement at SMK N 9 Padang," *Jurnal Ilmiah Universitas Batanghari Jambi* 19, no. 2 (2019): 229, https://doi.org/10.33087/jiubj.v19i2.618.

[57] Mike& DePorter, *Quantum Learning Membiasakan Belajar Nyaman Dan Menyenangkan,* 14.,4-9.

learning method penetrates various places and fields of human activity, from the parenting environment, the business environment, the corporate environment to the classroom environment in school. This shows that actually quantum learning is a general philosophy and learning methodology, not specifically intended for students in schools. Quantum learning method is actually an assembly of various educational theories, namely Accelerated Learning from Lozanov, Multiple Intelligences from Gardner, Experiential Learning from Hahn, Neuro Linguistic Programming from Grinder and Bandler, Socratic Inquiry, Cooperative Learning from Johnson and Elements of Effective Instruction from Hunter.

From the theory used by DePorter, it can be concluded that the quantum learning method is a fun method to use in the classroom, provides positive suggestions for student learning outcomes, supports student confidence in learning, students feel comfortable and calm during the learning process.

It is also supported by Crisht and Saragih who did the investigated about effect of applying the quantum learning method. They said the aim of this quantum learning method was to find out that the application of this quantum learning method had a good influence on students' learning achievement in writing a text.[58] They got the result that showed of the quantum learning method had an effect compared to using other conventional methods. They use several comparative classes using the quantum learning method in one of the classes. It means that from their theory, quantum learning can be used to help students write a text. Furthermore, according to Wena she said that quantum learning is a new way of facilitating the learning process by combining artistic elements and directed achievement, which learning model that makes the learning atmosphere focus and

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[58] S and Saragih, Cristh, "The Effect of Quantum Learning Method on the Students Acievement in Writing Argumentation" (Linguistics of FBS Unimed, 2012), 1.

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lively. Quantum learning emphasizes technique to improve one abilities and the process of realizing one potential.[59]

Then Hernacki defines that quantum learning as interaction that convert the energy into light or in quantum learning the students required to think, explore and construct knowledge from their experience with the guide from the teacher to get their success.[60] In same line Vella said that quantum learning is keeping all together structures specially and privately in order to construct meaningful information, using all of the neural network in brain.[61] Ayvas also said that quantum learning is configured on theoretical foundations, athmosphere, design and environment. Theoretical foundations are relevant with believes, agreement and instructions.[62] While design qualifies dynamic and interesting education program, environment is the structure which would improve and support learning.

Based on the definition above, it can be conclude that quantum learning method is powerful an engaging teaching learning method that integrated best educational practices into an unfied whole. This synergistic approach to the learning process covers both theory and practice.

3. **Planning Framework of Quantum Learning**

The planning framework for the Quantum Learning method was put forward by DePorter, Mark and Sarah said that Quantum Learning refers to:[63]

a. Enroll

In this concept, the teacher fosters students' interest in learning, makes the learning atmosphere enjoyable or the teacher can also provide ringing music or classical

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[59] M. Wena, "Contemporary Innovative Learning Strategies an Operational Conceptual Review" (Jakarta: Bumi Aksara, 2009).

[60] M. et.al Hernackhi, *Quantum Learning: Get Used to Comfortable and Enjoyable Learning* (Bandung: Mizan, 2008).

[61] Vella J., "Quantum Learning : Teaching as Dialogue," no. 93 (New Direction for Adult and Continuing Education, 2002).

[62] A. (Ayvaz, "Kuantum Öğrenme. Ö.Demirel (Ed), Eğitimde Yeni Yönelimler" (Pagem A Yayınları, Ankara., 2007), S:280-292,.

[63] Sarah Singer-Nourie Bobbi DePorter, Mark Reardon, "Quantum Teaching : Orchestrating Students Succes" (Bandung: Kaifa, n.d.).

instruments, and convey learning objectives and provide motivation to students that learning is a necessity for them.

b. Experience

The teacher asks the students to do the pre-test questions. Then, the students pay attention and listen to the explanation of the material given by the teacher. This concept is intended for student so the students experiences in every students feel on learning.

c. Label

The teacher asks students to mention the characteristics of each material that has been given. After students have studied the material that has been given, they will name the material they have obtained.

d. Demonstrate

The teacher guides students in the presentation and question and answer sessions, then guides the answers to each individual or group. In this concept the students are given the opportunity to demonstrate their abilities.

e. Review

The teacher invites students to recall the material they have just learned by answering the teacher's questions. This concept aims to create students' ability to remember the material that has been given.

f. Celebration

The teacher gives appreciation by inviting students to clap together and congratulate the students.

Based on the explanation above, it can be concluded that something that should be done in this quantum learning method is to foster students' enthusiasm and motivation to learn in the classroom, then let students experience and develop their own abilities, then after they have experienced they will write and name whatever they have learned, the next step is to demonstrate the skills they have learned in class and then repeat what they have learned and understood and then the last thing is to celebrate and give appreciation for what they have learned.

4. Principle of Quantum Learning

The main principle of Quantum Learning is "bring the world of students into our world and send our world to them" This statement emphasizes the importance of a teacher entering the world of students first before they get caught up in the teaching aspect. So before students want what the teacher gives, students want to know that their teacher cares about them first.

The principles of Quantum Learning refer to DePorter, namely:[64]

a. Everything speaks

Everything, from surroundings and tone of voice to distribution of materials, conveys an important message about learning. Teacher's way of teaching, materials, media, and arrangement of the chairs will give impacts to the students.

b. Everything is on purpose

Its mean that what is going on the teaching learning process and everything we do has an intended purpose. Then, the teacher should have an appropriate plan to run the teaching activity in order to achieve the goal of the learning process.

c. Aha discovery of learning

This principle highlights the students' experience in leading to their own formulation or finding the new concept they are learning by their own.

d. Acknowledge every effort

Acknowledgement of each student's effort encourages learning and experimentation. 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.

e. If it's worth learning, it's worth celebrating

Celebrating provides feedback regarding progress and increases positive emotional associations with the

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[64] Rihda Rahmayanti, *"Applying Quantum Teaching To Enhance Freshmen's Writing Skill, Ar-Raniry State Islamic University,"* 2017, 11-12.

learning. 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.

5. **The Benefit and Weakness of Using Quantum Leaning**

Referring to a book written by DePorter and Hernacki, they explain the advantages and disadvantages of using this quantum learning method, including:[65]

a. Quantum learning is focused on quality and meaning interaction, not just the meaning of the transaction.

b. Quantum learning accelerates learning so much emphasis on a high level of success.

c. It has model that combines the learning context and content.

d. Quantum learning focuses on the formation of academic skills, life skills, and physical or material accomplishment.

e. Quantum learning place value and beliefs as an important part of the learning process.

f. Quantum learning prioritizes diversity and freedom, not uniformity and order.

g. Integrate the totality of quantum learning body and mind in the learning process.

However, there is some weakness of using quantum learning.

a. Quantum learning is requires real experience.

b. Need a long time to emerge student's motivation to learn.

c. The teacher should provide the topic that related to the student experience.

Based on the explanation, it means that the quantum learning method emphasizes quality and interaction and shapes students' academic skills. Then the weakness of the quantum learning

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[65] Mike, *Quantum Learning. Get used to comfortable and enjoyable learning, 2003,*p.3.

method is that it requires direct action in teaching, and it is difficult to increase student motivation in a short time.

6. **Teaching Learning Writing by Using Quantum Learning**

According to DePorter, Readon and Nurin, they said there are several steps that must be taken in using the quantum learning method. Judging from the planning framework for quantum learning, the step that can be taken is to combine several frameworks to implement the use of this method in teaching writing.[66]

a. The first step in this integration is Enroll, Label and Experience. In this case Enroll is the first step taken by the teacher which should motivate students to build their interest in learning and their awareness of the benefits in learning. Then Experience is the involvement of students' feelings and cognitive processes in learning. While labels are related to students' ability to recognize and pay attention to the experiences they can and do during the learning process.

b. The second step is demonstration which is giving students the opportunity to show or apply what they know and this is suitable for the preparation process in the writing process.

c. The third integration is review and reflection, in the context of ELT the teacher can be a reviewer or editor of drafts in student writing. In addition, teachers can ask students to do peer feedback by asking friends to read and provide comments and suggestions for their first draft.

d. The last step is celebration, this step do to appreciate what students have done in the learning process to be able to motivate them to be more active in learning and to praise their writing.

Based on the explanation above, it can be concluded that the steps that can be taken to implement the use of this quantum

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[66] B Readon, M. Nurin De Porter, "Quantum Teaching : Practicing Quantum Learning in Classrooms" (Bandung: PT. Mizan Pustaka, 2000).

learning method are to foster enthusiasm and motivation, then ask students to give their opinions, then get students involved in learning, then ask students to practice what they have learned studied, then asked them to repeat it to explain the material and the last thing was to celebrate because they had followed the learning process.

7. **Procedure of Teaching Descriptive Text by Using Quantum Learning Method**

   To start the teaching activities in using this method, below is the things that need to be prepared:

   a. Preparation Phase
      1) Preparing the students learning conditions by greeting and asking them to do a pray.
      2) Preparing the attendance list and asking the students conditions.
      3) Creating positive suggestive sentence to give to the students.
      4) The researcher shows the PPT of the material.

   b. Implementation Stage
      1) Enroll : The teacher asks several questions related to the topic to be studied. The researcher also provides motivation to students about the importance of learning descriptive text.
      2) Experience: The teaxher provides material about descriptive text and its generic structure and asks students to read the descriptive text.
      3) Label : The teacher explains the concept of descriptive text material. The researcher provides examples and ways to create descriptive text according to applicable rules. By clarifying the generic structure, namely identification and description. The researcher asked the students to tell where the generic structure was located it is related to students ability on recognize the material.

4) Demonstration: The teacher ask the students to write descriptive text to check students understanding. Then the teacher directed them to make a presentation.

5) Review and Revlection: After the students write the descriptive text, the teacher checks the students writing result or the students exchange their writing result to other friends to check whether the writing is appropriate in writing based on the generics structure and language features in the descriptive text.

6) Celebration: The teacher appreciated the students' achievements and invited them to clap to celebrate their achievements.

c. Evaluation Phase

1) The researcher given the students question.

2) The researcher paying attention of problem faced by the students.

3) Conducting the research through written tests.

Based on the explanation above, it can be conclude that the procedure of teaching descriptive text by using quantum learning method have three stage on the implementation.

8. The Specific Purpose by Using Quantum Learning Method

One of the ways that can be used to create a comfortable and pleasant classroom atmosphere is through the application of the quantum learning method. In line with the opinion of Rose and J. Nichol who said that there are several ways to make learning fun, namely:[67]

a. Creating a non-stressful learning environment, namely a safe learning environment to make mistakes without feeling burdened but with high hopes for successful results.

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[67] Ma 'ruf Zahran, "Quantum Learning: Spesifikasi, Prinsip, Dan Faktor Yang Mempengaruhinya," *JRTIE: Journal of Research and Thought of Islamic Education* 2, no. 2 (2019): 149, http://jurnaliainpontianak.or.id/index.php/jrtie/article/download/1405/pdf.

b. Knowing the benefits and importance of a subject or lesson.

c. To ensure that learning is do in a humorous way, regular breaks and enthusiastic support.

d. Involves all senses of body movement and also the right brain and left brain thoughts.

e. Challenging the brain to think far ahead by exploring what is being studied.

f. Strengthen the material by reviewing the material that has been studied.

Based on the explanation above, that means the quantum learning method aims to create a comfortable learning environment so that students are not stressed, makes students know the importance of a lesson, learning is carried out in a fun way, challenges the brain to explore one's abilities in strengthening the learning material.

9. Expository Method

a. Definition of Expository Method

This topic present of the literature that related of the problem faced by student in learning on the class. This topic is the method used by English class teachers at school. The expository method is such a direct explanation from the teacher to students. This method is more based on pressuring the students to understand the words that the teacher explains in front of the class.

According to Ulit, expository method is a known as direct teaching where the role teacher in learning activities as information giver to the students.[68] It means from the theory that, expository method is the teacher becomes the center of the learning process when delivering material. Also Killen stated that, teacher centered approach are sometime seen direct

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[68] Ulit and Enriqueta, "Teaching the Elementary School Subject" (Manila: Boo Store, 2004), p.235.

instruction.[69] Where in this learning the teacher has a dominant role, which means the teacher an active role during the learning process such as explain the material directly to the students. In addition, the teacher has a good control in learning activities such as to tbe taugh and the information needed by the students. In other meaning state by Swaak, he said this method falls into a category that is not good for students because the learning process is directly through explaining the material and asking questions as an interaction.[70]

b. Implementation Procedure of Using Expository Method

Expository method has several characteristic. First, in this strategy the delivery of the material by teacher did by verbally or speaking orally. Secondly, the learning material presented and prepare by the teacher. Third, the main objective of expository method is mastery of the learning material itself.[71] It means that after the learning process end, the students are expected to understand with correctly the material that has been explained.

Then, the implementation of expository method according to Romiszowski state that expository method taking several steps, there are:[72]

1) Preparation

The success of this method is good preparation and readiness. The teacher prepares the material first before entering the class.

2) Presentation

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[69] Killen Roy, "Teaching Strategies for Outcomes-Based Education" (Cape Town: Juta & Co., 2007), p.78.

[70] Ton de Jong Swaak Janine, "The Effect of Discovery Learning and Expository Instruction on the Acquisition of Definition and Intuitive Knowledge," *Journal of Computer Assisted Learning* 20 (2004): 225-234.

[71] Harumni, "Strategi Dan Model-Model Pembelajaran Aktif Menynangkan" (Yogyakarta, 2009), p.117.

[72] Romiszowski, "Producing Instructural System : Lesson Planning for Inividuallizes and Group Learning Activity" (London: Kogan Page, 1984), p.56.

Presentation is steps in delivering the material of the subject in accordance with the preparation that have been made.

3) Application

The application is the steps to see the ability of students after they have listened to the teacher explanation. Through this steps the teacher can find out the extent to which students understand or not about the topic by ask or giving them a task about the material that have been explained.

From explanation above, it can be concluded that the expository mrthod is a teacher-center learning strategy, where the teacher explains the material directly to students and the student comprehend the delivered materials.

c. Teaching Descriptive Text by Using Expository Method

There are several steps in preparing teach descriptive text using the expository method, including:[73]

1) Preparation

The preparation stage is related to preparing students to receive lessons. The success of this expository method really depends on the preparation. The objectives to be achieved from this step are:

a) Encourage students' enthusiasm and interest in learning.

b) Create curiosity about learning material.

2) Presentation

The presentation stage is the step of delivering learning material in accordance with the preparations that have been made so that

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[73] Wina Sanjaya, "Perencanaan Dan Design Sistem Pembelajaran," ed. Kencana (Jakarta, 2012).

students can easily receive the learning material. Therefore, there are several things that must be considered:

    a) Use of appropriate language.

    b) Delivering the descriptive text material with clearly.

    c) Delivering the descriptive text material including of the meaning, function and generic structure.

    d) Give an examples of descriptive text in everyday life.

3) Application

This application stage is a step to determine students' ability to listen to the teacher's explanation. Through this step the teacher can find out the extent of understanding of the subject matter received by students.

Based on the explanation above, it can be conclude that expository have three steps on the teaching descriptive text in the class.

d. The Advantages and Weakness of using Expository Mehod

Referring from Harumni and explained the advantages and disadvantages of using this expository method, including:[74]

1) Advantages of Expository Method

The expository method is learning method that has several advantages, including:

    a) Using expository method the teacher can control the sequence of learning material, so the teacher can find out the

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[74] Harumni, "Strategi Dan Model-Model Pembelajaran Aktif Menyenangkan" (Yogyakarta, 2009).

extent to which students understand the subject.

b) The expository method is effective if the learning material that students must master is quite extensive while the study time they have is limited.

c) Through the expository method, the students hear the teacher explanation of the subject beside that the students can also observe the subject material.

d) The expository method can be used for classes that have a large number of students.

2) Weakness of Expository Method

Besides having advantages, the expository method has the weakness, including:

a) The expository method only can be applied to students who listen carefully to the material.

b) The expository method cannot help the differences between each student both of the differences in ability, knowledge, interest, talent and learning styles.

c) The expository method is difficult to develop the students skills, interpersonal relationship, and the critical thingking, because they are mostly given through the teacher.

d) The success of the expository method is really depends on the teacher has given, such as the preparation, knowledge, self-confidence, enthusiasm, motivation and the ability to manage the class.

e) The expository method using the communication pattern by one-way communication, so the opportunity to

> control the students comprehension is limited.

Based on the explanation, it means that the expository method emphasizes the quality of the teacher in the class during the learning process and the students' ability to receive learning material. Then the weakness of this method is that the teacher cannot know the abilities and differences of the students and the students only listen to the teacher's explanation.

D. Hypothesis

The hypothesis in a study is a statement about the distribution of a variable or the relationship between two variables to be studied. So the hypothesis is a temporary answer to the problem that needs to be tested for truth through analysis.[75]

1. Research Hypothesis

   "There is a significant effectiveness of Quantum Learning Method in fostering students writing ability on descriptive text in tenth grade at SMK Negeri 1 Pekalongan in the academic year 2022/2023."

2. Statistical Hypothesis

   $H_0 : \mu_1 = \mu_2$ There is no a significant effectiveness of Quantum Learning Method in fostering student's writing ability on descriptive text in tenth grade at SMK Negeri 1 Pekalongan in the academic year 2022/2023..

   $H_I : \mu_1 \neq \mu_2$ There is a significant effectiveness of Quantum Learning Method in fostering student's writing ability on descriptive text in tenth grade at SMK Negeri 1 Pekalongan in the academic year 2022/2023.

   Description:

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[75] Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing (Pendekatan Kualitatif Dan Kuantitatif) Edisi 2, Graha Ilmu : Yogyakarta*, 2018, 77.

H_0: The null hypothesis, there is no effect of Quantum Learning Method in fostering student's writing ability on descriptive text.

H_I: Alternative hypothesis, there is an effect of Quantum Learning Method in fostering student's writing ability on descriptive text.

μ_1: Student learning outcomes using Quantum Learning Method on descriptive text.

μ_2: Student learning outcomes using conventional learning models or methods.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of Research

1. Time of the Research

   The research was conducted in the academic year 2022/2023.

2. Place of the Research

   The research was conducted at SMK Negeri 1 Pekalongan, Pekalongan sub-district, East Lampung Regency.

B. Research Design

This research uses the type of Quasy Experiment research for the design. Because of this experiment is suitable in the field of education. Quasy Experiment research is research that has experimental criteria by conducting a pre-test and post-test to measure the gain from the test treatment and already has an experimental class or control class.[76] The method used in this study uses quantitative methods, namely research methods that have stages in it such as compiling research questions, compiling hypotheses, preparing research designs, developing data collection tools, collecting data, analyzing data and drawing conclusions based on the results of the analysis.[77] The research design used in this research is time series design and control group time series design. The respondents used in this research were not randomly selected and using the control class and the experimental group class.[78]

C. Population, Sample, and Data Collection Technique

1. Population

   The population is the entire subject or object to be measured and has certain quantities and characteristics determined by the

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[76] John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Method Approach*, *Nucl. Phys.*, vol. 13, 2014, 41.

[77] Setiyadi, *"Metode Penelitian Untuk Pengajaran Bahasa Asing (Pendekatan Kualitatif Dan Kuantitatif) Edisi 2*, Graha Ilmu : Yogyakarta"2015, 75.

[78] Ibid. 79.

researcher to be studied and then drawn conclusions.[79] The population in this study is the students of class tenth grade at SMK Negeri 1 Pekalongan, Pekalongan District, East Lampung Regency.

Table 3.1
All students of class X at
SMK Negeri 1 Pekalongan, East Lampung

No.	Class	Number of Students
1.	X Accounting 1	32
2.	X Accounting 2	31
3.	X Technical Light Vehicle 1	30
4.	X Technical Light Vehicle 2	26
5.	X Animal Husbandry	29
	Total	148

Source: Data on the number of students at SMK Negeri 1 Pekalongan, East Lampung.

2. Sample

Sample is some part of the number and characteristics possessed by a population. Sampling was carried out by using cluster random sampling.[80] It is a type of sampling technique in which a researcher divides the population into separate group as clusters. The researcher was used cluster random sampling because, the researcher choose a sample in the form of class randomly from the population. The way to take samples was done using an experimental class and a control class using student class X Accounting at SMK Negeri 1 Pekalongan, the following steps are used:

a. First, the researcher wrote the name of classes on small piece of paper.

b. Then, the researcher rolled up the paper and put into a glass.

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[79] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D, Alfabeta : Bandung*, 2019, 126.

[80] Setiyadi*, "Metode Penelitian Untuk Pengajaran Bahasa Asing (Pendekatan Kualitatif Dan Kuantitatif) Edisi 2, Graha Ilmu : Yogyakarta. 36"*

c. The researcher takes a random roll of paper as the experimental class and takes another roll of paper for the control class.

3. Data Collection Technique

The data collection technique used in this research is test. Test is a stimulus that is given to someone with the intention of getting answers that are done to be used as the basis for scores.[81] The test is used to measure a person's knowledge, skills and abilities or talents. The test conducted by the researcher is to find out that the Quantum Learning Method can foster student ability on writing descriptive text. The tests conducted by the researchers were pre-test and post-test which used to find out that the Quantum Learning Method can fostering student ability on writing descriptive text.

a. Pre-Test

Pre-test is given before the treatment. This test was held with the aim to knowing how far the material be taught can be mastered by students. In the pre-test, students are asked to write a descriptive text consisting of 150 words and 60 minutes for the time allocation by selecting the topics provided.

b. Post-Test

The post-test was carried out with the aim of knowing whether the material that has been taught can be mastered well by students. In the post-test, students are also asked to write a descriptive text consisting of 150 words or more and the same time allocation is 60 minutes by choosing a topic that has been provided.

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[81] Patricia Pulliam Phillips et al., *Data Collection Planning for and Collecting All Types of Data . Toward a Media History of Documents*, vol. 13, 2013,13. https://doi.org/10.26458/1746.

D. Definition of Variable Operational

A variable is a characteristic of a group of people, their behavior or their environment that varies from one individual to another.[82] The variables contained in this study are as follows:

1. The independent variable is a variable in a study used as a cause or function to influence the dependent variable. In this study, the independent variable is the Quantum Learning Method with a mathematical symbol (X).

2. The dependent variable is the main variable used to measure all treatments in the study when it is completed. In this study, the dependent variable is fostering student writing ability on descriptive text with a mathematical symbol (Y).

E. Research Instrument

The research instrument is a tool used by researchers to measure natural and social phenomena being observed and collect data about a variable.[83] The research instrument used in this research is the writing test. Test is a tool to measure that has a standard so that it can be used widely, and can be used to compare and measure the psychological state or behavior of each individual.[84] The researcher use two test of the instruments, there are pre-test and post-test. This test is used to determine the effectiveness of the Quantum Learning Method in fostering student's writing ability on descriptive text. According to Hamp-Lyons, it is recommended to use a minimum of 100 words, but this minimum standard is not suitable for students with low writing skills.[85] Breland added that a sample of a writing that reached 150 words in English text occurred in high school students.[86] Meanwhile Munoz, et.al also refers to specific instructions for students, for

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[82] Setiyadi, "*Metode Penelitian Untuk Pengajaran Bahasa Asing (Pendekatan Kualitatif Dan Kuantitatif) Edisi 2, Graha Ilmu : Yogyakarta. 87*"

[83] Sugiyono, "*Metode Penelitian Kuantitatif, Kualitatif Dan R&D, Alfabeta : Bandung.*"159.

[84] Anas Sudjiono, *"Pengantar Evaluasi Pendidikan, Rajagrafindo Persada: Jakarta,"* 2006,66.

[85] Liz Hamp-Lyons, "*Assesing Second Language Writing Academic Context Norwood : Ablex*," 1991, 5.

[86] Hunter M. Breland, *The Direect Assesment of Writing Skill : A Measure Review* (New York : College Entrance Examination Board, 1983).

example the number of words is 100 words and takes 30-60 minutes.[87] Then Lloyd-Jones argues that 55 minutes for the test is too long, a common time allocation for high school or college students is 20-30 minutes.[88] Copper added the limit of time for writing is 70 – 90 minutes for high school.[89]

Some of these references regarding the length or size of words and time allocation can be concluded that the average for writing text is 150 words with 60 minutes. Based on the Merdeka Curriculum for Vocational High School, one lesson takes 45 minutes. In this research, the researcher used two hours of subjects with 90 minutes which were used to explain instructions from descriptive texts, collect student worksheets and unexpected events during the test. The test score will be calculated based on the scoring system proposed by Tribble as follows:[90]

Table 3.2
Scoring System

Area	Score	Descriptor
Task Fulfillment/ Content	20-17	**Excelent to very good :** Excellent to very good treatment of the subject, consider vsriety of idea or argument, independent and through interpretation of the topic, content relevant to the topic, acurated detail.
	16-12	**Good to average:** Adequate treatment of topic, same variety of ideas or argument, some independence of interpretation of the topic, most content relevant to the topic, reasonably accurated detail.
	11-18	**Fair to poor:** Treatment of the topic is hardly adequate, little variety of ideas or

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[87] Marcella Palacio Ana Munoz, Sandra Gaviria, *"Guidlines for Teaching and Assesing Writing,"* 2017.

[88] Ricahrd Lloyd-Jones, *"Evaluating Writing: Describing, Measuring Judging,"* 1997, 44.

[89] Peter L. Cooper, "*Assesment of Writing Ability* : A Review of Research GRE Board Research Report GREB No. 82-15R; ETS Research Report; Educational Testing Service," 1984.

[90] Christopher Tribble, "Writing Difficult Texts," no. September (1999), 130.

		argument, some irrelevant content to the topic, lacking detail.
	7-5	**Very poor:** Inadequate traeatment of topic, no variety of ideas or argument, content irrelevant, or very resisted, almost no useful detail.
	4-10	**Inadequate:** Fails to address the task with any effectiveness.
Organization	20-17	**Excellent to very good:** Fluent expression, ideas clearly stated and supported, appropriately organized paragraph or section, logically sequence, connectives appropriately used.
	16-12	**Good to average:** Uneven expression, but main ideas stand out, paragraph or section evident, logically sequenced, some connectives used.
	11-18	**Fair to poor:** Very uneven expression, ideas difficult follow, paragraphing/organization does not help the reader, logical sequence difficult to follow, connectives largerly absent.
	7-5	**Very poor:** Lacks fluent expression, ideas very difficult to follow. Little sense of paragphing/organization, no sense of logical sequence.
Vocabulary	20-17	**Excelllent to very good:** Wide rangeof vocabulary, accurate word/idiom choice and usage, appropriate selection to match register.
	16-12	**Good to average :** Adequate range of vocabulary, occasional mistakes in word/idiom choice and usage, register notalways appropriate.
	11-18	**Fair to poor:** Limited range of vocabulary, a noticeable number of mistakes in

		word/idiom choice and usage, register not always appropriate.
	7-5	**Very poor:** No range vocabulary, uncomfortably frequent mistakes in word/idiom and usage, no apparent sense of appropriate.
	4-0	**Inadequate:** Fails to address his aspect of the task with any effectiveness.
Language	30-24	**Excellent to very good:** Confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition, meaning never absurced.
	23-18	**Good to average:** Acceptable grammar-but problem with more complexes structure, mostly appropriate structure, some errors of agreement, tense number, word order, article, pronouns preposition, meaning sometimes obscured.
	17-10	**Fair to poor:** Inssufisient range of structure with control only shown in simple construction, frequent errors of agreement, tense number word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	**Very poor:** Major problems with structure – even simple ones; frequent errors of negotiation, agrrement tense, number, word order/function, article pronouns, prepositions, meaning often obscured.
	5-0	**Inadequate:** Fails to address his aspect with any effectiveness.
Mechanics	10-8	**Excellent to very good:** Demonstrate full command of spelling, punctuation, capitalization, and layout.
	7-5	**Good to average:** Occasional error in

	spelling, punctuation, capitalization, layout.
4-2	**Fair to poor:** Frequent error in spelling, punctuation, capitalization, layout.
1-0	**Very poor:** Fails to address his aspect of the task with any effectiveness.

The results of the tests carried out by students or students are based on the scoring guidelines proposed by Tribble. Furthermore, the average percentage of the steps of completion the test:

$$S = \frac{R}{N} \times 100\%$$

Description:
S : Expected Score (searched)
R : Total score of items or questions that are answered correctly
N : The maximum score of the tests performed.

In this case, the researcher asked students to describe places and person during the pre-test and post-test. Researchers assume that using places and people will make the students easier to explain. The places used for the pre-test and post-test are historical places located in several parts of Indonesia so that students are also familiar when describing them. Then for the people use such as well-known figures from various occupations, in the fields of politics, music and comedy.

    a. Pre-Test
1) Lampung Museum
2) Borobudur Template
3) Joko Widodo
4) Raisa Andriana

    b. Post-Test
1) MONAS (Monument National)
2) Tangkuban Perahu
3) Ir. Soekarno
4) Raffi Ahmad

F. Validity and Reliability of the Instrument

   1. Validity Test

   Validity is to know the true nature according to the existing evidence. Valid means that the instrument can be used to measure what it is supposed to be measure.[91] One of example calculated the validity by using the correlation formula from Karl Pearson as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\Sigma_x)^2][n \sum y^2 - (\Sigma_y)^2]}}$$

   Description:

   r_{xy} : Validity Coefficient

   x : Score of each item

   y : Total score

   n : Number of participants

   The calculation results are based on the correlation formula in quantitative values as follows:

Table 3.3
Validity Coefficient Interpretation

The Value of r_{xy}	Interpretation
$0 < r_{xy} \leq 0,20$	Very Low
$0,20 < r_{xy} \leq 0,40$	Low
$0,40 < r_{xy} \leq 0,70$	Average
$0,70 < r_{xy} \leq 0,90$	High
$0,90 < r_{xy} \leq 1,00$	Very High

   From the explanation above, it can be conclude with using validity can measure all aspect that can be measured and by using validity the test instrument is feasible and also appropriate. In this study there are two concept of validity was used, namely:

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[91] Haradhan Kumar Mohajan, *"Two Criteria for Good Measurements in Research: Validity and Reliability,"* *Annals of Spiru Haret University. Economic Series* 17, no. 4 (2017): 2, https://doi.org/10.26458/1746.

a. Content Validity

Content validity means that the value associated with all the items in the measuring instrument. And to fulfill the validity of this type the researcher must look at all the indicators in the form of items and analyze whether the size as a whole represents the material to be measured. This content validity refers to the extent to which the test is properly measured or specifically related to the nature, content, validity designed based on examination of the textbook, syllabus, objectives and learning materials and their meaning must be in accordance with the learning material. To obtain content validity, the test was adapted with the class syllabus in X Accounting about writing.

b. Construct Validity

Construct validity is used for measuring instruments that have indicators in measuring one aspect or construct. Construct validity is often associated with measuring instruments related to psycholinguistics such as language attitudes, motivation in learning foreign languages and this validity is often used to measure knowledge tests and language skills. In this study, there are five components that are measured for students in writing descriptive texts namely content, organization, vocabulary, language and mechanics.

2. Reliability Test

The reliability test aims to determine the consistency of the instrument as a measuring tool, so that the measurement can be trusted.[92] Then for testing the reliability use the alpha formula, because the test questions given are in the form of descriptions. The alpha formula is meant as follows:

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[92] Mohajan, "Two Criteria for Good Measurements in Research: Validity and Reliability.,1."

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum s_i^2}{s^2 t}\right)$$

Description:

r_{11}: Test reliability coefficient

n : The number of items on the test

1: Constant number

$\sum s_i^2$: Total score variance of each question

$S^2 t$: Total variance

While the formula for calculating the total variance is as follows:

$$S_t^2 = \left(\frac{\sum x_i^2}{n-1}\right) - \left(\frac{(\sum x_1)^2}{n(n-1)}\right)$$

Explanation:

$\sum X_i^2$: Sum of squares of all item scores

$(\sum x_1)^2$: Sum of the squares of the subjects.[93]

Table 3.6
Reliability Criteria

Reliability	Criteria
$0,00 \leq r_{11} \leq 0,20$	Very Low
$0,20 < r_{11} \leq 0,40$	Low
$0,40 < r_{11} \leq 0,60$	Average
$0,60 < r_{11} \leq 0,80$	High
$0,80 < r_{11} \leq 1,00$	Very High

3. Readability Test

Readability test were indicators that measure how easy a document is to read and understand. For evaluator, readability statistics can be solid predictor of the language difficulty lebel. And to know readability of the descriptive text writing ability test instrument, the researcher follows Koume's research. This participant evaluated the instruction and the understanability of

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[93] Sugiyono, "Statistik Untuk Penelitian, Bandung : Alfabeta," 2006, 282.

each item on a scale of 1-10. Where 1 is describing an easy item to read and 10 describes the difficult item to read.[94] The question was test in individually and the question for readability that was attached. Then, the writer measured mean of each item. Based on the findings of Kuoame's research, if the mean of all items of the instrument text has under 4.46, the instrument is quite readable and understandable by the readers or test taker or students.

Based on the explanation before, that can be conclude that the readability test is a test that measure whether the instrument used in writing test can be clearly understood and read by the reader.

G. Fulfillment of the Assumption

1. Normality Test

The simplest normality test is to graph the frequency distribution of the scores you have. The normality test was conducted to determine whether the samples taken in the study were normally distributed or not. The normality test used in this study was the Kolmogrov – Smirov and Shapiro Wilk. Kolmogrov – Smirov and Shapiro Wilk is a non-parametric normality test.[95] Here is the Kolmogrov – Smirov and Shapiro Wilk formula:

$$L_{hitung} = Max|f(z) - S(z)|, L_{tabel} = L_{(\alpha,n)}$$

By Hypothesis:
$H_0 : f(x) =$ Normal
$H_a : f(x) \neq$ Normal
Conclusion: If $L_{hitung} \leq L_{tabel}$ Then H_0 accepted

These the test steps are:
    a.   Sort the data
    b.   Determine the frequency of each data

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[94] Julien B. Kouamé, "Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants," *Journal of MultiDisciplinary Evaluation* 6, no. 14 (2010): 132–39, https://doi.org/10.56645/jmde.v6i14.280.

[95] Usmadi, "Pengujian Prasyarat Analisis (Uji Homogenitas Dan Uji Normalitas), Inovasi Pendidikan" Vol 7, No. (2020), 58.

c. Determine the cumulative frequency

d. Determine the value of Z where $Z_i = \frac{x_i - \bar{x}}{s}$, with

$$\bar{X} = \frac{\Sigma x_1}{n}, \quad S = \sqrt{\frac{\Sigma_{i=1}^n (X_i - \bar{X})^2}{n-1}}$$

e. Determine the value of $f(z)$, using table z

f. Specifies $\quad\quad s(z) = \frac{f_{cum}}{n} \quad\quad$ where

$f_{cum} = cumulative\ frequency$

g. Determine the value of $L = |f(z) - S(z)|$

h. Determine the value $L_{hitung} = Max|f(z) - S(z)|$

i. Specifies the value $L_{tabel} = L_{(a,n)}$

j. Compares L_{hitung} and L_{tabel}. $L_{hitung} \leq L_{tabel}$, then H_0 is accepted.

The hypothesis normality test were formulated as follows:

H_0 : The data are normally distributed

H_a : The data are not normally distributed.

While, the criteria of acceptance or rejection of hypothesis for normality test as follows:

H_0 was accepted if Sig. > α = 0.05

H_a was accepted if Sig. < α = 0.05

2. Homogeneity Test

Homogeneity test is used to determine whether the population variance is the same or not. The homogeneity test was carried out to show that the differences that occurred in parametric statistical tests such as t-test, ANOVA. Homogeneity of variance test is necessary before comparing two or more groups.[96] The homogeneity test that will be used in this study is the Bartlett test, while the formula used is as follows:[97]

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[96] Usmadi, "*Pengujian Prasyarat Analisis (Uji Homogenitas Dan Uji Normalitas),* Inovasi Pendidikan. 51"

[97] Muhammad dan Novalia Zyazali, "Olah Data Penelitian Pendidikan, Anugrah Utama Raharja : Bandar Lampung," 2014. 54-55.

$$X^2_{hitung} = (10)\left\{B - \sum_{i=1}^{k} dk \, Log S^2\right\}$$

$$X^2_{tabel} = X^2_{(a,k-1)}$$

The hypothesis of the *Bartlett Test* is as follows:

H_0 = homogeneous data

H_a = inhomogeneous data

The criteria for drawing conclusions for the *Bartlett test* are as follows:

If $X^2_{hitung} \leq X^2_{tabel}$ then H_0 accepted.

The *Bartlett test* steps are:

a. Determine the variance of each data set. Variance formula

$$s^2 = \frac{\sum_{i=1}^{n}(x_i - \bar{x})^2}{n-1}$$

b. Determine the combined variance with the formula

$$S^2_{gab} = \frac{\sum_{i=1}^{k}(dk \cdot s_i^2)}{\sum dk} \text{ where } dk = n - 1$$

c. Determine the Bartlett value with the formula

$$B = \left(\sum_{i=1}^{k} dk\right) Log S^2_{gab}$$

d. Determine the value of the chi squared test with the formula

$$X^2_{hitung} = \ln(10)\left\{B - \sum_{i=1}^{k} dk \, Log S^2\right\}$$

e. Determine value $X^2_{tabel} = X^2_{(a,k-1)}$

f. Compare X^2_{hitung} dan X^2_{tabel} and in conclusion, if $X^2_{hitung} \leq X^2_{tabel}$ then H_0 accepted.

The hypothesis homogenity test were formulated as follows:

H_0 : The data are normally distributed

H_a : The data are not normally distributed.

While, the criteria of acceptance or rejection of hypothesis for homogenity test as follows:

H_0 was accepted if Sig. $> \alpha = 0.05$

H_a was accepted if Sig. $< \alpha = 0.05$

H. Hypothesis Testing

Hypothesis testing with T test is used to determine the effect of each independent variable individually on the dependent variable. The T test aims to determine whether the regression coefficient is significant or not. The formula that was used in this research was indeprndent sample T-Test as follows:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{\sum x_1^2 \frac{(\sum x_1)^2}{n_1} + \sum x_2^2 \frac{(\sum x_2)^2}{n_2}}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

X_1 : Mean of Experimental class

X_2 : Mean of Control Class

$\sum x_1^2$: Average deeviation in experimental class

$\sum x_2^2$: Average deeviation in control class

n_1 : Number of sample in experimental class

n_2 : Number of sample in control class

H_a : There is a significant effectiveness of quantum learning method in fostering students writing ability on descriptive text at the tenth grade at SMK Negeri 1 Pekalongan in the academic year 2022/2023.

H_0 : There is no a significant effectiveness of quantum learning method in fostering students writing ability on descriptive text at the tenth grade at SMK Negeri 1 Pekalongan in the academic year 2022/2023

While, the criteria of acceptance or rejection of hypothesis test as follows:

H_0 was accepted if Sig. (Pvalue) $> \alpha = 0.05$

H_a was accepted if Sig. (Pvalue) $< \alpha = 0.05$

CHAPTER IV
RESULT AND DISCUSSION

A. Data Description

This Research was conducted in SMK Negeri 1 Pekalongan from 2th August to 19th August, 2023. In this research carried out through five steps. They include pre-test, triple treatment and post test. To determined the effectiveness of quantum learning method in fostering students writing ability on descriptive text. Before carried out the several steps, the first step that researcher did is asking permission from the principal and English teacher at SMK Negeri 1 Pekalongan, Lampung Timur.

The researcher used two classes to be given a pre-test and post test namely for the experimental class (X Acccounting 1) for the control class (X Accounting 2). The researcher was carried out tryout on August 4th 2023. After that the researcher was carried out the pre-test in experimental class on Friday, August 5th 2023 at 08.40 am and the pre-test in control class was carried out on Friday, August 5th 2023 at 10.00 am. The the researcher was conducted triple treatment to experimental class who were taught by using quantum learning method on August 11th, 12th, 18th 2023 and for control class taught by expository method on August 11th, 12th, 18th 2023.

After conducted the treatments, the researcher was conducted the post test in experimental class was carried out on Saturday, August 19th 2023 at 08.40 am and the post test in the control class was carried out on Saturday, August 19th 2023 at 10.00 am. All students followed the steps.

B. Result of the Research

The data obtained in the form of scoes. The scores was based on the result of pre-test and post test. The pre-test ws distributed before the treatment was given, while the post test was distributed after the students wee given the treatment. There are two classes as the sample of the research, they were X Accounting 1 as the experimental class and X Accounting 2 as the control class.

1. Result of Pre-Test

In this research the pre-test was conducted to know students writing ability on descriptive text before given the

treatment. The pre-test in the experimental class was carried out Friday 5th August 2023 at 08.40 am and the pre-test in control class was carried out on August 5th 2023 at 10.00 am. The score pre-test of the students writing descriptive text can be seen in figure 4.1 for experimental class and figure 4.2 pre-test in control class.

a. Result of Pre-Test in Experimetal Class (X Accounting 1)

Picture 4.1

Graph Result of The Pre-Test in Experimental Class
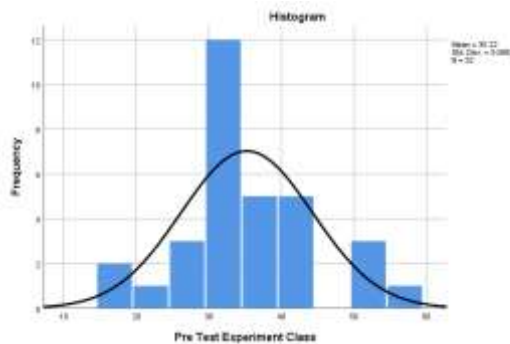
Based on the figure above, that can be seen there was one student who got scores 17, there was one student got scores 19, there was one student who got scores 22, there was one student who got scores 25, there were two student who got scores 26, there were two student who got scores 30, there was one student who got scores 32, there were six student who got scores 33, there were three student who got scores 34, there were two student who got scores 35, there was one student who got scores 37, there was one student who got scores 38, there was one student got score 39, there were two student who got scores 40, there were two student who got scores 42, there was one student who got scores 43, there were two student who got scores

50, there was one student who got scores 52, there was student who got scores 57.

Table 4.1
Statistics the result of Pre-Test in
Experimental Class (X Accounting 1)
Statistics

Pre Test Experiment Class

N	Valid	32
	Missing	0
Mean		35.22
Std. Error of Mean		1.606
Median		34.00
Mode		33
Std. Deviation		9.086
Variance		82.564
Range		40
Minimum		17
Maximum		57
Sum		1127

Based on the table above, it can be seen that mean of the pre-test score in experimental class (X Accounting 1) is 35.22. While, the median score in the pre-test result of the experiment class is 34.00. And then, the maximum score obtained from the pre-test in experimental class is 57 and the minimum score obtained from the pre-test in experimental class is 17. This is the result of score from the pre-test in experimental class shows the level of writing ability before being given the treatment.

b. Result of Pre-Test in Control Class (X Accounting 2)

Figure 4.2
Graph Result of The Pre-Test in Control Class
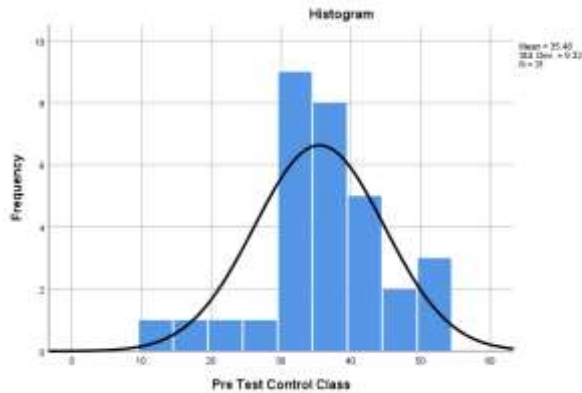
Based on the figure above, it can be seen there was one student who got scores 12, there was one student who got scores 18, there was one student who got scores 22, there was one student who got scores 26, there were eight student who got scores 30, there was one student who got scores 34, there were two student who got scores 35, there was one student who got scores 36, there were two student who got scores 37, there was one student who got scores 38, there were two student who got scores 39, there were three student who got scores 40, there was one student who got scores 41, there was one student who got scores 43, there was one student who got scores 45, there was one student who got scores 47, there was one student who got scores 50, there was one student who got scores 52, there was one student who got scores 54.

Table 4.2
Statistics the result of Pre-Test in
Control Class (X Accounting 2)
Statistics

Pre Test Control Class

N	Valid	31
	Missing	0
Mean		35.48
Std. Error of Mean		1.674
Median		36.00
Mode		30
Std. Deviation		9.320
Variance		86.858
Range		42
Minimum		12
Maximum		54
Sum		1100

Based on the table before, the table shows that the mean of the pre-test in control class (X Accounting 2) is 35.48. While, the median score in the pre-test of the control class is 36.00. And then, the maximum score obtained from the pre-test in control class is 54 and the minimum score obtained from the pre-test in control class is 12. The result of score from the pre-test in control class shows the level of writing ability students before being given the treatment.

Based of the data on the data from result of the pre-test for the experimental class and pre-test for control class above, it can be conclude the mean of the pre-test for the experimental class is 35.33 and mean of the pre-testfor control class is 35.48. the data shows that the writing score of the

students in both the experimental class and control class is still below with standart score of 50.

2. **Result of Post Test**

The researcher conducted the post test after the student given the treatment, this test given to students to find out whether there are differences in student writing ability after students are given treatment with before being given treatment. The post test in experimental class was carried out on Saturday, August 19th 2023 at 08.40 am and post test in the control class was carried out on Saturday, August 19th 2023 at 10.00 am. The post test of the students writing ability on descriptive text can be seen in figure 4.3 for experimental class and figure 4.4 post-test in control class.

a. Result of Post-Test in Experimental Class (X Acoounting 1)

Figure 4.3
Graph Result of The-Post Test in Experimental Class (X Accounting 1)
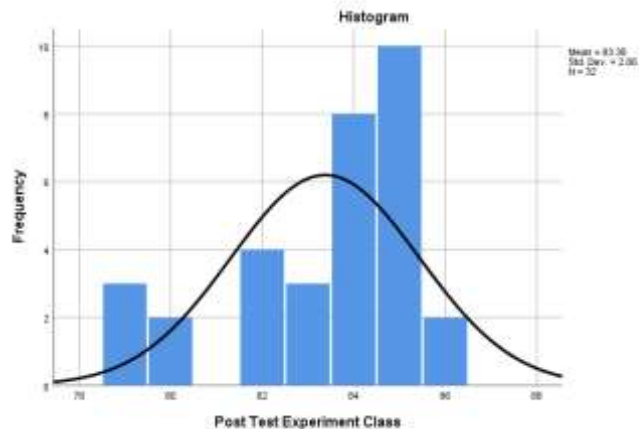
Based on the figure above, that can be seen that there were three students who got scores 79, there were two students who got scores 80, there were four students who got scores 82, there were three students who got scores 83, there were eight

students who got scores 84, there were ten students who got scores 85, there were two students who got scores 86.

Table 4.3
Statistics The Result of Post-Test in
Experimental Class (X Accounting 1)
Statistics

Post Test Experiment Class

N	Valid	32
	Missing	0
Mean		83.38
Std. Error of Mean		.364
Median		84.00
Mode		85
Std. Deviation		2.060
Variance		4.242
Range		7
Minimum		79
Maximum		86
Sum		2668

Based on the table above, the table shows that the score of mean from the post-test in experimental class (X Accounting 1) is 83.38. While, the score of median is 84.00 and the minimum score of the post-test in experimental class is 79, the maximum score of the post-test in experimental class is 86.

This table show the student score, the score is obtain from the result of the post-test in the experimental class after being given treatment, and also this table show the level of students writing ability in descriptive text of the experimental class.

b. Result of Post-Test in Control Class (X Accounting 2)

Figure 4.4
Graph Result of The-Post Test in Control Class
(X Accounting 2)
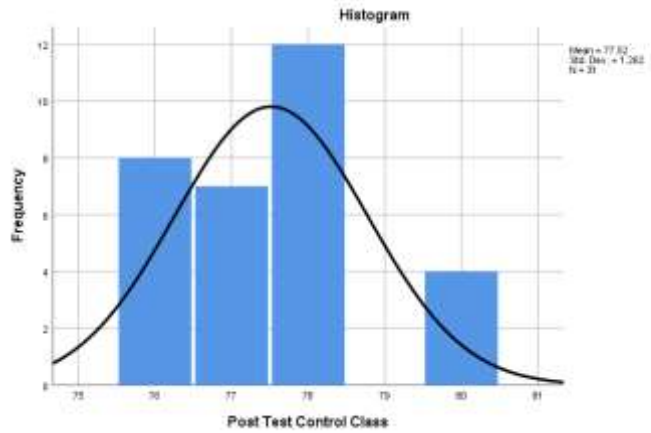
Based on the figure above, it can be seen that there were eight students got scores 76, there were seven students got scores 77, there were twelve students got scores 78, there were four students got scores 80.

Table 4.4
Statistics The Result of Post-Test in Control
Class (X Accounting 2)
Statistics

Post Test Control Class

N	Valid	31
	Missing	0
Mean		77.52
Std. Error of Mean		.227
Median		78.00
Mode		78
Std. Deviation		1.262
Variance		1.591
Range		4
Minimum		76
Maximum		80
Sum		2403

Based on the table above, that shows that the mean of the post-test score in control class (X Accountng 2) is 77.52. While, the median pf the post-test result in the control class is 78.00. And then, the minimum score obtained from the post-test in control class is 76 and the maximum score obtained from the post-test in control class is 80. The result score of the post-test in control class show the level of writing ability of the students after being given the treatment.

Based on data obtained from result of the post-test in control class. That can conluded, the mean of the post-test in experimental class was 83.38 and mean of the post-test in control class was 77.52. From these data, it can be concluded that result of the post-test in mean score on experimental class were higher than the result of the post-test in mean score on control class. This

table show that the students writing ability is foster or increase after they got the treatment by used quantum learning method in writing descriptive text.

3. Result of Readability

Table 4.5

No.	Code	Question and Scale							Total	Average
		1	2	3	4	5	6	7		
1	S-1	1	1	2	1	2	2	1	10	1.4
2	S-2	1	2	3	1	1	2	1	11	1.6
3	S-3	2	2	3	2	2	3	1	15	2.1
4	S-4	1	2	2	1	2	3	1	12	1.7
5	S-5	1	1	2	1	1	2	1	9	1.3
6	S-6	2	3	3	2	2	3	2	17	2.4
7	S-7	1	1	2	1	2	3	1	11	1.6
8	S-8	1	2	2	1	2	2	1	11	1.6
9	S-9	1	2	2	1	2	2	1	11	1.6
10	S-10	1	2	2	2	2	3	1	13	1.9
11	S-11	1	3	2	1	2	2	1	12	1.7
12	S-12	2	2	3	2	2	3	2	16	2.3
13	S-13	1	1	2	1	1	2	1	9	1.3
14	S-14	1	1	2	1	2	2	1	10	1.4
15	S-15	1	3	2	1	2	2	1	12	1.7
16	S-16	1	1	3	1	1	2	1	10	1.4
17	S-17	2	3	3	1	2	3	1	15	2.1
18	S-18	1	3	2	2	2	3	1	14	2.0
19	S-19	1	2	3	3	2	3	1	15	2.1
20	S-20	1	1	2	1	2	2	1	10	1.4
21	S-21	1	1	2	1	1	3	1	10	1.4
22	S-22	1	3	2	1	2	2	1	12	1.7
23	S-23	1	3	3	2	2	2	1	14	2.0
24	S-24	1	1	2	2	2	2	1	11	1.6
25	S-25	1	1	2	1	2	2	1	10	1.4
26	S-26	1	1	2	2	1	2	1	10	1.4

27	S-27	1	3	2	3	2	3	1	15	2.1
28	S-28	1	1	1	1	2	1	1	8	1.1
29	S-29	1	1	2	1	2	2	1	10	1.4
30	S-30	1	1	1	1	1	2	1	8	1.1
31	S-31	1	2	2	2	1	2	1	11	1.6
32	S-32	1	3	3	2	1	3	1	14	2.0
33	S-33	2	3	3	3	2	3	1	17	2.4
34	S-34	2	3	3	2	2	3	2	17	2.4
35	S-35	1	2	3	3	3	2	1	15	2.1
36	S-36	1	2	3	3	3	2	1	15	2.1
37	S-37	1	3	2	2	2	3	2	15	2.1
38	S-38	1	2	3	2	3	3	1	15	2.1
39	S-39	1	3	2	3	2	2	2	15	2.1
40	S-40	1	3	3	2	3	3	1	16	2.3
41	S-41	1	3	2	3	2	2	1	14	2.0
42	S-42	2	3	3	3	2	3	2	18	2.6
43	S-43	1	3	2	2	2	2	1	13	1.9
44	S-44	2	2	2	2	1	2	2	13	1.9
45	S-45	2	2	2	2	1	2	2	13	1.9
46	S-46	1	2	3	2	2	3	1	14	2.0
47	S-47	1	3	2	3	3	3	2	17	2.4
48	S-48	2	2	3	3	2	3	1	16	2.3
49	S-49	2	2	3	3	2	3	2	17	2.4
50	S-50	1	2	2	3	2	2	2	14	2.0
51	S-51	1	2	3	3	2	3	2	16	2.3
52	S-52	1	2	3	2	3	2	2	15	2.1
53	S-53	2	3	3	2	3	3	2	18	2.6
54	S-54	2	2	2	3	2	3	2	16	2.3
55	S-55	1	2	3	2	2	2	1	13	1.9
56	S-56	2	1	2	1	2	2	1	11	1.6
57	S-57	1	2	3	2	3	3	1	15	2.1
58	S-58	1	2	3	2	2	2	2	14	2.0
59	S-59	2	3	2	3	3	3	2	18	2.6
60	S-60	2	1	2	1	2	2	1	11	1.6

61	S-61	1	2	3	1	3	2	2	14	2.0
62	S-62	2	3	2	3	3	3	2	18	2.6
63	S-63	2	2	3	2	2	3	2	16	2.3
					Mean					1.9

4. Result of Gain Score

Table 4.6
Gain Scores of Experimental Class (X Accounting 1)

No	Code	Experiment Class		
		Pre-Test	Post-Test	Gain
1	E-1	35	84	49
2	E-2	38	83	45
3	E-3	37	79	42
4	E-4	25	84	59
5	E-5	30	85	55
6	E-6	22	79	57
7	E-7	33	85	52
8	E-8	43	82	39
9	E-9	42	80	38
10	E-10	50	84	34
11	E-11	40	84	44
12	E-12	26	79	53
13	E-13	39	85	46
14	E-14	34	85	51
15	E-15	26	84	58
16	E-16	57	85	28
17	E-17	33	80	47
18	E-18	33	82	49
19	E-19	30	82	52
20	E-20	32	85	53
21	E-21	52	84	32
22	E-22	17	84	67

23	E-23	35	83	48
24	E-24	34	85	51
25	E-25	42	85	43
26	E-26	34	85	51
27	E-27	33	83	50
28	E-28	40	86	46
29	E-29	50	85	35
30	E-30	33	86	53
31	E-31	19	84	65
32	E-32	33	82	49
Mean				48.156

Table 4.7
Gain Scores of Control Class (X Accounting 2)

No Urut	Code	Control Class		
		Pre-Test	Post-Test	Gain
1	E-1	30	76	46
2	E-2	39	76	37
3	E-3	37	78	41
4	E-4	34	77	43
5	E-5	40	77	37
6	E-6	30	78	48
7	E-7	54	78	24
8	E-8	43	77	34
9	E-9	26	78	52
10	E-10	30	76	46
11	E-11	40	78	38
12	E-12	52	80	28
13	E-13	47	80	33
14	E-14	18	78	60
15	E-15	50	77	27
16	E-16	30	76	46
17	E-17	30	77	47

18	E-18	22	78	56
19	E-19	45	77	32
20	E-20	37	77	40
21	E-21	30	76	46
22	E-22	12	76	64
23	E-23	30	78	48
24	E-24	30	80	50
25	E-25	35	78	43
26	E-26	38	78	40
27	E-27	41	76	35
28	E-28	35	80	45
29	E-29	40	78	38
30	E-30	39	76	37
31	E-31	36	78	42
		Mean		42.032

The researcher got the gain scores from the result of the pre-test and post-test. Based on the data betweeen the table above, there are two gain score and namely gain scores in the experimental class and gain scores in control class, the gain scores was used to analyze the normality, homogeneity, and independent sampe t-test. The mean of gain scores in the experimental class is 48.156 and for gain scores in control class is 42.032. It can be concluded, mean of the gain scores in the class experiment is higher than the mean of control class. After gain scores is obtain, the gain scores was used to analyze the normality, homogenity and independent sample t-test.

5. **Data Analysis**
   a. Fullfilment of The Assumption
      1) Result of Normality Test

         The normality test was conducted to know whether the data in the experimental class and control class had a normal distribution or not. In this case, the researcher was used SPSS v. 25 (Statistical Package for Sosial Secience)

for the normality test. The test of normality used from Kolmogrov – Smirnov and Shapiro Wilk.

The hypothesis for normality test were formulated as follows:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While, the criteria of acceptance or rejection of hyphtheses for normally test asfollows:

H_0 was accepted if Sig. (Pvalue) $> \alpha = 0.05$

H_a was accepted if Sig. (Pvalue) $< \alpha = 0.05$

Table 4.8
The Normality Test of Experimental Class and Control Class
Tests of Normality

	kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score Writing Task	Experiment Class	.105	32	.200[*]	.977	32	.717
	Contol Class	.095	31	.200[*]	.983	31	.887

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The result obtained in the test of normality, it can be seen that Sig. (Pvalue) of experimental class was 0.200 for Kolmogrov – Smirnov and 0.717 for Shapiro Wilk. Sig. (Pvalue) of control class was 0.200 for Komogrov – Smirnov and 0.887 for Shapiro Wilk. Because Sig. (Pvalue) of experimental class and control class $> \alpha = 0.05$. It can be

conclude that data from the experimental class and control class was normality distributed.

2) Result of Homogenity Test

Homogeneity test was conducted to determine whether the data was homogeneous or not. The researcher used Levene Test on SPSS version 25 (Statistical Program For Social Science) for Homogeneity Test. The hypothesis and criteria for the homogeneity test were formulated as follows:

The hypotheses for homogeneity test were formulated as follows:

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogeneus

While, the criteria of acceptance or rejection of hypotheses for homogeneity test as follows:

H_0 was accepted if Sig. > α = 0.05

H_a was accepted if Sig. < α = 0.05

Table 4.9

The Homogenity of Experimental Class and Control Class

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score Writing Task	Based on Mean	.066	1	61	.798
	Based on Median	.106	1	61	.746
	Based on Median and with adjusted df	.106	1	60.882	.746

Based on trimmed mean	.069	1	61	.794

Based on the result of the homogeneity test, it can be seen that Sig (Pvalue) based on the mean 0.798, which mean > α = 0.05. it can be conclude that H0 was accepted because the Sig. (Pvalue) is > α = 0.05. Its mean thst the data from the experimental class and control class was homogenous.

3) Result of Hypothetical Test

Based on the previous it can be conclude that the normality and homogeneity test had fulfilled the standard criteria. The data was analyzed using the independent sample t-test on SPSS (Statiscal Program for Social Science) version 25 to find out whether there was a significant effect after the use of treatment in the experimental class.

The hypothesis formulated as follows:

H_a : There is a significant effectiveness of quantum learning method in fostering student writing ability on descriptive text at the tenth grade at SMK Negeri 1 Pekalongan in the academic year 2022/2023.

H_0 : There is no a significant effectiveness of quantum learning method in fostering student writing ability on descriptive text at the tenth grade at SMK Negeri 1 Pekalongan in the academic year 2022/2023.

While, the criteria of acceptance or rejection of hypothetical test as follows:

H_0 was accepted if Sig. (Pvalue) > α = 0.05

H_a was accepted if Sig. (Pvalue) < α = 0.05

Table 4.10
The Result of Hypothetical Test
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df					Lower	Upper
Score Writing Task	Equal variances assumed	.066	.798	2.702	61	.009	6.124	2.266	1.592	10.656

		2.7 01	60.7 80	.00 9	6.124	2.267	1.59 0	10.6 58
Equal varian ces not assum ed								

Based on the result obtained after the independent sample t-test in the table above, it is known that the significant value of equal variences assumed is Sig. $0.009 < = 0.05$. It can be interpreted, that H_a is accepted and H_0 is rejected. Based on the result if the independent sampe t-test, it can be concluded that there is a significant effectiveness in the using of quantum learning method in fostering students writing ability on descriptive text at the tenth grade at SMK Negeri 1 Pekalongan in the academic year 2022/2023.

C. Discussion

Based on the findings of the research, it was found that the students who were taught by used quantum learning method have fostered in descriptive text writing ability. It could be seen from the result that the students post-test in experimental class was higher than the students in control class, beside that quantum learning method could improve each aspect of students writing ability including content, organization, vocabulary, language and mechanics.

In teaching learning process the researcher used quantum learning method as a method during teaching writing ability. In experimental class, the first treatment was carried out in the offline class on Friday, August, 11th 2023 at 08.40 am. In the first meeting the teacher in the class as observers and the researcher who teach them directly. The following steps are first: the researcher doing greet and check the attendance list of students through the attendance book. Then the researcher asked the students to pray before starting the lessons. And the next step, before the first treatment is given to

students in the class, the researcher asking them for their willingness and enthusiasm to learn English first and prepare writing tools to write the material to be written. After that, the researcher asked whether they were ready to study descriptive text material that day. After the students are ready to take part in the lesson, the researcher ask the students to look at the material or ppt provided by the researcher about descriptive text, namely the meaning of descriptive text, communicative purpose, generic structure and grammatical features of descriptive text and the example of the descriptive text. Then explain the benefits of learning descriptive text for the future, and explain the material clearly so that students are not confused during learning takes place. In the control class, treatment was carried out on Friday, August 11th 2023 at 10.00 am. The researcher teaches directly using the expository method or what is usually called an expository method that presents material in teaching using oral or written means. The researcher provides the same material, namely descriptive text and asks students to understand the meaning of descriptive text, communicative purpose, generic structure and grammatical features of descriptive text and the example of the descriptive text.

The second treatment, the researcher conducted research on Saturday 12th 2023 at 08.40 am. At the second meeting, the researcher asked the students to open material about descriptive text and the researcher provided descriptive material about places and people. The type of place described by the researcher is the Way Kambas tourist attraction and the person is a public figure or singer, namely Tulus. Then ask students to read the text with the aim of making students more relaxed in class and have the ability to develop their abilities and the researcher asks the meaning of the text to find out their vocabulary understanding. After that, students were asked to come to the front of the class to point the other material provided by the researcher by telling them part of the generic structure and ask the other students responded to whether what their friend was pointing to was correct or not. And finally, the researcher asked to give applause to students who had the courage to give their opinions and comments. After students understand the purpose and generic structure of descriptive text, the researcher asks students to write a piece of descriptive text that is around of them or in everyday life. After the research felt that the

students understood the descriptive text material, the researcher asked the students to conclude the material that had been presented during the learning process. The researcher was happy because almost all students understood the material explained and the researcher gave appreciation in the form of applause to the students. And at the end of the lesson, before closing the class, the researcher asked the students to sing to lighten the class atmosphere and then closed with prayers and greetings. The control class will be held on Saturday, 12th 2023 at 10.00 am. The researcher provides descriptive text material with examples. After that, the researcher asked students to determine the generic structure of the descriptive text. The students had a little difficulty in determining the geric structure contained in descriptive text. Then the researcher guides students in the learning process in expressing ideas and choosing words.

The last treatment or the third treatment was conducted in Friday, 18th 2023 at 08.00 am in experimental class. In this treatment the researcher asked students to determine the topic they had regarding descriptive text. Then students are asked to create descriptive text based on the generic structure and language features they have studied previously and write the descriptive text on a piece of paper. In this treatment, students have begun to understand well in making examples of descriptive text that look fluent, but there are also some students who experience problems such as confusion in determining conjunctions in language features. In this case, researchers guide students in developing ideas during the learning process and help to determine generic structures and language features. Then in the control class, the research was carried out on Saturday, 18th 2023 at 10.00 am. The treatment given was the same as the experimental class, in the control class students were asked to determine the topic they had regarding descriptive text. Then students create descriptive text according to the existing generic structure and language features. There are also some students who experience confusion in developing ideas and determining their language features. In this case, the researcher helps students in guiding them to develop ideas and helps them choose the right diction to write a descriptive text.

In this research, the pre-test was conducted to know students writing ability in descriptive text before being given the treatment.

The pre-test in experimental class was carried out on Friday, August 5th 2023 at 08.40 am and the pre-test for control class was carried out on Friday, August 5th 2023 at 10.00 am and the mean of the pre-test in experimental class (X Accounting 1) is 35.22 and mean of the pre-test in control class (X Accounting 2) is 35.48. . Based on the data from the result of pre-test for experimental class and the result of pre-test for control class above, it can be concluded that the mean pre-test of experimental class is 35.22 and the mean of pre-test of control class is 35.48. The data shows that the writing ability of students in both the experimental class and control class is still below the standard score of 50.00.

The researcher conducted the post-test after the students were given treatment, this test was given to students to find out whether there were differences in students' writing ability after students were given treatment with before being given treatment. The post-test in the experimental class (X Accounting 1) was carried out on Saturday, August 19th 2023 at 08.40 am and the post-test in the control class (X Accounting 2) was carried out on Saturday, August 19th 2023 at 10.00 am. Based on the result of the data obtained that the mean score of post-test in the experimental class (X Accounting 1) is 83.38 and the mean score of post-test in control class (X Accounting 2) is 77.52. Based on the data above that the result of post-test in experimental class and the result of post-test in control class. It can be concluded that the mean post-test of experimental class is 83.38 and the mean of post-test of control class is 77.52. From these data it can be concluded that the post-test results on the mean score in the experimental class are higher than the post-test results on the mean score in the control class.

After the researcher analyze the pre-test and post-test, than the researcher used pre-test and post test to determine the gain score. To determine the results of the gain score, the researcher calculated by means of the results of the pretest minus the results of the post test. Gain score is used to analyze normality test with the purpose to knowing whether the data is normally distributed or not. After that, gain score used to analyze the homogeneity test with the purpose to knowing whether the data was homogeneous or not and gain score is used to analyze the hypothetical test.

Furthermore, the researcher indicated that there was a significant effect after giving treatment by using Quantum Learning Method. It can be understood that Quantum Learning Method offer a significant effect on students writing ability. The significance value is 0.009 which is smaller than 0.05 (0.009 < 0.05). It can be concluded that the researcher hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means there is significant effectiveness in the using of quantum learning method in fostering students writing ability on descriptive text at the tenth grade at SMK Negeri 1 Pekalongan in the academic year 2022/2023.

Based on the result described in earlier, that's mean of te pre-test scores before the treatment, both of class had low in witing ability. However, after the Quantum Learning Method was applied in the class the result of their score on writing ability is increase and a significant difference was found between the experimrntal class was given treatment using a Quantum Learning Method used by researcher in the class, with the control class using expository method. To calculate the result of the data as well as to analyze, the researcher used SPSS (Statistical Package for the Social Science) with version 25of the program. This can make it easier for researcher to calculate the data such as pre-test and also post-test in experimental class and control class, then calculated the gain scores by means of the pre-test result minus the point of the post – test result, after that getting the gain scores result can be used for calculate the normality test, homogenity test, and also the result of the hypothetical test or independent sample t-test.

From the explanation above, it can be concluded that the researcher found the significant effectiveness of Quantum Learning Method as a method, can be seen from the results of the pre test and other analytical data. Therefore, the researcher concluded that Quantum Learning Method can help students to fostering their writing ability in English, especially the ability of writing a descriptive text. Through Quantum Learning Method students can express their feeling and ideas to make an interesting and good writing.

In conducted the research, the researcher found several obstacles faced by student such as students weakness in understanding the provided material, and then the researcher explained the material in

detail so that student can understand well, the student were weak in determining the generic structure of the text and also the language features in descriptive text, but the researcher guides the to fostering their ability get better. Meanwhile in the control class the obstacles encountered besides the student weakness on understanding the material, the student look so passive, feel bored also sleepy while in the class and for the accurancy of collecting the assignment, many students make descriptive text with unorganized structured and do not pay attention to the grammatical, generic structure, and also language feature and other thing in writing the descriptive text. But, the overaal steps in Quamtum Learning Method were going well.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data obtained by researcher in this study, the researcher can conclude as follow:

In this study, after carrying out several steps in the research, the researcher obtained the mean score of pre-test in the experimental class is 35.22 and for the control class is 35.48. After that, given a a treatment using Quantum Learning Method in experimental class. Then get score for post-test in experimental class is 83.38 while post-test in control class is 77.52. It is indicated that the students achievement the post-test was higher than the pre-test.

The researcher finds out that significant effect can also be proven through the result of the t-test value of Sig. (2-tailed) from assumption of equal varience on the independent sample t-test, that table show that the value Sig. (2-tailed) is (α = 0.009 < 0,5). It can be conclude that the researcher hypothesis H_a was accepted and the null hypothesis H_0 is rejected. It can be said that using Quantum Learning Method can foster their writing ability in descriptive text.

Therefore, it can be conclude that there was significant effect of using Quantum Learning Method in fostering students writing ability at tenth grade at SMK Negeri 1 Pekalongan in academic year 2022/2023.

B. Suggestion

Based on the conclusion above, after this research was completed and got the result, the researcher tried to provide some suggestion as follows:

1. For English Teacher
    a. In this study, the researcher used Quantum Learning Method as the method for teaching. Therefore, the researcher suggested that the English teacher try it for implementing this method as a method in teaxhing writing, this method is suitable for helping students to develop their idea

and easy for students to foster their idea for writing.

b. The teacher must be selective to use a variety of the method in the learning process to foster and help to develop proficiency in English, especially in writing ability.

c. To develop the students writing ability in English, researcher suggest that students are given the opportunity to give their opinion that allows them to assist the learning process. So the students could feel comfortable, fun, enjoy and enthusiastic as well as more motivaed in learning.

2. For Students
   a. The students must have high motivation to learn English especially in writing.
   b. The students should be more enjoy and do not give up also always spirit in during the learning process, not just on one ability but all of thr English ability.
   c. Student must practice regulary to enrich their idea on writing especially in English, they can practice with descripe a little things around them.

3. For Other Researchers
   a. Researcher in this research use Quantum Learning Method in fostering students writing ability on descriptive text. Other researchers can find more English learning method and more effective for helping the students.
   b. Researcher suggested to re-examine of follow this study in different context in order to find more action to enchance the students writing ability. In this study reseaher used Quantum Learning Method for help students in vocational high school used to teach writing.

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APPENDICES
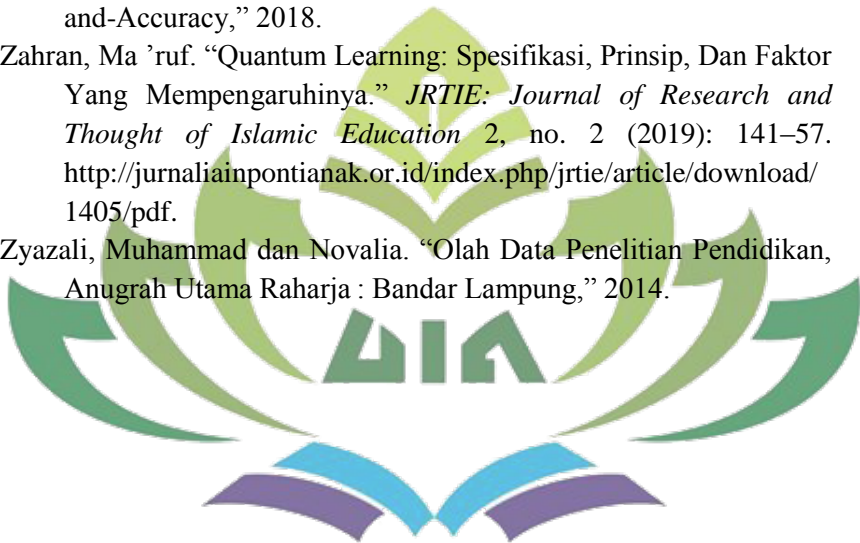
Appendix 1. Exam Content Outline

KISI-KISI INSTRUMEN WRITING TEST ON DESCRIPTVE TEXT

Jenjang   : SMK / BAHASA INGGRIS
Kelas   : X Akuntansi
Waktu   :

b.   **Definition of Descriptive Text**
Descriptive text is a text with the purpose to describe a particular person, place or thing in detail.

c.   **Purpose**
To describe and reveal a particular person, place or things.

d.   **The Generic Structure**
1.   Identification
Identifies the place, thing or person being describes.
2.   Description
Describe the characteristic of the place.

e.   **Language Feature**
1.   Using attributive and identifying process.
2.   Using adjective and clasifiied in nominal group.
3.   Using simple present tense.

A. Example of Descriptive Text

YOGYAKARTA

Yogyakarta is an area famous for the culture and hospitality of the traditional people of Central Java. There are many historical tourist attractions there such as Prambanan Temple, Yogyakarta Palace and others. There is a place called Malioboro, there are lots of vendors selling food, clothes, toys and even horse carts and rickshaws. The famous food in Yogyakarta is warm and don't forget that all the tourists who come always bring or buy souvenirs like a bakpia.

In Yogyakarta, the government system of the Sultanate is still used, which is led by a Sultan Hamengkubuwono. If you are lucky, you can see the Sultan in various events that are closely related to Javanese traditions in Yogyakarta.

B. Evaluation

Please write a Descriptive text based on the criteria below:

1. Identification

   Identifies the place, thing or person being describes.

2. Description

   Describe the characteristic of the place.

Choose one of topics below:

1. Toba Lake
2. Tangkuban Perahu
3. Bromo Mountain

Appendix 2. Interview

Interviewer : Nabila Husen
Interviewe : Mukhlisun, S.Pd.
Place : SMK Negeri 1 Pekalongan

1. How long have you taught English at SMK Negeri 1 Pekalongan?

2. Can you explain your experience in teaching English, especially in teaching descriptive text?
3. Do you have any media or method in teaching descriptive text?
4. Do you have any problem in teaching descriptive text in a class?
5. How about student ability in writing descriptive text?
6. Do you have any difficulties when you teach your student?
7. How you face the student problem in learning process, especially in learning writing descriptive text?

Answer:
1. I have been teaching for 3 years in SMK Negeri 1 Pekalongan.
2. In teaching English, especially about descriptive text is relatively fun. Because in teaching descriptive text, any student looks enthusiastic in learning process.
3. Yes, I use photo as a media in teaching descriptive text.
4. Yes, I found a problem in learning. That problem I usually faced is when asking student to write descriptive text, because they find it difficult to determind vocabulary and also grammar that are in accordance with the sentence they are going write.
5. Student ability in writing descriptive is low. They still have difficulty in choosing words that match the sentence they want.
6. Mostly there is no difficulties in teaching descriptive text come from me. The difficulties mostly come from the student. For example, when I choose the technique then it cannot make the student understand the material, so I need to replace the technique directly.
7. I alwys give some method to face it. When the students have some problem in learning descriptive text, I suggest to them if English is really easy to be learn.

Appendix 3. CP & ATP (Capaian Pembelajaran & Alur Tujuan Pembelajaran)

Mata Pelajaran	: Bahasa Inggris
Fase	: E
Penulis	: Nabila Husen
Instansi	: SMK NEGERI 1 PEKALONGAN

Capaian Pembelajaran Fase E Bahasa Inggris

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam,

dengan kesadaran terhadap tujuan dan target pembaca.

a. Elemen Capaian Pembelajaran

Menyimak - Berbicara	Membaca dan Memirsa	Menulis dan Mempresentasikan
Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka	Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot	Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan

menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti Bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.	dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.	yang berbeda-beda, dalam bentuk cetak dan digital.

b. Alur Tujuan Pembelajaran

Diketahui bahwa di dalam Capaian Pembelajaran terdapat kompetensi yang diharapkan dapat dicapai peserta didik di akhir fase, maka Alur Tujuan Pembelajaran (ATP) adalah rangkaian tujuan pembelajaran yang tersusun secara sistematis dan logis di dalam fase pembelajaran. Tujuan pembelajaran disusun secara kronologis berdasarkan urutan pembelajaran dari waktu ke waktu. Guru dapat menyusun ATP masing-masing, yang terdiri dari rangkaian tujuan pembelajaran. Alur ini disusun untuk menjadi panduan bagi guru dan peserta didik dalam mencapai Capaian Pembelajaran di akhir suatu fase.

Kelas : X

Fase: E

Alur Tujuan Pembelajaran	Elemen (tuliskan elemen yang termuat dalam Tujuan Pembelajaran)	Referensi/Catatan/Inspirasi Adaptasi
E1. Mengidentifikasi konteks, ide utama dan informasi detail yang relevan dari ragam teks narasi, deskripsi, dan recount lisan maupun tulis mengenai topik yang dekat dengan kehidupan pemuda.	MENYIMAK – BERBICARA / MEMBACA - MEMIRSA	*Kegiatan pembelajaran bisa dibuat dalam 2 cycle; yaitu spoken dan written text*
E2. Mendemostrasikan percakapan dan diskusi dengan berbagai strategi secara verbal dan non-verbal.	MEMBACA - MEMIRSA	*Strategi non-verbal meliputi: bahasa tubuh, kecepatan bicara, dan nada suara*
E3. Menganalisa detail spesifik, informasi tersurat dan tersirat dari ragam teks narasi, deskripsi, dan recount dalam bentuk multimoda.	MENYIMAK - BERBICARA	
E4. Mengemukakan	MENYIMAK - BERBICARA	

pendat dalam diskusi atau presentasi terkait lingkup minat remaja.		
E5. Merencanakan tulisan dari ragam teks narasi, deskripsi, dan recount dengan memperhatikan tujuan dan target pembaca/pemirsa.	MENULIS - MEMPRESENTASIKAN	
E6. Menggunakan kosa kata dan kata kerja umum dalam menulis atau berbicara.	MENYIMAK – BERBICARA / MENULIS - MEMPRESENTASIKAN	
E7. Mengimplementasikan strategi koreksi diri (tanda baca dan huruf besar) untuk mengulas dan menulis ulang berbagai jenis tipe teks.	MENULIS - MEMPRESENTASIKAN	
E8. Menyajikan informasi dengan berbagai mode presentasi yang sesuai dengan tujuan dan target pembaca/pemirsa.	MENULIS – MEMPRESENTASIKAN / MENYIMAK – BERBICARA	• *Peserta didik juga bisa diminta mempresentasikan dalam bentuk lisan.* • *Moda presentasi bisa dalam digital atau printed*
E9. Memproduksi	MENULIS -	

tulisan dari ragam teks narasi, deskripsi, dan recount yang sesuaikan dengan tujuan dan target pembaca/pemirsa dalam bentuk cetak dan digital.	MEMPRESENTASI KAN	

Appendix 4. Teaching Module Experimental Class

MODUL AJAR BAHASA INGGRIS

INFORMASI UMUM	
A. IDENTITAS MODEL	
Nama Penulis	**:** Nabila Husen
Instansi	**:** SMK NEGERI 1 PEKALONGAN
Tahun	**:** 2023
Jenjang Sekolah	**:** SMK
Kelas	**:** X
Alokasi Waktu	**:** 2×45 menit

B. KOMPETENSI AWAL

1. Siswa memahami definisi, fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif.
2. Siswa mampu menyusun teks deskriptif pendek dan sederhana.

C. PROFIL PELAJAR PANCASILA

1. **Mandiri**: Menekankan Kemandirian dalam belajar, sehingga peserta didik memiliki peakarsa atas pengembangan dirinya yang tercermin dalam kedapatan untuk bertanggung jawab, memiliki rencana strategis, melakukan tindakan dan merefleksikan proses serta hasil pengalaman.
2. **Kreatif**: mengarahkan peserta didik kepada pembelajaran proses yang sesuai dengan minat peserta didik dan dapat membuat karya yang sesuai dengan karakteristik mereka.
3. **Bernalar Kritis**: mengarahkan peserta didik untuk berfikir secara objektif, sistematik dan scientific, dengan mempertimbangkan berbagai aspek berdasarkan data dan fakta yang mendukung, sehingga dapat membuat keputusan yang tepat dan berkonribusi memecahkan maslaah dalam kehidupan.
4. **Gotong Royong**: mengarahkan peserta didik untuk bekerja secara berkolaborasi dalam memcahkan masalah dalam kehidupan.

D. SARANA DAN PRASARANA
1. Alat tulis dan buku
2. Gawai atau HP
3. Jaringan internet
E. TARGET PESERTA DIDIK
1. Peserta didk regular: peserta didik yang tidak memiliki kesulitan dlaam memahami materi.
2. Peserta didik dengan kesulitan belajar: peserta didik yang memiliki kesulitan konsentrasi dalam belajar.
3. Peserta didik dengan pencapaian tinggi: peserta didik yang dapat memahami materi dengan cepat.
F. JUMLAH PESERTA DIDIK
Minimum 20 peserta didik, Maksimum 30 peserta didik
G. MODEL PEMBELAJARAN
1. *Scientific Approach*
H. METODE PEMBELAJARAN
Quantum Learning Method
KOMPONEN INTI
A. TUJUAN KEGIATAN PEMBELAJARAN
1. Fase E
Elemen : Menulis – Mempresentasikan
Peserta didik menulis berbagai jenis teks fiksi dan non-fiksi melalui aktivitas yang dipandu, meunjukan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunkan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan

pembaca dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

2. Tujuan Pembelajaran
   a. Pesert didik mampu mejelaskan struktur teks, unsur kebahahasaan dan fungsi social teks deskriptif terkait tempat wisata, benda atau sesuatu.
   b. Peserta didik mmapu menyusun teks deskriptif terkait tempat wisata, benda atau sesuatu secara pendek dan sederhana sesuai dengan konteks penggunaannya.

3. Indikator Pencapaian Tujuan Pembelajaran
   a. Peserta didik mampu menjelaskan struktur teks deskriptif lisan dan tertulis terkait tempat wisata, benda atau sesuatu secara pendek dan sederhana sesuai dengan konteks penggungaannya.
   b. Peserta didik mampu menjelaksan fungsi social teks deskriptif lisan dan tertulis terkait tempat wisata, benda atau sesuatu secara pendek dan sederhana sesuai dengan konteks penggunaannya.
   c. Peserta didik mampu menjelaksan unsur kebahasaan teks deskriptif lisan dan tertulis terkait tempat wisata, benda atau sesuatu secara pendek dan sederhana sesuai dengan konteks penggunaannya.
   d. Peserta didik mampu menyusun teks deskriptif lisan dan tertulis terkait tempat wisata, benda atau sesuatu secara pendek dan sederhana sesuai dengan konteks penggunaannya.

B. PEMAHAMANA BERMAKNA

Peserta didik terampil mengidentifikasi struktur teks, fungsi social dan unsur kebhasaan tells deskriptif pendek dan sederhana terkait tempat wisata, benda atau sesuatu dengan memperhatikan fungsi social, struktur teks dan unsur kebhasaan secara benar dan sesuai dengan konteks.

C. PERTANYAAN PEMANTIK

1. Pernahkah kamu pergi ke tempat tersebut?
2. Begaimana perasaan mu saat berada disana?
3. Apakah ada tempat lain yang ingin kamu kunjungi?

D. KEGIATAN PEMBELAJARAN

1. Kegiatan Awal (20 Menit)
   Menyiapkan peserta didik
   a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai kegiatan pembelajaran.
   b. Memeriksa kehadiran siswa.
   c. Menyampaikan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya.
   d. Memberikan pertanyaan pemantik yang ada keterkatanya dengan materi pelajaran yang akan dilakukan.
   e. Memberikan gambaran tentang manfaat mempelajari teks deskriptif yang akan dipelajari.

2. Kegiatan Inti (50 menit)
   a. Mengorientasi siswa pada masalah
      1) Guru menjelaskan kepada siswa bahwa materi hari ini adalah descriptive text.
      2) Guru memberikan motivasi kepada siswa untuk membangun ketertarikan terhadap pelajaran (Enroll).
      3) Guru menayangkan PPT mengenai materi descriptive text.
      4) Guru menjelaskan materi serta tujuan dari belajar descriptive text.
      5) Siswa mengamati dan menyimak materi yang ditayangkan oleh guru.
      6) Siswa diberikan contoh teks yang mendeskripsikan sebuah tempat dan orang.
      7) Siswa diminta untuk membaca teks descriptive (Experience).
      8) Siswa diminta untuk menyebutkan letak generic

structure, fungsi social, dan unsur kebahasaan dari descriptive text (Label).

9) Siswa diberikan pertanyaan oleh guru untuk membuat descriptive text.

10) Siwa mempraktikan menulis descriptive text sesuai dengan penjelasan yang telah diberikan oleh guru (demonstration).

11) Setelah menulis descriptive text, guru mengecek hasil jawaban dari tulisan siswa atau siswa menukar hasil tulisan dengan temn yang lain untuk mengecek jika tulisan sudah sesuai secara penulisan berdasarkan generic structures nya dan language features nya (review).

12) Guru memberikan apresiasi kepada siswa.

13) Siswa merayakan berakhirnya pelajaran dengan menyanyi (celebration).

b. Mengoreksi kerja siswa
1) Guru membagikan lembar kerja peserta didik.
2) Siswa mengidentifikasi fungsi social, susunan teks, dan unsru kebahasaan dari teks deskriptif.
3) Guru dan siswa membahas hasil kerja bersama-sama.

3. Kegiatan Akhir (20 Menit)
a. Guru bersama peserta didik membuat simpulan dan rangkuman hasil belajar.
b. Guru dan peserta didik melakukan refleksi kegiatan belajar hari ini.
c. Guru memberikan tindak lanjut.
d. Guru memberikan penugasan kepada peserta didik dengan variasi tugas dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.

E. ASSESSMENT / PENILAIAN

1. **Penilaian Sikap**

No	Nama	Aspek yang dinilai			Jumlah	Nilai
		Kerjasama	**Keaktifan dalam kelompok**	**Menghargai perbedaan pendapat**		

$$\text{Nilai} = \frac{Skor\ yang\ di\ capai}{Skor\ maksimal} \times 100$$

2. **Indicator Penilaian**

Aspek	Belum Kompeten (1)	Cukup Kompeten (2)	Kompeten (3)	Sangat Kompeten ( )
Kerjasama	Peserta didik tidak pernah bekerjasama dengan peserta lain dalam pembelajaran dan diskusi kelompok	Peserta didik kurang bekerjasama dengan peserta lain dalam pembelajaran dan diskusi kelompok	Peserta didik sering bekerjasama dengan peserta lain dalam pembelajaran dan diskusi kelompok	Peserta didik bekerjasama dengan baik dengan peserta lain dalam pembelajaran dan diskusi kelompok
Keaktifan dalam kelompok	Peserta didik tidak aktif dalam	Peserta didik terlibat dalam	Peserta didik terlibat dalam	Peserta didik terlibat dalam

	penyusunan teks deskriptif	penyusunan teks deskriptif namun kurang aktif	penyusunan teks deskriptif secara aktif tetapi menutup diri untuk diskusi	penyusunan teks deskriptif secara aktif danterbuka untuk Diskusi.
Menghargai perbedaan pendapat	Peserta didiktidak menghargai perbedaan pendapat.	Peserta didik menghargai perbedaan pendapat tapi kurang	Peserta didik menghargai perbedaan pendapat	Peserta didik sangat menghargai perbedaan pendapat

3. **Penilaian Pengetahuan**

Aspek	Kriteria	Skor
	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, lengkap,.terperinci, tuntas, mengandung nilai/ada refleksi yang dalam, dapat memberi wawasan baru	25 – 30
Content (15-30)	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, tetapi tidak lengkap, tidak terperinci, tidak tuntas, dan kurang bernilai	20 – 24
	Cerita tidak menarik, cerita hanya rekaan, tidak diberi bukti-bukti faktual, tidak terperinci, tidak tuntas, dan tidak bernilai	15 – 19
Organization (10 – 20)	Berpolas: ada pendahuluan, isi, penutup, gagasan dibatasi dalam unit-unit paragraph, disampaikan dengan pola urutan waktu dan tempat	16 – 20

		Ada pendahuluan, isi, tetapi tidak ada penutup, ada paragraph beisi dua gagasan utama, pola urutan waktu dan tempat kadang tidak teratur.	13 – 15
		Karangan tidak diorganisasi sama sekali, tidak jelas pendahuluan , isi, penutup, tidak menggunakan urutan waktu dan tempat	10 – 20
	Grammar (15 – 30)	Paragraf kohesif dan koheren, kalimat efektif komunikatif, struktur kalimat baku, diksi tepat dan variatif, makna tidak ambigu, penerapan konjungsi secara tepat	27 – 30
		Ada beberapa paragraph tidak kohesif, ada kalimat yang tidak efektif dan ambigu, diksi ada yang salah konteks, pemakaian konjungi ada yang keliru	21 – 26
		Banyak paragraph tidak kohesif, banyak kalimat yang tidak efektif dan ambigu, diksi banyak yang salah konteks, pemakaian konjungi banyak yang keliru	17 – 20
		Paragraf tidak padu, kalimat tidak efektif, sebagian bear struktur kalimat yang salah, diksi sangat terbatas dan banyak salah konteks, penerapan konjungsi tidak tepat	15 – 16
	Mechanic (8 – 20)	Tidak ada kesalahan ejaan sama sekali, bila tulis tangan rapi dan jelas terbaca, tidak ada salah ketik, pemilihan jenis dan ukuran huruf sesuai, margin sangat pas	17 – 20
		Ada beberapa kesalahan ejaan, tulisan tangan rapi, ada beberapa salah ketik, penentuan jenis, ukuran huruf, margin pas	13 – 16

		Cukup banyak kesalahan ejaan dan salah ketik. Tulisan tangan kurang rapi. Jenis, ukuran huruf dan margin tidak konsisten.	10 – 12
		Mengabaikan ejaan, tulisan tangan sangat tidak rapi, banyak sekali salah ketik, penentuan jenis, ukuran huruf, dan margin semaunya sendiri	8 – 9
	JUMLAH		100

F. KEGIATAN PENGAYAAN DAN REMEDIAL

1. **Pengayaan**

   Peserta didik diminta untuk menulis teks deskriptif terkait tempat wisata, benda atau sesuatu di daerahnya.

2. **Remedial**

   Memberikan tugas siswa untuk mengulang membuat teks deskriptif dengan metode peer teaching

LAMPIRAN

Bahan Ajar

Descriptive Text

Definition :

A description a piece of writing that lists the characteristics of person, place and object. It describes living and non-living things such as animals, town, buildings, volcanoes, monsoon, car in a particular way.

Communicative Purpose :

To describe or reveal a particular person, thing or place

Generic Structure :

1. **Identification :** Contains about the introduction of a person, place, animal or object will be described.

2. **Description :** Contains a description of something such an

animal, things, place or person by describing the features, form, colors or anything related to what the writer describes.

Grammatical Features :

1. Specific participant : has a certain object, is not common and unique (only one). Ex: Borobudur template
2. The use of the adjective (an adjective) to clarify the noun.
3. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
4. Preposition : Use preposition to combine a noun. Ex: In, On, At, With, By and etc.
5. Adverb : the word than affect the meaning of verb, an adjective or another adverb in term of time, place, measure, quality and question. Ex: Towards, there, fully, almost, secretly, fast, well, never, sometimes, last year, last month and etc.
6. Pronoun. Ex : I, Me, My, Mine and etc.

Example of the Text :

Way Kambas

Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in

Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya sepit. There are also so some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

A. LEMBAR KERJA PESERTA DIDIK (LKPD)
LEMBAR KERJA PESERTA DIDIK

Name :

Class :

Instruction :

Read the text below and please finish the assignment as followings.

Kiluan Bay

Kiluan Bay is a tourist attraction which is located in Kiluan village, Kelumbayan sub district, Tanggamus district, South Lampung. Kiluan Bay is about 80 kilometers from Bandar Lampung city center or three to four hour if you go there by car. This is the place of migration for a bunch of mouth bottles dolphins.

This bay has stunning natural landscape and coast. The sand beach which is spreading out there is white and gentle. It is quite harmonious with the blue color of the sea. Besides swimming and snorkeling, in this bay you can also see the attractions from a group of dolphins. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning. However, to watch the attractions you must first rent a small boat or Jukung.

By using the small boat or Jukung, you will be brought Into the middle of the see where the dolphins gather. It takes around twenty five minutes from the coast. From close distance, you can see a group of dolphins which swim and even jump on the side of the coming boat as if they welcomed your coming

Question :
Please analyze the generic structure of the text above.

B. REFLEKSI PESERTA DIDIK DAN GURU

1. Guru

a. Keberhasilan apa saja yang sudah dicapai di tujuan pembelajaran ini?
b. Apa yang harus menjadi perhatian khusus dalam pelaksanaan tujuan pembelajaran?apakah itu cara mengajar saya?
c. Apa yang harus diperbaiki bila siswa tidak paham penjelasan saya?
d. Siswa mana yang membutuhkan perhatian khusus?

2. Peserta didik
   a. Before I studied this material.
      I didn't understand about: .....
   b. When I was studying this material.
      Difficulties:.... How I overcome the difficulties.....
   c. After I have studied this material. I think.....

C. DAFTAR PUSTAKA

https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html
https://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html
Buku wajib Bahasa Inggris SMA/MA, SMK/MAK kelas X, Jakarta: Kementerian Pendidikan dan Kebudayaan.

Pekalongan, 9 Januari 2023

Guru Mata Pelajaran   Mahasiswa Peneliti

Mukhlisun, S.Pd.   Nabila Husen
NIP. 19780415 200804 1 001   NPM. 1811040134

Mengetahui dan Mengesahkan
Kepala SMK Negeri 1 Pekalongan

Drs. Eko Hendarto, M.Si.
NIP. 19650106 199702 1 001

Appendix 5. Teaching Module Control Class

MODUL AJAR BAHASA INGGRIS

1.	INFORMASI UMUM	
A.	**IDENTITAS MODEL**	
	Nama Penulis	**:** Nabila Husen
	Instansi	**:** SMK NEGERI 1 PEKALONGAN
	Tahun	
	Jenjang Sekolah	**:** 2023
	Kelas	**:** SMK
	Alokasi Waktu	**:** X
		: 2 × 45 menit
B.	**KOMPETENSI AWAL**	

1. Siswa memahami definisi, fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif.
2. Siswa mampu menyusun teks deskriptif pendek dan sederhana.

C. PROFIL PELAJAR PANCASILA

1. **Mandiri**: Menekankan Kemandirian dalam belajar, sehingga peserta didik memiliki peakarsa atas pengembangan dirinya yang tercermin dalam kedapatan untuk bertanggung jawab, memiliki rencana strategis, melakukan tindakan dan merefleksikan proses serta hasil pengalaman.

2. **Kreatif**: mengarahkan peserta didik kepada pembelajaran proses yang sesuai dengan minat peserta didik dan dapat membuat karya yang sesuai dengan karakteristik mereka.

3. **Bernalar Kritis**: mengarahkan peserta didik untuk berfikir secara objektif, sistematik dan scientific, dengan mempertimbangkan berbagai aspek berdasarkan data dan fakta yang mendukung, sehingga dapat membuat keputusan yang tepat dan berkonribusi memecahkan maslaah dalam kehidupan.

4. **Gotong Royong**: mengarahkan peserta didik untuk bekerja secara berkolaborasi dalam memcahkan masalah dalam kehidupan.

D. SARANA DAN PRASARANA

1. Alat tulis dan buku
2. Gawai atau HP
3. Jaringan internet

E. TARGET PESERTA DIDIK

1. peserta didk regular : peserta didik yang tidak memiliki kesulitan dlaam memahami materi.
2. Peserta didik dengan kesulitan belajar : peserta didik yang memiliki kesulitan konsentrasi dalam belajar.
3. Peserta didik dengan pencapaian tinggi : peserta didik yang dapat memahami materi dengan cepat.

F. JUMLAH PESERTA DIDIK

Minimum 20 peseeta didik, Maksimum 30 peserta didik

G. MODEL PEMBELAJARAN

1. *Scientific Approach*

2. METODE PEMBELAJARAN

1. Metode Expository

KOMPONEN INTI

3. TUJUAN KEGIATAN PEMBELAJARAN

1. Fase E

Elemen : Menulis – Mempresentasikan

Peserta didik menulis berbagai jenis teks fiksi dan non-fiksi melalui aktivitas yang dipandu, meunjukan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan

berbagai mode presentasi untuk menyesuaikan dengan pembaca dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

2. Tujuan Pembelajaran
   a. Pesert didik mampu mejelaskan struktur teks, unsur kebahahasaan dan fungsi social teks deskriptif terkait tempat wisata, benda atau sesuatu.
   b. Peserta didik mmapu menyusun teks deskriptif terkait tempat wisata, benda atau sesuatu secara pendek dan sederhana sesuai dengan konteks penggunaannya.

3. Indikator Pencapaian Tujuan Pembelajaran
   a. Peserta didik mampu menjelaskan struktur teks deskriptif lisan dan tertulis terkait tempat wisata, benda atau sesuatu secara pendek dan sederhana sesuai dengan konteks penggungaannya.
   b. Peserta didik mampu menjelaksan fungsi social teks deskriptif lisan dan tertulis terkait tempat wisata, benda atau sesuatu secara pendek dan sederhana sesuai dengan konteks penggunaannya.
   c. Peserta didik mampu menjelaksan unsur kebahasaan teks deskriptif lisan dan tertulis terkait tempat wisata, benda atau sesuatu secara pendek dan sederhana sesuai dengan konteks penggunaannya.
   d. Peserta didik mampu menyusun teks deskriptif lisan dan tertulis terkait tempat wisata, benda atau sesuatu secara pendek dan sederhana sesuai dengan konteks penggunaannya.

4. PEMAHAMANA BERMAKNA
Peserta didik terampil mengidentifikasi struktur teks, fungsi social dan unsur kebhasaan tells deskriptif pendek dan sederhana terkait tempat wisata, benda atau sesuatu dengan memperhatikan fungsi social, struktur teks, dan unsur kebhasaan secara benar dan sesuai dengan konteks.

5.	**PERTANYAAN PEMANTIK**

1. Pernahkah kamu pergi ke tempat tersebut?
2. Begaimana perasaan mu saat berada disana?
3. Apakah ada tempat lain yang ingin kamu kunjungi?

6.	**KEGIATAN PEMBELAJARAN**

1. Kegiatan Awal (20 Menit)
   Menyiapkan peserta didik
   a. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai kegiatan pembelajaran.
   b. Memeriksa kehadiran siswa.
   c. Menyampaikan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya.
   d. Memberikan pertanyaan pemantik yang ada keterkatanya dengan amteri pelajaran yang akan dilakukan.
   e. Memberikan gambaran tentang manfaat mempelajari teks deskriptif yang akan dipelajari.

2. Kegiatan Inti (50 menit)
   a. Mengorientasi siswa pada masalah
      1) Guru menayangkan PPT mengenai materi descriptive text.
      2) Guru menjelaskan materi descriptive text kepada siswa secara lisan.
      3) Guru menjelaskan tujuan, generic structure dan unsur kebahasaan dari descriptive text.
      4) Siswa diberikan contoh dari descriptive text.
      5) Guru menanyakan beberapa hal terkait dengan materi descriptive text kepada siswa.
      6) Siswa diminta untuk membuat teks descriptive text
      7) Siswa diminta untuk memberikan hasil deskripsi dari pertanyaan

    b.   Mengoreksi kerja siswa

        1) Guru membagikan lembar kerja peserta didik

        2) Siswa mengidentifikasi fungsi social, susunan teks, dan unsrue kebahasaan dari teks deskriptif.

        3) Guru dan siswa membahas hasil kerja bersama-sama.

3. Kegiatan Akhir (20 Menit)

    a.   Guru bersama peserta didik membuat simpulan dan rangkuman hasil belajar.

    b.   Guru dan peserta didik melakukan refleksi kegiatan belajar hari ini.

    c.   Guru memberikan tindak lanjut.

    d.   Guru memberikan penugasan kepada peserta didik dengan variasi tugas dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.

4. ASSESSMENT / PENILAIAN

1. Penilaian Sikap

No	Nama	Aspek yang dinilai			Jumlah	Nilai
		Kerjasama	Keaktifan dalam kelompok	Menghargai perbedaan pendapat		

$$\text{Nilai} = \frac{\textit{Skor yang di capai}}{\textit{Skor maksimal}} \times 100$$

2. Indicator Penilaian

Aspek	Belum Kompeten	Cukup Kompeten	Kompeten (3)	Sangat Kompeten

		(1)	(2)		(4)
Kerjasama		Peserta didik tidak pernah bekerjasama dengan peserta lain dalam pembelajaran dan diskusi kelompok	Peserta didik kurang bekerjasama dengan peserta lain dalam pembelajaran dan diskusi kelompok	Peserta didik sering bekerjasama dengan peserta lain dalam pembelajaran dan diskusi kelompok	Peserta didik bekerjasama dengan baik dengan peserta lain dalam pembelajaran dan diskusi kelompok
Keaktifan dalam kelompok		Peserta didik tidak aktif dalam penyusunan teks deskriptif	Peserta didik terlibat dalam penyusunan teks deskriptif namun kurang aktif	Peserta didik terlibat dalam penyusunan teks deskriptif secara aktif tetapi menutup diri untuk diskusi	Peserta didik terlibat dalam penyusunan teks deskriptif secara aktif danterbuka untuk Diskusi.
Menghargai perbedaan pendapat		Peserta didiktidak menghargai perbedaan	Peserta didik menghargai perbedaan	Peserta didik menghargai perbedaan	Peserta didik sangat menghargai

		pendapat.	pendapat tapi kurang	pendapat	perbedaan pendapat

i. Penilaian Pengetahuan

Aspek	Kriteria	Skor
Content (15-30)	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, lengkap,.terperinci, tuntas, mengandung nilai/ada refleksi yang dalam, dapat memberi wawasan baru	25 – 30
	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, tetapi tidak lengkap, tidak terperinci, tidak tuntas, dan kurang bernilai	20 – 24
	Cerita tidak menarik, cerita hanya rekaan, tidak diberi bukti-bukti faktual, tidak terperinci, tidak tuntas, dan tidak bernilai	15 – 19
Organization (10 – 20)	Berpolas: ada pendahuluan, isi, penutup, gagasan dibatasi dalam unit-unit paragraph, disampaikan dengan pola urutan waktu dan tempat	16 – 20
	Ada pendahuluan, isi, tetapi tidak ada penutup, ada paragraph beisi dua gagasan utama, pola urutan waktu dan tempat kadang tidak teratur.	13 – 15
	Karangan tidak diorganisasi sama sekali, tidak jelas pendahuluan , isi, penutup, tidak menggunakan urutan waktu dan tempat	10 – 20
Grammar (15 – 30)	Paragraf kohesif dan koheren, kalimat efektif komunikatif, struktur kalimat baku, diksi tepat dan variatif, makna tidak ambigu, penerapan	27 – 30

		konjungsi secara tepat	
		Ada beberapa paragraph tidak kohesif, ada kalimat yang tidak efektif dan ambigu, diksi ada yang salah konteks, pemakaian konjungi ada yang keliru	21 – 26
		Banyak paragraph tidak kohesif, banyak kalimat yang tidak efektif dan ambigu, diksi banyak yang salah konteks, pemakaian konjungi banyak yang keliru	17 – 20
		Paragraf tidak padu, kalimat tidak efektif, sebagian bear struktur kalimat yang salah, diksi sangat terbatas dan banyak salah konteks, penerapan konjungsi tidak tepat	15 – 16
	Mechanic (8 – 20)	Tidak ada kesalahan ejaan sama sekali, bila tulis tangan rapi dan jelas terbaca, tidak ada salah ketik, pemilihan jenis dan ukuran huruf sesuai, margin sangat pas	17 – 20
		Ada beberapa kesalahan ejaan, tulisan tangan rapi, ada beberapa salah ketik, penentuan jenis, ukuran huruf, margin pas	13 – 16
		Cukup banyak kesalahan ejaan dan salah ketik. Tulisan tangan kurang rapi. Jenis, ukuran huruf dan margin tidak konsisten.	10 – 12
		Mengabaikan ejaan, tulisan tangan sangat tidak rapi, banyak sekali salah ketik, penentuan jenis, ukuran huruf, dan margin semaunya sendiri	8 – 9
	JUMLAH		100

3. KEGIATAN PENGAYAAN DAN REMEDIAL

1. **Pengayaan**
   Peserta didik diminta untuk menulis teks deskriptif terkait tempat wisata, benda atau sesuatu di daerahnya.
2. **Remedial**
   Memberikan tugas siswa untuk mengulang membuat teks deskriptif dengan metode peer teaching

LAMPIRAN

Bahan Ajar
Descriptive Text
Definition :

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Communicative Purpose :

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Generic Structure :
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2. **Description :** Contains a description of something such an animal, things, place or person by describing the features, form, colors or anything related to what the writer describes.

Grammatical Features :
1. Specific participant : has a certain object, is not common and unique (only one). Ex: Borobudur template
2. The use of the adjective (an adjective) to clarify the noun.
3. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
4. Preposition : Use preposition to combine a noun. Ex: In, On, At, With, By and etc.
5. Adverb : the word than affect the meaning of verb, an adjective or another adverb in term of time, place, measure,

quality and question. Ex: Towards, there, fully, almost, secretly, fast, well, never, sometimes, last year, last month and etc.

6. Pronoun. Ex : I, Me, My, Mine and etc.

Example of the Text :

Way Kambas

Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya sepit. There are also so some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

7. **LEMBAR KERJA PESERTA DIDIK (LKPD)**

LEMBAR KERJA PESERTA DIDIK

Name :

Class :

Instruction :

Read the text below and please finish the assignment as followings.

Kiluan Bay

Kiluan Bay is a tourist attraction which is located in Kiluan village, Kelumbayan sub district, Tanggamus district, South Lampung.

Kiluan Bay is about 80 kilometers from Bandar Lampung city center or three to four hour if you go there by car. This is the place of migration for a bunch of mouth bottles dolphins.

This bay has stunning natural landscape and coast. The sand beach which is spreading out there is white and gentle. It is quite harmonious with the blue color of the sea. Besides swimming and snorkeling, in this bay you can also see the attractions from a group of dolphins. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning. However, to watch the attractions you must first rent a small boat or Jukung.

By using the small boat or Jukung, you will be brought Into the middle of the see where the dolphins gather. It takes around twenty five minutes from the coast. From close distance, you can see a group of dolphins which swim and even jump on the side of the coming boat as if they welcomed your coming

Question :

Please analyze the generic structure of the text above.

8. REFLEKSI PESERTA DIDIK DAN GURU

1. Guru

a. Keberhasilan apa saja yang sudah dicapai di tujuan pembelajaran ini?

b. Apa yang harus menjadi perhatian khusus dalam pelaksanaan tujuan pembelajaran?apakah itu cara mengajar saya?

c. Apa yang harus diperbaiki bila siswa tidak paham penjelasan saya?

d. Siswa mana yang membutuhkan perhatian khusus?

2. **Peserta didik**

    a. Before I studied this material.

    b. I didn't understand about: .....

    c. When I was studying this material.

    d. Difficulties:.... How I overcome the difficulties.....

    e. After I have studied this material. I think....

9. DAFTAR PUSTAKA

https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html

https://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html

Buku wajib Bahasa Inggris SMA/MA, SMK/MAK kelas X, Jakarta:Kementerian Pendidikan dan Kebudayaan.

Pekalongan, 9 Januari 2023

Guru Mata Pelajaran   Mahasiswa Peneliti

Mukhlisun, S.Pd.   Nabila Husen
NIP. 19780415 200804 1 001   NPM. 1811040134

Mengetahui dan Mengesahkan
Kepala SMK Negeri 1 Pekalongan

Drs. Eko Hendarto, M.Si.
NIP. 19650106 199702 1 001

Appendix 6. Pre Test

Name   :
Class   :

<div align="center">

Pre Test

</div>

Subject   : English
Sub Matter   : Writing
Class   : X Accounting
Time   : 60 Minute

Instruction:

Before you start doing a task, please read the instruction:

1.   Write your name and your class.
2.   Use your time adequately and work individually
3.   Please write the descriptive text consist at least 150 word

Direction:

1.   Write a descriptive text accordance to generic structure (Identification and Description) and language feature (use simple present tense, specific participant, use the adjective and action verb)
2.   Your text will be measure by 5 component of writing (content, organization, vocabulary, language and mechanics)
3.   Write your text by covering all aspect of the descriptive text in sequence.
4.   Choose one of topics below :
     a.   Lampung Museum
     b.   Borobudur Template
     c.   Joko Widodo
     d.   Raisa Andriana

Appendix 7. Post-Test

Name   :
Class   :

Post Test

Subject   : English
Sub Matter : Writing
Class   : X Accounting
Time   : 60 Minute

Instruction:

Before you start doing a task, please read the instruction:

1. Write your name and your class.
2. Use your time adequately and work individually
3. Please write the descriptive text consist at least 150 word

Direction:

1. Write a descriptive text accordance to generic structure (Identification and Description) and language feature (use simple present tense, specific participant, use the adjective and action verb)
2. Your text will be measure by 5 component of writing (content, organization, vocabulary, language and mechanics)
3. Write your text by covering all aspect of the descriptive text in sequence.
4. Choose one of topics below :
    a. MONAS (Monument National)
    b. Tangkuban Perahu
    c. Ir. Soekarno
    d. Raffi Ahmad

Appendix 8. Key Answer Pre-Test & Post Test

Pre-Test

1. **Lampung Museum**

    Lampung is located on the southern tip of Sumatra Island, with the capital of Bandar Lampung. The people on Lampung are mostly coming from the transmigration program which is the descended migrants from Java, Madura, and Bali. That is why, Lampung is become the first destination for the immigrants who want to get a better life for land, instead of Java Island. Even though, Lampung people are mostly coming from the immigrant, there is the indigenous tribe of Lampung which is called as Ulun Lampung or Lampung people. Ulun Lampung is usually using their own language, kind of traditional language which is the branch of Sundik, the family of west Malay-Polynesian language.While on Lampung script, it is called as Had Lampung is a form of writing that has a relationship with a alphabet Pallawa from South India. Had Lampung is influenced by Pallawa script and Arabic letters. Had Lampung is also have a form of kinship with the characters of Rencong, Rejang Bengkulu script and Bugis script.

    The most economic commodities for Lampung is coming from their coffee. The most economic commodities for Lampung is coming from their coffee plantation of Robusta Coffee beans, Cocoa beans, coconuts and cloves. The quality from Lampung coffee is proudly shown by the Nestlé Company that use their coffee as the raw material for its coffee products.Other famous product from Lampung is their woven cloth called Tapis cloth. Tapis cloth is a women traditional cloth from Lampung, in form of Sarong and made by woven cotton yarn with decorative motifs of gold and silver with embroidery system. This kind of handicraft is made by women, both housewives and girls, usually called as Muli. The purpose is was originally to fill the spare time in order to require the tradition, which is considered sacred.

Currently, Tapis cloth is produced by craftsmen in varied to be good commodity that has high economic value. There are some potential destination from Lampung that required to be the tourism destination, like elephant cultivation of Way Kambas, Lampung Museum, Ranau Lake, Bukit Barisan National Park, Megalithic area and the historical one of Krakatau Mountain. Krakatau is a volcanic island made of a'a lava. It lies in the Sunda Strait between Java and Sumatra. There are several times eruptions from this Krakatau Mountain, until the last eruption there is a new mountain show up and being called as Anak Krakatau or Krakatau child. It is the most favorite destination among the tourist that wants to spend their holiday to Lampung.

2. **Borobudur**

Originally, it has 10 levels which have overall height about 42 meters. However, after the reparation, the height of Borobudur become approximately 34.5 meters with overall building area about 15,129 m2. The front side of Borobudur temple is facing eastwards, although each side of the temple has similar form. There are 3 main levels of the realm in Borobudur. The third level is Kamadhatu (the realm of lust), Rupadhatu (tangible realm), and Arupadhatu (formless realm).

There are so many reliefs on Borobudur's wall which total is about 1,460 panels. These reliefs tell about ancient stories written In Sanskrit language and read by Mapradakisana way. Mapradakisana is a way to read in accordance with the clockwise direction. The way to read the story is starting from the east side of the gate at every level of the temple. There are so many stories written on Borobudur's wall. The first story on this relief is Karmawibhangga which written on the foot of this temple. It tells about karma. Karma is the law of cause and effect obtained by humans. This relief depicts human actions both reprehensible and commendable along with what will they have. The next relief is Laitawistara. These reliefs lined in the stairs on the south side

of temple. The numbers of this relief are 120 figures which illustrate the story of the Buddha from birth to become a Buddhist. And then last are Jataka and Awadana relief. This relief tells the story about Buddha before he was born.

Besides decorated with reliefs, Borobudur also has so many sculptures which become a symbol of the Buddha embodiment. The statues are sitting cross-legged in the lotus position and show a certain hand gesture. These are located at Rupadhatu level. There are 432 sculptures there which are lined sequentially in every niche of this level. In the first row, there are 104 niches, in the second row there are 104 niches, in third row 88 niches, in the fourth row 72 niches, and fifth rows 64 niches. Beside sculpture, Borobudur temple also has Stupa. There are 72 Stupas at the level of Aruphadatu. Those stupas are spread in the court at this stage. In the first court, there are 32 stupas, in the second court 24 stupas, and 16 stupas on the third court. Since the discovery of Borobudur temple, there are so many Buddhist statues theft. Originally, the amount of Buddha statues is 504 statues. More than 300 statues have been damaged. Most of the statues of Buddha are headless because often being stolen to be used in a museum collection.

3. **Joko Widodo**

Ir. h. Joko Widodo or the more familiar greeted Jokowi (born in Surakarta, Central Java, 21 June 1961; age 54 years) was the 7th President of Indonesia who took office on October 20, 2014. He was elected along with Vice President Jusuf Kalla in the 2014 presidential election. Jokowi served as the Governor of DKI Jakarta since 15 October 2012 up to 16 October 2014 accompanied Basuki Tjahaja full moon as Deputy Governor. Previously, he was the Mayor of Surakarta (Solo), since July 28, 2005 and ended on October 1, 2012 accompanied F.X. Hadi Rudyatmo as Deputy Mayor. the two years of his second period became the Mayor of Solo, Jokowi was appointed by his party, the Indonesia Democratic Party of

struggle (PDI-P), to fight in the election of the Governor of DKI Jakarta to pair with Basuki Tjahaja full moon (Ahok).

Joko Widodo came from a simple family. In fact, his home was once condemned as much as three times, when he was a child, but he was able to complete his studies in the Faculty of forestry University of Gajah Mada. After graduation, he was practicing his profession as a furniture businessman. his political career began with being Mayor of Surakarta in 2005. he is best known is considered successful after changing the face of Surakarta city became a city of tourism, city of culture, and the city of batik. on September 20, 2012, Jokowi won the election in Jakarta. His victory reflects popular support for was considered a leader of the "young" and "clean", although he was more than fifty years.

Since being elected as Governor, his popularity continued to soar and became the spotlight of the media. as a result, emerging discourse to make a presidential candidate for the general election of the President of Indonesia, 2014. in addition, the survey results indicate, the name Jokowi continues to Excel. at first, the General Chairman of the PDI-P, Megawati Sukarnoputri declared that he would not announce a presidential candidate of the PDI Perjuangan until after the legislative elections of 9 April 2014. However, on March 14, 2014, Jokowi received a mandate from Megawati to advance as a presidential candidate, three weeks before the legislative elections and two days before the campaign.

4. **Raisa Andriana**

Raisa Andriana or often known as Raisa, is one of Indonesia's most accomplished solo singers. Raisa was born in Jakarta on June 6 1990 to Allan N. Rachman and Ria Marianty.When she was little, Raisa had a nickname that she didn't like. His parents called him Sasha. Because he still has difficulty spelling words clearly, the nickname was replaced with the name Yaya to make it easier to pronounce. But, as he got older, he felt strange about that call.

So, in the past he often sulked when someone teased him by calling him Yaya. Until now, there are still some friends who like to call themselves Yaya, this name has become a familiar nickname for her. Raisa has started to show interest in the world of singing since she was little. When he was 3 years old, he sang a song from the Aladdin soundtrack, A Whole New World. The song was introduced by his parents, namely his mother. Then Raisa's mother realized that little Raisa had talent in singing.She is able to sing the notes correctly and not falsely. She can also pronounce the lyrics in English clearly. These advantages are not necessarily possessed by small children his age. Raisa's musicality is inspired by popular US musicians such as Brian MvKnight, Alicia Keys, and Joss Stone.

Before he became a famous singer, he channeled his talents as a regular singer in several cafes. Starting from there he gained a lot of experience and opportunities in his musical journey. Not only singing, he also mastered musical instruments such as the piano. Nearly 80% of the songs from the album he created himself
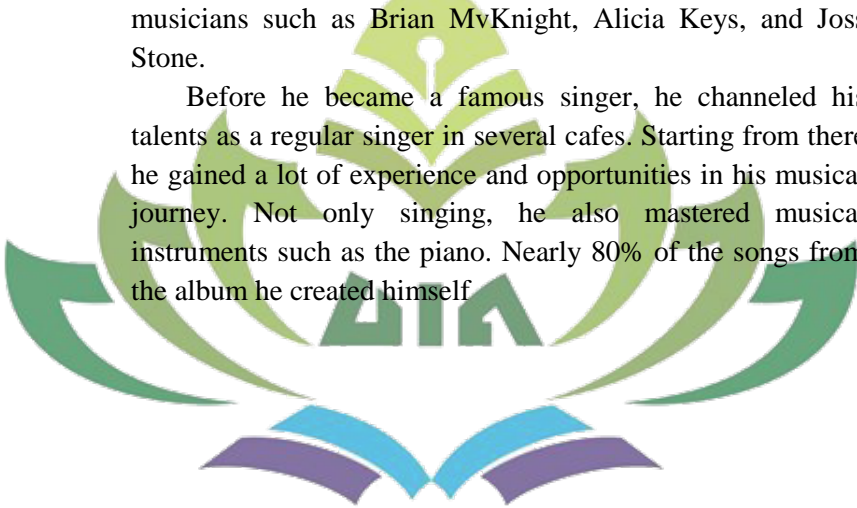
Post-Test

1. **MONAS (Monument National)**

   The National Monument or are largely known as Monas is one of the famous landmarks in Central Jakarta, Indonesia. The construction was started in 1961 and was officially opened for public in 1975. This obelisk monument was built to commemorate Indonesian people struggle in obtaining their independence from Dutch colonialism.

   The full height of Monas is 132 meters, soaring from the ground to the sky. It consists of three different parts of level. The upmost part is a flame shaped crown which is covered by 45 kg of gold. It weighs about 14.6 tons and has a height of 17 meters. The second part is the top platform. It has rectangular shape with the size of 11 by 11 meters. Visitors can reach it by using the elevator; it takes about three minutes long. From this platform, they can see a vast and clear view of the whole city. The last part is the lower platform. This rectangular platform has a width of 45 meters for each side. Inside this lower section, there is a chamber of freedom. It keeps many authentic symbol and documents of Indonesian freedom.

2. **Tangkuban Perahu**

   Tangkuban Perahu is a volcano, 25 kilometers north of Bandung direction of Lembang. Its location is in between Sagalaherang village, Sagalaherang distri,t, Subang regency and Cikole village, Lembang district, Bandung regency. This is Bandung's most famous tourist volcano, just 28 km north of the city. This volcano offers many places to see and explore.

   Whether we look into the huge crater or hike down into it, stroll through the forest on its slopes, or simply enjoy the splendid panoramic enery. Mt. Tangkuban Perahu is an interesting destination that everyone in the Bandung area is fond of visiting. When seen from Bandung, Mt. Tangkuban

Perahu has a distinctive shape, like an upside down boat. Tangkuban Perahu means, in fact, "up-turned boat". This peculiar shape has stimulated the fantasy of the Sundanese people from early times as expressed in the Legend of Sangkuriang.

3. **Ir Soekarno**

Ir. Soekarno was born in Blitar, East Java, June 6, 1901 (died in Jakarta on June 21, 1970 at the age of 69 years) is Indonesia's first president who served from 1945 to 1966 he played an important role to liberate the nation of Indonesia from Dutch colonialism. Soekarno's Pancasila because he is a digger who first sparked the basic concept of the Indonesian nation and he himself was named the Pancasila. He is an Indonesian Independence Proclaimers (along with Mohammad Hatta) which occurred on August 17, 1945.

Soekarno signed a Letter of Command March 11, 1966 Supersemar controversial, whose contents - based on the version issued by Army Headquarters - commissioned Lieutenant-General Suharto to secure and maintain the security of the state and the institution of the presidency. Supersemar be the basis of Lieutenant-General Suharto to dissolve the Communist Party of Indonesia (PKI) and replace the members who sit in parliament. After the answer denied liability Provisional People's Consultative Assembly (MPRS) in the general assembly to four years in 1967, President Soekarno was dismissed from his post as president at the Special Meeting of the Consultative Assembly in the same year and appointed Soeharto as acting President of the Republic of Indonesia. When born, Soekarno Kusno Sosrodihardjo given name by his parents. But because he is often hurt when he was five years old then it was renamed by her father, Soekarno. The name was taken from a warlord in the story of Bharata Yudha namely Karna. The name "Karna" to "Karno" because in the Java language the letter "a" changed to "o" while the prefix "su" means "good."

4. **Raffi Ahmad**

His full name is Raffi Faridz Ahmad. People usually call him Raffi Ahmad or Raffi. He was born on 17 February 1987 in Bandung, West Java. He is a presenter and a famous actor in Indonesia.Raffi has 2 siblings. He is the first child of the family. His father's name is Munawar Ahmad and his mother is Amy Qanita.

Raffi is a good looking guy. Many girls like him. Unfortunately, he is sort of heart-breaker. He easily gets in touch with girls and has a special relationship. Let's say for example Laudya Chintya Bella, Velove Vexia and Yuni Shara. Raffi works as a presenter. He works with Olga Syahputra on some TV shows like Dahsyat and OMG. He also works as an actor. Some films he has ever played are Tunjuk Satu Bintang and Love is Cinta. Beside being a presenter and an actor, Raffi also works as a singer. He sings with his vocal group BBB. Raffi has many lifetime achievements during his career. Some of them are SCTV Award 2006 as the popular artist, Panasonic Gobel Award 2011 and 2012 as the best music presenter.

Appendix 9. Validation Instrument Letter

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Terbol/Endro/Sutarmen/Sukarame Bandar Lampung Telp. (0721)703289

SURAT PENGANTAR VALIDASI

Hal : Permohonan Validasi Instrumen Penelitian
Lampiran : -

Kepada Yth
Nurul Puspita, M.Pd.
Dosen Program Studi Pendidikan Bahasa Inggris
UIN Raden Intan Lampung
Di-Tempat

Sehubungan dengan rencana pelaksanaan tugas akhir skripsi, dengan ini saya:

Nama : Nabila Husen
NPM : 1811040134
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Quantum Learning Method In Fostering
Students Writing Ability on Descriptive Text In the Tenth Grade at SMK N 1
Pekalongan in the Academic Year 2022/2023

Dengan hormat memohon kepada Miss Nurul Puspita, M. Pd. bersedia menjadi validator dari instrumen yang telah dibuat sebagai bentuk proses validasi hasil penelitian.

Demikian permohonan ini saya sampaikan. Atas perhatian dan ketersediaannya saya ucapkan terima kasih.

Bandar Lampung, 25 Juli 2023
Validator (Dosen)

Nurul Puspita, M.Pd.
NIP 198907172015032004

Appendix 10. Expert Validation

EXPERT VALIDATION FORM OF WRITING TEST

KEMENTERIAN AGAMA RI

UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG

FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289

LEMBAR VALIDASI

Yang bertanda tangan dibawah ini

Nama : Nurul Puspita, M.Pd.

Instansi : UIN Raden Intan Lampung

Jabatan : Dosen Bidang Pendidikan Bahasa Inggris

Instruksi:

Untuk setiap pertanyaan, tolong berikan respon anda dengan mencentang dari kolom yang mewakili pilihan anda.

No.	Pertanyaan	Ya	Tidak	Komentar
1	Apakah petunjuk dan dan alat tes cukup jelas?	✓		
2	Apakah topiknya cukup dimengerti?	✓		
3	Apakah alokasi waktu cukup efektif?	✓		
4	Apakah indikator yang mengacu pada *Generic structure text* sudah disebutkan ?	✓		
4	Apakah rubik penilaian sudah mencakup semua aspek *content, organization, vocabulary, language and mechanics*?	✓		

Saran dan Komentar

Bandar Lampung, 25 Juli 2023

Validator (Dosen)

Nurul Puspita, M.Pd.

NIP. 198907172015032004

EXPERT VALIDATION FORM OF WRITING TEST

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

LEMBAR VALIDASI

Yang bertanda tangan dibawah ini

Nama : Mukhlisun, S.Pd.
Instansi : SMK Negeri 1 Pekalongan
Jabatan : Guru Bidang Pendidikan Bahasa Inggris

Instruksi:

Untuk setiap pertanyaan, tolong berikan respon anda dengan mencentang dari kolom yang mewakili pilihan anda.

No.	Pertanyaan	Ya	Tidak	Komentar
1	Apakah petunjuk dan dan alat tes cukup jelas?	✓		
2	Apakah topiknya cukup dimengerti?	✓		
3	Apakah alokasi waktu cukup efektif?	✓		
4	Apakah indikator yag mengacu pada *Generic Structure* *text* sudah disebutkan?	✓		
5	Apakah rubik penilaian sudah mencakup semua aspek *content, organization, vocabulary, language and mechanics*?	✓		

Saran dan Komentar

Bandar Lampung, 18 Agustus 2023
Validator (Guru)

Mukhlisun, S.Pd.
NIP. 19780415 200804 1 001

Appendix 11. Readability Test Instrument

READABILITY OF THE WRITING TEST

Name   :
Class   :

Based on the instrument of essay writing test, please answer the following question.

No.	Question	Yes	No	Scale 1-10	Comments
1	Apakah anda paham dengan petunjuk (Instruction) poin no.1?				
2	Apakah anda paham dengan petunjuk (Instruction) poin no.2?				
3	Apakah anda paham dengan petunjuk (Instruction) poin no.3?				
4	Apakah anda paham dengan perintah (Direction) poin no.1?				
5	Apakah anda paham dengan perintah (Direction) poin no.2?				
6	Apakah anda paham dengan perintah (Direction) poin no.3?				
7	Apakah anda paham dengan perintah (Direction) poin no.4?				

Appendix. 12 Result of Instrument Readability (Experimental Class)

READABILITY OF THE WRITING TEST

Name   : Sevia Dwi Lestari
Class   : X Akuntansi 1

Based on the instrument of essay writing test, please answer the following question.

No.	Question	Yes	No	Scale 1-10	Comments
1	Apakah anda paham dengan petunjuk (Instruction) poin no.1?	v		1	
2	Apakah anda paham dengan petunjuk (Instruction) poin no.2?	v		1	
3	Apakah anda paham dengan petunjuk (Instruction) poin no.3?	v		1	
4	Apakah anda paham dengan perintah (Direction) poin no.1?	v		1	
5	Apakah anda paham dengan perintah (Direction) poin no.2?	v		2	
6	Apakah anda paham dengan perintah (Direction) poin no.3?	v		1	
7	Apakah anda paham dengan perintah (Direction) poin no.4?	v		1	

READABILITY OF THE WRITING TEST

Name   : Shalsa Dira Ivana

Class   : X Akuntansi 1

Based on the instrument of essay writing test, please answer the following question.

No.	Question	Yes	No	Scale 1-10	Comments
1	Apakah anda paham dengan petunjuk (Instruction) poin no.1?	v		1	
2	Apakah anda paham dengan petunjuk (Instruction) poin no.2?	v		1	
3	Apakah anda paham dengan petunjuk (Instruction) poin no.3?	v		2	
4	Apakah anda paham dengan perintah (Direction) poin no.1?	v		1	
5	Apakah anda paham dengan perintah (Direction) poin no.2?	v		2	
6	Apakah anda paham dengan perintah (Direction) poin no.3?	v		2	
7	Apakah anda paham dengan perintah (Direction) poin no.4?	v		1	

Appendix 13. Result of Instrument Readability (Control Class)

READABILITY OF THE WRITING TEST

Name   : Revalya Andhini

Class   : X Akuntansi 2

Based on the instrument of essay writing test, please answer the following question.

No.	Question	Yes	No	Scale 1-10	Comments
1	Apakah anda paham dengan petunjuk (Instruction) poin no.1?	v		1	
2	Apakah anda paham dengan petunjuk (Instruction) poin no.2?	v		2	
3	Apakah anda paham dengan petunjuk (Instruction) poin no.3?	v		3	
4	Apakah anda paham dengan perintah (Direction) poin no.1?	v		2	
5	Apakah anda paham dengan perintah (Direction) poin no.2?	v		3	
6	Apakah anda paham dengan perintah (Direction) poin no.3?	v		3	
7	Apakah anda paham dengan perintah (Direction) poin no.4?	v		1	

READABILITY OF THE WRITING TEST

Name   : Sapta Bahrudin
Class   : X Akuntansi 2

Based on the instrument of essay writing test, please answer the following question.

No.	Question	Yes	No	Scale 1-10	Comments
1	Apakah anda paham dengan petunjuk (Instruction) poin no.1?	v		2	
2	Apakah anda paham dengan petunjuk (Instruction) poin no.2?	v		1	
3	Apakah anda paham dengan petunjuk (Instruction) poin no.3?	v		2	
4	Apakah anda paham dengan perintah (Direction) poin no.1?	v		1	
5	Apakah anda paham dengan perintah (Direction) poin no.2?	v		2	
6	Apakah anda paham dengan perintah (Direction) poin no.3?	v		2	
7	Apakah anda paham dengan perintah (Direction) poin no.4?	v		1	

Appendix 14. The Students Name (Experimental Class)

The Name of Students in Experimental Class

No Urut	NAMA SISWA	Code		No	Name	Code
				15	IY	E-15
				16	KFB	E-16
				17	KW	E-17
				18	MW	E-18
1	AIS	E-1		19	MF	E-19
2	AY	E-2		20	MH	E-20
3	AIA	E-3		21	NR	E-21
4	ANR	E-4		22	NDS	E-22
5	AWW	E-5		23	ND	E-23
6	DPW	E-6		24	NL	E-24
7	DA	E-7		25	RFT	E-25
8	DK	E-8		26	RPS	E-26
9	ETA	E-9		27	RA	E-27
10	EMH	E-10		28	SDL	E-28
11	ELR	E-11		29	SDI	E-29
12	ERW	E-12		30	SPP	E-30
13	FA	E-13		31	W	E-31
14	HS	E-14		32	ZR	E-32

Appendix 15. The Students Name (Control Class)

The name of Students in Control Class

No Urut	NAMA SISWA	Code
1	APD	E-1
2	CAA	E-2
3	DFR	E-3
4	DME	E-4
5	DP	E-5
6	ER	E-6
7	EF	E-7
8	EK	E-8
9	EAA	E-9
10	FEDPS	E-10
11	FR	E-11
12	GR	E-12
13	H	E-13
14	HA	E-14
15	IMR	E-15
16	IWA	E-16
17	JB	E-17
18	MSJ	E-18
19	MA	E-19
20	NEJ	E-20
21	ND	E-21
22	NOR	E-22
23	PMP	E-23
24	PAF	E-24
25	RA	E-25
26	RS	E-26
27	SR	E-27
28	SB	E-28
29	SQ	E-29
30	SJ	E-30
31	VE	E-31

Appendix 16. Validity Result

No Instrument	Pearson Correlation R Hitung	R Table	Nilai Signifikasi	Keterangan
1	0.525	0.244	0	Valid
2	0.735	0.244	0	Valid
3	0.602	0.244	0	Valid
4	0.772	0.244	0	Valid
5	0.573	0.244	0	Valid
6	0.691	0.244	0	Valid
7	0.612	0.244	0	Valid

Correlations

		S1	S2	S3	S4	S5	S6	S7	Total
S1	Pearson Correlation	1	.211	.246	.271*	.059	.399**	.474**	.525**
	Sig. (2-tailed)		.097	.052	.032	.643	.001	.000	.000
	N	63	63	63	63	63	63	63	63
S2	Pearson Correlation	.211	1	.303*	.496**	.352**	.425**	.332**	.735**
	Sig. (2-tailed)	.097		.016	.000	.005	.001	.008	.000
	N	63	63	63	63	63	63	63	63
S3	Pearson Correlation	.246	.303*	1	.325**	.293*	.431**	.190	.602**
	Sig. (2-tailed)	.052	.016		.009	.020	.000	.136	.000
	N	63	63	63	63	63	63	63	63

S4	Pearson Correlation	.271*	.496**	.325**	1	.345**	.429**	.448**	.772**
	Sig. (2-tailed)	.032	.000	.009		.006	.000	.000	.000
	N	63	63	63	63	63	63	63	63
S5	Pearson Correlation	.059	.352**	.293*	.345**	1	.254*	.231	.573**
	Sig. (2-tailed)	.643	.005	.020	.006		.044	.069	.000
	N	63	63	63	63	63	63	63	63
S6	Pearson Correlation	.399**	.425**	.431**	.429**	.254*	1	.266*	.691**
	Sig. (2-tailed)	.001	.001	.000	.000	.044		.035	.000
	N	63	63	63	63	63	63	63	63
S7	Pearson Correlation	.474**	.332**	.190	.448**	.231	.266*	1	.612**
	Sig. (2-tailed)	.000	.008	.136	.000	.069	.035		.000
	N	63	63	63	63	63	63	63	63
Total	Pearson Correlation	.525**	.735**	.602**	.772**	.573**	.691**	.612**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	63	63	63	63	63	63	63	63

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix. 17 Reliability Result

Case Processing Summary

		N	%
Cases	Valid	63	100.0
	Excluded[a]	0	.0
	Total	63	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.766	7
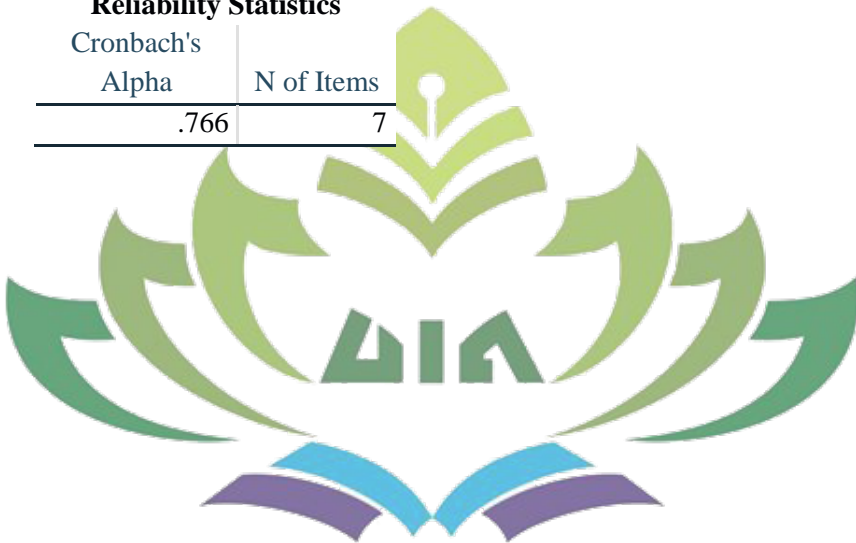
Appendix. 18 Readability Result

The Result of Readability Test

No.	Code	Question and Scale							Total	Average
		1	2	3	4	5	6	7		
1	S-1	1	1	2	1	2	2	1	10	1.4
2	S-2	1	2	3	1	1	2	1	11	1.6
3	S-3	2	2	3	2	2	3	1	15	2.1
4	S-4	1	2	2	1	2	3	1	12	1.7
5	S-5	1	1	2	1	1	2	1	9	1.3
6	S-6	2	3	3	2	2	3	2	17	2.4
7	S-7	1	1	2	1	2	3	1	11	1.6
8	S-8	1	2	2	1	2	2	1	11	1.6
9	S-9	1	2	2	1	2	2	1	11	1.6
10	S-10	1	2	2	2	2	3	1	13	1.9
11	S-11	1	3	2	1	2	2	1	12	1.7
12	S-12	2	2	3	2	2	3	2	16	2.3
13	S-13	1	1	2	1	1	2	1	9	1.3
14	S-14	1	1	2	1	2	2	1	10	1.4
15	S-15	1	3	2	1	2	2	1	12	1.7
16	S-16	1	1	3	1	1	2	1	10	1.4
17	S-17	2	3	3	1	2	3	1	15	2.1
18	S-18	1	3	2	2	2	3	1	14	2.0
19	S-19	1	2	3	3	2	3	1	15	2.1
20	S-20	1	1	2	1	2	2	1	10	1.4
21	S-21	1	1	2	1	1	3	1	10	1.4
22	S-22	1	3	2	1	2	2	1	12	1.7
23	S-23	1	3	3	2	2	2	1	14	2.0
24	S-24	1	1	2	2	2	2	1	11	1.6
25	S-25	1	1	2	1	2	2	1	10	1.4
26	S-26	1	1	2	2	1	2	1	10	1.4
27	S-27	1	3	2	3	2	3	1	15	2.1
28	S-28	1	1	1	1	2	1	1	8	1.1
29	S-29	1	1	2	1	2	2	1	10	1.4
30	S-30	1	1	1	1	1	2	1	8	1.1

31	S-31	1	2	2	2	1	2	1	11	1.6
32	S-32	1	3	3	2	1	3	1	14	2.0
33	S-33	2	3	3	3	2	3	1	17	2.4
34	S-34	2	3	3	2	2	3	2	17	2.4
35	S-35	1	2	3	3	3	2	1	15	2.1
36	S-36	1	2	3	3	3	2	1	15	2.1
37	S-37	1	3	2	2	2	3	2	15	2.1
38	S-38	1	2	3	2	3	3	1	15	2.1
39	S-39	1	3	2	3	2	2	2	15	2.1
40	S-40	1	3	3	2	3	3	1	16	2.3
41	S-41	1	3	2	3	2	2	1	14	2.0
42	S-42	2	3	3	3	2	3	2	18	2.6
43	S-43	1	3	2	2	2	2	1	13	1.9
44	S-44	2	2	2	2	1	2	2	13	1.9
45	S-45	2	2	2	2	1	2	2	13	1.9
46	S-46	1	2	3	2	2	3	1	14	2.0
47	S-47	1	3	2	3	3	3	2	17	2.4
48	S-48	2	2	3	3	2	3	1	16	2.3
49	S-49	2	2	3	3	2	3	2	17	2.4
50	S-50	1	2	2	3	2	2	2	14	2.0
51	S-51	1	2	3	3	2	3	2	16	2.3
52	S-52	1	2	3	2	3	2	2	15	2.1
53	S-53	2	3	3	2	3	3	2	18	2.6
54	S-54	2	2	2	3	2	3	2	16	2.3
55	S-55	1	2	3	2	2	2	1	13	1.9
56	S-56	2	1	2	1	2	2	1	11	1.6
57	S-57	1	2	3	2	3	3	1	15	2.1
58	S-58	1	2	3	2	2	2	2	14	2.0
59	S-59	2	3	2	3	3	3	2	18	2.6
60	S-60	2	1	2	1	2	2	1	11	1.6
61	S-61	1	2	3	1	3	2	2	14	2.0
62	S-62	2	3	2	3	3	3	2	18	2.6
63	S-63	2	2	3	2	2	3	2	16	2.3
Mean										1.9

Based on the findings of Koume's research, if the mean of all item of instruments test under 4.46, so the instrument is quite readable ang understable by the reader. In this research, the data of the readability is 1.9, that's mean lower than 4.46. Therefore, this instrument is readable.
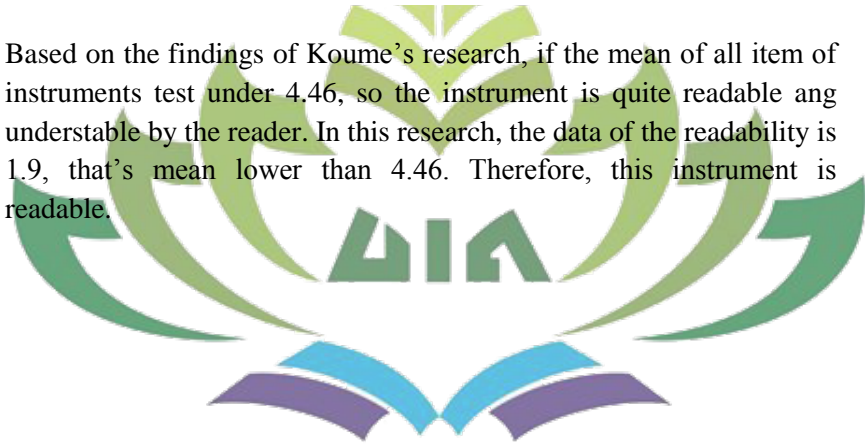
Appendix. 19 Result Pre-Test and Post Test in Experimental Class

Pre-Test

No.	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
														Result Pre-Test of Experimental Class
1	E-1	7	8	8	7	6	5	7	8	7	8	35	36	36
2	E-2	8	7	6	7	7	6	10	10	7	7	40	37	39
3	E-3	8	8	7	8	7	9	7	8	8	8	40	41	41
4	E-4	6	7	5	6	5	5	5	7	4	6	27	31	29
5	E-5	5	6	6	7	6	5	6	7	7	6	31	31	31
6	E-6	4	5	5	6	4	5	4	5	5	7	26	28	27
7	E-7	6	7	6	6	7	6	7	7	7	6	33	32	33
8	E-8	10	11	9	10	9	8	8	9	7	7	39	45	42
9	E-9	9	10	9	8	8	9	9	10	7	8	43	45	44
10	E-10	12	14	11	13	10	11	11	10	6	7	45	55	50
11	E-11	10	12	8	9	10	11	8	9	4	6	38	47	43
12	E-12	5	7	5	6	5	5	5	4	6	7	27	29	28
13	E-13	8	9	9	10	7	8	8	9	7	8	40	44	42
1	E-	7	9	8	9	5	6	8	9	6	7	3	4	38

4	14											6	0	
15	E-15	5	6	5	7	5	6	5	6	6	7	30	32	31
16	E-16	12	14	11	12	12	13	15	16	7	9	60	64	62
17	E-17	8	9	6	7	6	7	7	9	6	8	37	40	39
18	E-18	7	9	6	8	7	6	6	6	7	7	32	36	34
19	E-19	7	9	7	7	6	7	6	5	6	7	31	35	33
20	E-20	7	8	7	9	6	7	6	5	6	7	31	36	34
21	E-21	12	13	11	12	10	11	10	11	9	10	51	57	54
22	E-22	4	7	5	6	3	6	2	6	3	7	24	32	28
23	E-23	7	9	7	8	7	8	8	9	6	7	38	41	40
24	E-24	7	9	8	9	5	6	8	9	6	7	36	40	38
25	E-25	9	10	10	11	8	9	8	9	7	6	42	45	42
26	E-26	7	8	7	7	6	7	7	8	7	8	37	38	38
27	E-27	8	9	7	7	6	7	7	8	5	6	33	37	35
28	E-28	8	9	8	9	8	10	9	8	7	8	42	44	43
29	E-29	10	11	10	12	11	11	11	11	8	9	50	54	52
30	E-30	6	9	7	8	7	6	6	5	7	6	30	34	32
31	E-31	5	6	5	5	2	5	5	6	2	4	22	26	24
3	E-	7	8	7	8	7	7	6	6	6	6	3	3	33

| 2 | 32 | | | | | | | | | | | | | 1 | 5 | |

Post Test

No.	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	18	17	17	18	17	17	25	25	7	8	84	85	85
2	E-2	17	18	17	17	17	18	25	25	7	7	83	85	84
3	E-3	16	17	16	16	15	16	25	25	7	7	79	81	80
4	E-4	18	17	17	18	16	16	25	25	8	8	84	84	84
5	E-5	18	18	17	17	17	17	25	25	8	8	85	85	85
6	E-6	16	17	16	16	15	16	25	25	7	8	79	82	81
7	E-7	18	18	17	17	17	16	25	24	8	7	85	82	84
8	E-8	17	17	17	18	17	17	23	23	8	8	82	83	83
9	E-9	17	18	17	17	15	16	24	24	7	7	80	82	81
10	E-10	18	17	17	18	17	17	25	24	7	8	84	84	84
11	E-11	18	17	17	17	17	16	25	25	7	8	84	83	84
12	E-12	16	16	16	16	15	15	25	25	7	7	79	79	79
13	E-13	18	18	18	18	17	17	25	25	7	7	85	85	85
14	E-14	18	17	18	18	17	16	25	24	7	7	85	82	84

Result Post Test of Experimental Class

15	E-15	18	17	17	18	17	17	25	24	7	8	84	84	84
16	E-16	18	18	17	17	17	18	25	25	8	8	85	86	86
17	E-17	17	18	16	16	17	17	24	24	6	7	80	82	81
18	E-18	17	17	17	18	16	16	25	25	7	7	82	83	83
19	E-19	17	18	17	17	15	15	25	25	8	8	82	83	83
20	E-20	18	17	17	18	17	17	25	25	8	7	85	84	85
21	E-21	18	17	17	17	17	16	25	25	7	8	84	83	84
22	E-22	18	18	17	17	17	16	25	24	7	8	84	83	84
23	E-23	18	16	17	16	16	15	25	25	7	8	83	80	82
24	E-24	18	17	17	18	17	16	25	25	8	8	85	84	85
25	E-25	18	18	18	17	17	18	25	25	7	8	85	86	86
26	E-26	18	18	17	17	17	17	25	25	8	8	85	85	85
27	E-27	17	17	17	18	17	17	25	25	7	7	83	84	84
28	E-28	19	18	17	18	17	16	25	25	8	8	86	85	86
29	E-29	18	18	17	17	17	17	25	25	8	8	85	85	85
30	E-30	18	17	18	18	17	16	25	25	8	8	86	84	85
31	E-31	18	18	17	17	17	17	25	25	7	7	84	84	84
32	E-32	17	17	17	18	17	16	23	23	8	8	82	82	82

Appendix 20. Result Pre-Test and Post Test in Control Class

Pre-Test

No.	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
														Result Pre-Test of Control Class
1	E-1	8	7	5	5	6	5	7	7	4	5	30	29	30
2	E-2	10	9	8	7	8	8	7	6	6	7	39	37	38
3	E-3	8	7	8	6	7	7	8	8	6	6	37	34	36
4	E-4	8	9	7	7	7	8	6	7	6	6	34	37	36
5	E-5	8	9	8	8	8	9	9	9	7	7	40	42	41
6	E-6	9	8	6	6	5	5	6	6	4	4	30	29	30
7	E-7	12	11	11	10	11	11	12	11	8	6	54	49	52
8	E-8	10	9	9	10	8	7	9	9	7	6	43	41	42
9	E-9	6	8	6	6	5	5	5	6	4	4	26	29	28
10	E-10	9	8	6	7	5	5	5	6	5	5	30	31	31
11	E-11	10	9	8	7	8	7	7	6	7	7	40	36	38
12	E-12	12	11	12	10	10	11	10	9	8	8	52	49	51
13	E-13	11	10	11	10	8	7	10	9	7	6	47	42	45
1	E-	4	5	5	6	4	5	3	4	2	4	1	2	21

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No	Code													Total
14	14											8	4	
15	E-15	11	10	11	11	10	9	11	10	7	8	50	48	49
16	E-16	8	9	6	7	6	7	6	7	4	5	30	35	33
17	E-17	8	9	7	8	5	6	6	5	4	5	30	33	32
18	E-18	5	6	5	5	4	5	4	5	4	4	22	25	24
19	E-19	10	9	9	10	10	11	8	9	8	7	45	46	46
20	E-20	8	9	8	8	7	8	7	7	7	7	37	39	38
21	E-21	8	7	7	6	5	6	6	7	4	5	30	31	31
22	E-22	4	5	5	6	1	3	1	3	1	4	12	21	17
23	E-23	8	9	6	7	5	6	6	7	5	6	30	35	33
24	E-24	8	7	7	8	5	6	6	6	4	5	30	32	31
25	E-25	8	10	8	9	7	7	6	7	6	6	35	39	37
26	E-26	9	11	8	9	8	7	7	7	6	6	38	40	39
27	E-27	9	10	9	8	8	8	8	7	7	6	41	39	40
28	E-28	8	9	7	6	6	6	7	8	7	5	35	34	35
29	E-29	9	10	8	9	8	7	8	6	7	6	40	38	39
30	E-30	10	12	8	9	8	8	7	8	6	7	39	44	42
31	E-31	8	9	8	7	7	6	7	6	6	7	36	35	36

Post Test

No.	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
						Result Post Test of Control Class								
1	E-1	17	18	15	15	14	14	22	22	8	7	76	76	76
2	E-2	16	17	15	15	15	16	22	23	8	8	76	79	78
3	E-3	17	16	17	17	15	15	22	22	7	7	78	77	78
4	E-4	18	17	16	15	14	14	22	22	7	7	77	75	76
5	E-5	17	17	15	16	14	15	23	22	8	7	77	77	77
6	E-6	17	17	17	17	14	14	23	22	7	6	78	76	77
7	E-7	18	16	15	15	13	13	23	23	9	9	78	76	77
8	E-8	17	17	16	16	15	15	22	22	7	7	77	77	77
9	E-9	18	16	17	17	14	14	23	22	6	7	78	76	77
10	E-10	16	17	16	15	16	15	22	22	6	7	76	76	76
11	E-11	17	16	15	15	15	15	23	23	8	8	78	77	78
12	E-12	18	17	15	16	15	15	23	22	9	8	80	78	79
13	E-13	18	16	17	17	14	15	23	23	8	7	80	78	79
14	E-14	18	17	16	16	16	17	22	23	8	8	80	81	81
1	E-	1	1	15	16	14	15	2	2	8	8	7	7	77

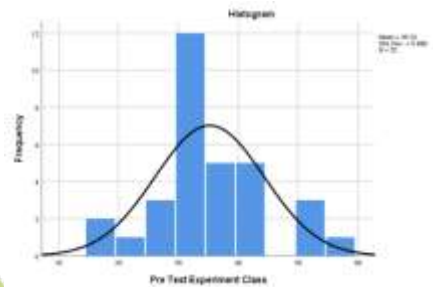|														
5	15	7	5					3	2			7	6	
16	E-16	17	17	16	16	14	14	22	22	7	7	76	76	76
17	E-17	17	16	15	15	14	15	23	22	8	8	77	76	77
18	E-18	17	17	15	16	15	16	23	23	8	7	78	79	79
19	E-19	17	16	15	15	15	15	22	23	8	8	77	77	77
20	E-20	16	17	16	16	15	16	22	23	8	8	77	80	79
21	E-21	17	16	14	15	14	15	23	23	8	8	76	77	77
22	E-22	17	17	16	16	14	14	22	23	7	7	76	77	77
23	E-23	16	18	16	15	15	15	23	23	8	7	78	78	78
24	E-24	18	17	16	16	15	15	23	22	8	8	80	78	79
25	E-25	17	16	16	16	14	15	23	22	8	8	78	77	78
26	E-26	18	18	15	16	14	16	23	23	8	7	78	80	79
27	E-27	16	17	15	15	15	15	22	22	8	8	76	77	77
28	E-28	18	17	17	17	17	17	22	23	6	7	80	81	81
29	E-29	16	16	16	17	16	15	22	23	8	8	78	79	79
30	E-30	16	17	15	15	15	16	23	23	7	7	76	78	77
31	E-31	17	17	15	16	15	15	23	23	6	7	76	78	77

Appendix 21. Result Analysis Pre-test (Experimental Class)

The Result Analysis of Pre-Test in Experimental Class

Statistics

Pre Test Experiment Class

N	Valid	32
	Missing	0
Mean		35.22
Std. Error of Mean		1.606
Median		34.00
Mode		33
Std. Deviation		9.086
Variance		82.564
Range		40
Minimum		17
Maximum		57
Sum		1127

Pre Test Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	1	3.1	3.1	3.1
	19	1	3.1	3.1	6.3
	22	1	3.1	3.1	9.4
	25	1	3.1	3.1	12.5
	26	2	6.3	6.3	18.8
	30	2	6.3	6.3	25.0
	32	1	3.1	3.1	28.1
	33	6	18.8	18.8	46.9
	34	3	9.4	9.4	56.3
	35	2	6.3	6.3	62.5
	37	1	3.1	3.1	65.6
	38	1	3.1	3.1	68.8

39	1	3.1	3.1	71.9
40	2	6.3	6.3	78.1
42	2	6.3	6.3	84.4
43	1	3.1	3.1	87.5
50	2	6.3	6.3	93.8
52	1	3.1	3.1	96.9
57	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Appendix 22. Result Analysis Pre-test (Control Class)

The Result Analysis of Pre-Test in Control Class

Statistics

Pre Test Control Class

N	Valid	31
	Missing	0
Mean		35.48
Std. Error of Mean		1.674
Median		36.00
Mode		30
Std. Deviation		9.320
Variance		86.858
Range		42
Minimum		12
Maximum		54
Sum		1100

Pre Test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	1	3.1	3.2	3.2
	18	1	3.1	3.2	6.5
	22	1	3.1	3.2	9.7
	26	1	3.1	3.2	12.9
	30	8	25.0	25.8	38.7
	34	1	3.1	3.2	41.9
	35	2	6.3	6.5	48.4
	36	1	3.1	3.2	51.6
	37	2	6.3	6.5	58.1
	38	1	3.1	3.2	61.3
	39	2	6.3	6.5	67.7
	40	3	9.4	9.7	77.4
	41	1	3.1	3.2	80.6

	43	1	3.1	3.2	83.9
	45	1	3.1	3.2	87.1
	47	1	3.1	3.2	90.3
	50	1	3.1	3.2	93.5
	52	1	3.1	3.2	96.8
	54	1	3.1	3.2	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

Appendix 23. Result Analysis Post-test (Experimental Class)

The Result Analysis of Post-Test in Experimental Class

Statistics

Post Test Experiment Class

N	Valid	32
	Missing	0
Mean		83.38
Std. Error of Mean		.364
Median		84.00
Mode		85
Std. Deviation		2.060
Variance		4.242
Range		7
Minimum		79
Maximum		86
Sum		2668

Post Test Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	79	3	9.4	9.4	9.4
	80	2	6.3	6.3	15.6
	82	4	12.5	12.5	28.1
	83	3	9.4	9.4	37.5
	84	8	25.0	25.0	62.5
	85	10	31.3	31.3	93.8
	86	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Appendix 24. Result Analysis Post-test (Control Class)

The Result Analysis of Post-Test in Control Class
Statistics

Post Test Control Class

N	Valid	31
	Missing	0
Mean		77.52
Std. Error of Mean		.227
Median		78.00
Mode		78
Std. Deviation		1.262
Variance		1.591
Range		4
Minimum		76
Maximum		80
Sum		2403
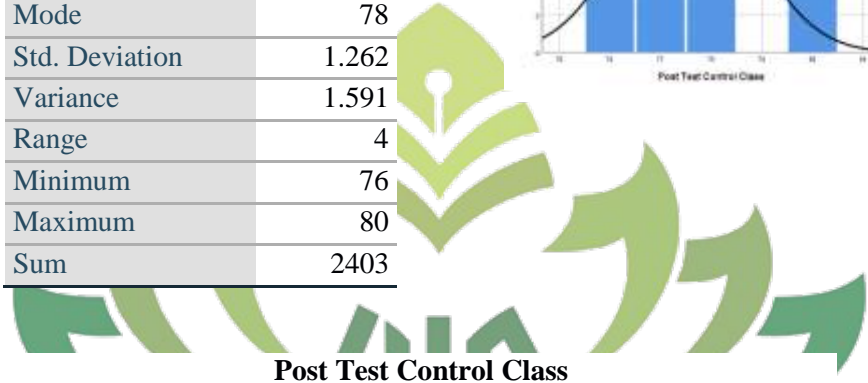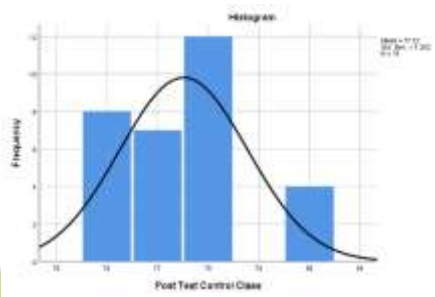
Post Test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	76	8	25.0	25.8	25.8
	77	7	21.9	22.6	48.4
	78	12	37.5	38.7	87.1
	80	4	12.5	12.9	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

Appendix 25. Gain Score (Experimental Class)

Gain Score of Experimental Class (X Accounting 1)

No.	Code	Experiment Class		
		Pre-Test	**Post-Test**	**Gain Score**
1	E-1	35	84	49
2	E-2	38	83	45
3	E-3	37	79	42
4	E-4	25	84	59
5	E-5	30	85	55
6	E-6	22	79	57
7	E-7	33	85	52
8	E-8	43	82	39
9	E-9	42	80	38
10	E-10	50	84	34
11	E-11	40	84	44
12	E-12	26	79	53
13	E-13	39	85	46
14	E-14	34	85	51
15	E-15	26	84	58
16	E-16	57	85	28
17	E-17	33	80	47
18	E-18	33	82	49
19	E-19	30	82	52
20	E-20	32	85	53
21	E-21	52	84	32
22	E-22	17	84	67
23	E-23	35	83	48
24	E-24	34	85	51
25	E-25	42	85	43
26	E-26	34	85	51
27	E-27	33	83	50
28	E-28	40	86	46

29	E-29	50	85	35
30	E-30	33	86	53
31	E-31	19	84	65
32	E-32	33	82	49
Mean				48.156

Appendix 26. Gain Score (Control Class)

Gain Score of Control Class (X Accounting 2)

No.	Code	Control Class		
		Pre-Test	**Post-Test**	**Gain Score**
1	E-1	30	76	46
2	E-2	39	76	37
3	E-3	37	78	41
4	E-4	34	77	43
5	E-5	40	77	37
6	E-6	30	78	48
7	E-7	54	78	24
8	E-8	43	77	34
9	E-9	26	78	52
10	E-10	30	76	46
11	E-11	40	78	38
12	E-12	52	80	28
13	E-13	47	80	33
14	E-14	18	78	60
15	E-15	50	77	27
16	E-16	30	76	46
17	E-17	30	77	47
18	E-18	22	78	56
19	E-19	45	77	32
20	E-20	37	77	40
21	E-21	30	76	46
22	E-22	12	76	64
23	E-23	30	78	48
24	E-24	30	80	50
25	E-25	35	78	43
26	E-26	38	78	40
27	E-27	41	76	35
28	E-28	35	80	45

29	E-29	40	78	38
30	E-30	39	76	37
31	E-31	36	78	42
Mean				42.032

Appendix 27. Normality Test

The Normality Test of Experimental Class and Control Class

Tests of Normality

	kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score Writing Task	Experiment Class	.105	32	.200[*]	.977	32	.717
	Contol Class	.095	31	.200[*]	.983	31	.887

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 28. Homogenity Test

The Homogenity of Experimental Class and Control Class
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score Writing Task	Based on Mean	.066	1	61	.798
	Based on Median	.106	1	61	.746
	Based on Median and with adjusted df	.106	1	60.882	.746
	Based on trimmed mean	.069	1	61	.794

Appendix 29. Hypothetical Value Test

The Result of Value Hypothetical Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score Writing Task	Equal variances assumed	.066	.798	2.702	61	.009	6.124	2.266	1.592	10.656
	Equal variances not assumed			2.701	60.780	.009	6.124	2.267	1.590	10.658

Appendix 30. Scoring Rubrik

Scoring Rubrik Writing Ability in Descriptive Text

Area	Score	Descriptor
Task Fulfillment/ Content	20-17	**Excelent to very good :** Excellent to very good treatment of the subject, consider vsriety of idea or argument, independent and through interpretation of the topic, content relevant to the topic, acurated detail.
	16-12	**Good to average:** Adequate treatment of topic, same variety of ideas or argument, some independence of interpretation of the topic, most content relevant to the topic, reasonably accurated detail.
	11-18	**Fair to poor:** Treatment of the topic is hardly adequate, little variety of ideas or argument, some irrelevant content to the topic, lacking detail.
	7-5	**Very poor:** Inadequate traeatment of topic, no variety of ideas or argument, content irrelevant, or very resisted, almost no useful detail.
	4-10	**Inadequate:** Fails to address the task with any effectiveness.
Organization	20-17	**Excellent to very good:** Fluent expression, ideas clearly stated and supported, appropriately organized paragraph or section, logically sequence, connectives appropriately used.
	16-12	**Good to average:** Uneven expression, but main ideas stand out, paragraph or section evident, logically sequenced, some connectives used.
	11-18	**Fair to poor:** Very uneven expression, ideas difficult follow,

		paragraphing/organization does not help the reader, logical sequence difficult to follow, connectives largerly absent.
	7-5	**Very poor:** Lacks fluent expression, ideas very difficult to follow. Little sense of paragphing/organization, no sense of logical sequence.
Vocabulary	20-17	**Excelllent to very good:** Wide rangeof vocabulary, accurate word/idiom choice and usage, appropriate selection to match register.
	16-12	**Good to average :** Adequate range of vocabulary, occasional mistakes in word/idiom choice and usage, register notalways appropriate.
	11-18	**Fair to poor:** Limited range of vocabulary, a noticeable number of mistakes in word/idiom choice and usage, register not always appropriate.
	7-5	**Very poor:** No range vocabulary, uncomfortably frequent mistakes in word/idiom and usage, no apparent sense of appropriate.
	4-0	**Inadequate:** Fails to address his aspect of the task with any effectiveness.
Language	30-24	**Excellent to very good:** Confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition, meaning never absurced.
	23-18	**Good to average:** Acceptable grammar-but problem with more complexes structure, mostly appropriate structure, some errors of agreement, tense number, word order, article, pronouns preposition, meaning sometimes obscured.

	17-10	**Fair to poor:** Inssufisient range of structure with control only shown in simple construction, frequent errors of agreement, tense number word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	**Very poor:** Major problems with structure – even simple ones; frequent errors of negotiation, agrrement tense, number, word order/function, article pronouns, prepositions, meaning often obscured.
	5-0	**Inadequate:** Fails to address his aspect with any effectiveness.
Mechanics	10-8	**Excellent to very good:** Demonstrate full command of spelling, punctuation, capitalization, and layout.
	7-5	**Good to average:** Occasional error in spelling, punctuation, capitalization, layout.
	4-2	**Fair to poor:** Frequent error in spelling, punctuation, capitalization, layout.
	1-0	**Very poor:** Fails to address his aspect of the task with any effectiveness.
Total	100	

Appendix 31. Documentation

Pre-Test in Experimental Class

186

Pre-Test in Control Class

Treatment in Experimental Class

Step 1. The researchers doing a greet and also check their attendance list, then asking the students how they were, and provides the material of descriptive text. The researchers explained the material and build the students motivation in learning.

Step 2. The researcher explained kind of the descriptive text and ask the student to read the text for making their more confident and relax. The researchers ask them to making the descriptive text.

Step 3. The students come to the front of class and demonstrate the descriptive text that has been made, and then the students conclude their learning result, after that the teacher asking them to repeat the material and the students celebrate their acchivement in learning by singing.

Treatment in Control Class

Treatment 1

Treatment 2

Treatment 3

Post Test in Experimental Class

Post Test in Control Class
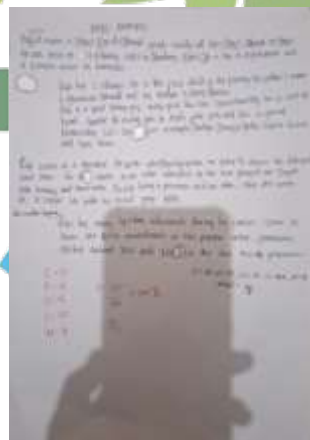
Appendix 32. Research Letter

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 PEKALONGAN
NSS : 401120810055   NPSN : 69763267

Alamat : Jln. Bangkit No. 20 Desa Sidodadi Kec. Pekalongan Lampung Timur. Email : smkn1.pekalongan@gmail.com

Nomor   : 425/155/SMKN1-Pkl/VIII/2023
Lampiran   : -
Perihal   : Surat Balasan Permohonan Mengadakan Penelitian

Kepada
Yth.   Dekan Fakultas Tarbiyah dan Keguruan
            Universitas Islam Negeri Raden Intan Lampung
                Di Tempat

Dengan hormat,

Berdasarkan surat permohonan nomor : B-9122/Un.16/DT/PP.009.7/07/2023
Bulan Juli 2023 tentang Izin Penelitian :

Nama   : NABILA HUSEN
NPM   : 1811040134
Semester/T.A   : XI (Sebelas)
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : THE EFFECTIVENES OF QUANTUM
                  LEARNING METHOD IN FOSTERING STUDENT
                  WRITING ABILITY ON DESCRIPTIVE TEXT

Pada dasarnya kami telah menerima mahasiswa tersebut diatas untuk mengadakan Penelitian di SMK Negeri 1 Pekalongan, Kecamatan Pekalongan, Kabupaten Lampung Timur.

Demikian surat ini kami buat dan sampaikan, atas perhatiannya diucapkan terimakasih.

Pekalongan, 22 Agustus 2023
Kepala Sekolah,

Drs. EKO HENDARTONO, M.Si
NIP. 19650106 199702 1 001

Appendix 33. Free Plagiarism Letter

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Telp (0721) 780887-74331 Fax. 780422 Website: www.radenintan.ac.id

SURAT KETERANGAN
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Assalamu'alaikum Wr.Wb.

Saya yang bertandatangan dibawah ini:

Nama   : Dr. Ahmad Zarkasi, S.Ag., M.Sos. I
NIP   : 197308291998031003
Jabatan   : Kepala Pusat Perpustakaan UIN Raden Intan Lampung
             Menerangkan Bahwa Artikel Ilmiah Dengan Judul:

**THE EFFECTIVENESS OF QUANTUM LEARNING METHOD IN FOSTERING
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