IMPLEMENTING QUANTUM TEACHING AND LEARNING IN DEVELOPING WRITING SKILL OF PAI STUDENTS OF TARBIYAH FACULTY IAIN PALU

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*Abstrak*


*Kata-kata Kunci*: Pelaksanaan, pembelajaran quantum, dan menulis.
BACKGROUND

The curriculum applied in Indonesian Educational System nowadays is the 2013 Curriculum. It is done as an innovation carried by the government who should improve the situations happening in most educational institutions, especially the one dealing with the quality of education. The change has given chance to colleges as educational institutions to make some efforts in order to increase the quality of National Education. Those efforts done by colleges must be in line with the purpose of the National Education Law No. 20, 2003 which stipulates that the National Education functions to increase the ability, to form the characters and the dignified civilization of nation in order to develop the mentality of the nation. It also intends to develop the potency of the students to be the faithful, healthy, smart, creative, have self-autonomy ones, and become the democratic and responsible citizens.

Based on that statement, it is very clear that colleges, colleges, and universities should optimally increase the students’ potency in order to be able to live in society and even to welfare them. Graduates are expected to not only have knowledge and skills but good attitude as well. All of these aspects are covered in the GCS (Graduates Competence Standard) or SKL (Standar Kompetensi Lulusan). By having those aspects, graduated students will be able to compete regionally, nationally, and even globally.

Now there has been a new paradigm in the 2013 Curriculum related to teaching. It is the student-centered approach, not a lecturer-centered one anymore. It applies learning-based competence. It is a program in which the competence expected to be reached by students, the way of conveying, and the indicators should be determined since the planning began. The competence which should be performed by students after joining the learning activity must be clearly and specifically stated. Furthermore, the students should also have motivation in learning. Motivation is an important thing in effective teaching process. The students who have a wish or motivation to learn, of course, they like to learn something. However, it is very hard to apply it in reality. Lecturers have applied some strategies or methods but the standard quality is still out of reach. Consequently, lecturers should enlarge and enrich
their capability in planning and designing the learning and teaching preparation in order to stimulate and motivate students to learn. It is clearly stated in the 2013 Curriculum that learning and teaching process should apply multi methods and multimedia, practice and work in team, make use of surroundings, can be in and out of the classroom, and covers multi aspects (logical, practical, kinesthetic, esthetics, and ethic).

Based on the facts stated above, the researcher finds out that his students at Tarbiyah faculty, especially those who are in PAI class, have problems in learning English. They cover all the language skills, but among all, writing is the worst one. Many students complain that they do not know what they should write about. They cannot only combine sentences into a coherent whole but also cannot express their ideas in a well-organized way. Those problems can be summed up as follows.

First, the students do not know how to use a foreign language, either in speaking or in writing. When they write, invariably they think in their native language, and the results can be disastrous. Their writings are full of mistakes. The interference of their native language is sometimes so great that the lecturer has to ask them what actually they intend to write. For example *She that the first to order for speaking. I very nervous, but since that I the more to wish learn language English*. What they write is unclear; their writings have to be guessed rather than understood. Second, the students are also not interested in learning English. As what is found in the field, the lecturers of English use a monotonous way of teaching. They never vary the techniques applied in the learning process. These facts were found by the researcher in his own college. The 2013 Curriculum suggests lecturers to implement certain techniques in the learning process. Those techniques are joyful learning, mastery learning, quantum learning/teaching, empowering, and continues improvement. As far as what the researcher has seen in the field, all the lecturers of English in the college use teaching techniques improperly which cause the students are not so attracted to attend the English class. It is also clearly stated that learning and teaching process should apply multi method and multimedia, practice and work in team, make use of surroundings, can be in and out of the classroom, and covers multi
aspects (logical, practical, kinesthetic, esthetics, and ethic). That is why now the researcher is interested in implementing Quantum Teaching Technique in the classroom in order to activate the students in developing language skills in general and writing skill in specific.

Quantum means changing energy into light. Quantum Teaching and Learning create an effective learning environment by using the elements existing in the students and their learning environment through interaction happens in the classroom. It rests on the concept: Bring Their World to Ours, Ours to Theirs. It is Quantum Prime Directive, the foundational premise behind the strategies, models and beliefs of Quantum Teaching and Learning. The meaning lies behind the concept ‘Bring Their World to Ours, Ours to Theirs stresses the importance of a lecturer entering students’ world first before they get caught up in the teaching aspect. Because before students want to know what a lecturer knows, they want to know that the lecturer cares about them. The researcher should show his attention to the students by facilitating them whenever they find difficulties in learning. It is the way of human dynamics. Quantum teaching and learning is one way to achieve potential learning quality because it can create interesting and joyful learning environment.

QUANTUM TEACHING AND LEARNING

Quantum

Quantum is developed based on the concept of Georgi Lozanov, a Bulgarian psychiatrist-educator, in his method ‘Suggestopedia.’ The most conspicuous characteristics of it are the decoration, furniture, and classroom arrangement, the use of music, and the authoritative behavior of the lecturer (Richards, and Rogers.1991:143).

The term ‘Quantum’ is adopted from physics term, meaning an interaction which changes energy into light. The concept is \( E = mc^2 \). E refers to Energy (enthusiasm, the learning and teaching effectiveness, and spirit); m refers to mass (all involved

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participants, situation, materials and physics); and c refers to interaction (the relationship created in the classroom). Based on this concept, it can be understood that interaction together with the learning and teaching process created will give a great effect to the effectiveness and learning enthusiasm of students.²

Quantum Teaching and Learning rest on this concept: 'Bring Their World to Ours, Ours to Theirs'. It is Quantum’s Prime Directive, the foundational premise behind the strategies, models and beliefs of Quantum Teaching. The concept ‘Bring Their World to Ours, Ours to Theirs stresses the importance of the lecturer entering the students’ world first before they get caught up in the teaching aspect. Because before the students want to know what the lecturer knows, they want to know that the lecturer care about them. It is the human dynamics.

The lecturer can relate what the students are going to learn with an event, thought or a feeling got from their daily life such as music, society, life at house, recreation or their academic activities. When the relation has already formed, the lecturer may take them into hers and give them understanding about the contents of it. The things should be understood deal with new vocabulary, grammar, etc. After getting deep understanding, the students can take what they have learned into theirs and apply them in the new situation.

Quantum Teaching and Learning embody five tenets or resident truths. As the main foundation, they also influence all aspects in Quantum. They are as follows.³

1. Everything speaks

Everything from surroundings and tone of voice to distribution of materials conveys an important message about learning. The surroundings of the classroom are full of signals, and the students consciously or unconsciously, follow them. All those signals color the students’ hope, and at the end they influence their learning experiences.

² Ibid., p.104
2. Everything is on purpose

Everything happening in the classroom has purposes. Those activities provided by the lecturer for the students, the classroom arrangement, the plants and even the music played when the learning and teaching process is going on, them all have purposes.

3. Experience before label

Students make meaning and transfer new content into long term memory by connecting to existing schema. Learning is best facilitated when students experience the information in some aspect before they acquire labels for what is being learned. It is suggested that the lecturer should activate the students’ brain before entering the lesson, because the existing of the complex activation will rise the students curiosity.

4. Acknowledge every effort

The process of learning something will always have risk. Learning means that the students go out of the satisfaction. When the students pass this way, they should get acknowledgement from the lecturer. Acknowledgement of each student’s effort encourages learning and experimentation.

5. If it is worth learning, it is worth celebrating

Celebration provides feedback regarding progress and increases positive emotional associations with the learning. The students will always feel enjoy to learn whenever they are asked by the lecturer to celebrate their success in learning. The celebration can be by clapping hands, saying ‘hore’ three times, singing together, etc.

Writing

Dagher (in Nuryaman (2009:12)) defines the term ‘writing’ as follows.

Writing is a process of thinking which is expressed on a piece of paper in written form. This process includes how
the idea expressed and focused on certain ideas relevant each other. Furthermore, he states that writing needs an effort to think continuously for certain time. When we write three or more sentences, we should arrange into good order then they can be a text which relevant between one sentence with another.\footnote{Nuryaman, Developing the Skill of Grade IX B Students of SMPN 2 Palu in Writing Procedure Text through Pictures Series, (Palu: Unpublished Thesis Tadulako University, 2009) p.12}

Writing is called “the fourth and the last communicative skill” by Mary Finnocchiaro. Lado defines it as the ability to use the language and its graphic representation in ordinary writing situation.\footnote{Gabrielatos, C, Developing Writing Skill, (Oxford: Oxford University Press, 2002) p.1.}

More specifically, learning to write English involves choosing the right vocabulary items to express one’s thoughts, using the grammatical patterns of the language correctly, and observing certain conservations of spelling, punctuation, capitalization, and paraphrasing, which have become standard for written English.

Nevertheless, students learning English as a foreign language often begin writing English by copying down spoken words and simple expressions. The purpose of writing in English should progress from writing down words to writing as a way of communicating.

**Implementing Quantum Teaching and Learning in Writing Skill**

Since the model of Quantum Teaching and Learning is much like a symphony, the researcher has to provide what are needed in the learning and teaching activity. They refer to context and content.

Context is the setting for the learning experience. It focuses on the environment, the atmosphere, the foundation, and the design of the classroom. All of these elements blend together, creating the learning experience. As a result, the researcher should work hard to
create an effective learning environment that can provide the students the opportunity to learn.

Content is equally important as the context. Learning occurs when skills are presented in a manner that allows a student to explore and discover the wonders of the material being taught to them. Quantum Teaching and Learning do not look at the lecturer as being ‘distributor of fact and knowledge’ but rather as ‘facilitator who can help children extend their learning’. The lecturer is expected to apply KEG (Know it, Explain it, Get it and Give feedback). Know it refers to the lecturer meaning that she has to know herself, her students, and her materials. Explain it deals with the way of how she will teach the students and what she expects from them. Get and Give feedback means that she has to control the students when they are doing their activity. Tell them about their activities and give them feedback. By operating this way, the lecturer puts the ownership of learning into the students’ hand. She uses a design frame that drives the presentation and facilitation of content. The content covers presentation, facility, learning skill and life skill.

In conducting the learning and teaching process implementing Quantum Teaching and Learning, the lecturer has to combine the way of how to implement it and the procedures of writing. The lecturer has to provide the context. It deals with the atmosphere, foundation, environment, and design.

The atmosphere refers to some aspects such as the language used by the lecturer, the way to get the students’ sympathy and the lecturer’s attitude towards the college and learning. The atmosphere created by the lecturer should be the one which is cheerful and joyful so that it brings enjoyment for the students to learn.

Foundation refers to the learning and teaching frame work; the objective, belief, commitment, policy, procedures, and together regulation which give the lecturer and the students norms for working in a learning community. Environment deals with the way of how the lecturer arranges the classroom, the light, color, table and chair arrangement, plants, and music. The lecturer should provide them all in order to support the learning and teaching process.
Design relates to the well-created design of the important aspects which increase the students’ interest, understand meaning deeply, and improve the process of exchanging information. If those aspects are well-designed, there occurs an amazing situation in the classroom. This context itself does not only raise the sense of belonging between the lecturer and the students but also appreciation among all. The classroom is the one which provides a learning community to which the students come with pleasure, not because of being forced.

Whenever the context is already provided well, the lecturer provides the students with the content. And this has a close relation to the process in the writing. In this research, the researcher implemented the process approach provided by DePorter. They are pre-writing, drafting, sharing, revising, editing, rewriting, and evaluating. In prewriting, the students make clustering of the words closely related to the topic they are going to write. In drafting, the students search and develop the ideas in the clustering. In sharing, the students can ask their other friends to give comment on their works. After getting feedback from their friends in sharing, they revise their work. In editing, correct all the mistakes in spelling, grammar and punctuation. Then, in rewriting, they insert new content and edition changes. Finally, they check and evaluate whether their work has already finished or not.

However, in doing all the writing procedures the students was facilitated by the lecturer whenever they get difficulty. Since writing is actually an activity of all human brain uses the right hemisphere which deals with emotional and the left one which relates to logical thinking. Both of the hemispheres should be activated and supported each other. Although in the complete writing process they are activated together, the role of the right hemisphere should be activated first. This is because it is the place of which ideas, spirit, and emotion arise. If it is not, the process of starting to write will be difficult. When the ideas, spirit, and emotion have been arisen, let the left hemisphere to work.

However, the important key to the implementation of Quantum Teaching and Learning is the use of music in the learning and teaching process, especially when the students are doing their writing task. The music used in this context is the baroque one.
Gunawan (2006: 252) explains that the term baroque actually refers to an era around 1600-1750. There were some well-known composers in this era. One of them was a Germany composer, Johan Sebastian Bach (1685-1750). His music was unique because it could bring those who were listening to it beta and alpha condition. This kind of music was used by Dr. Georgi Lozanov in his early time to develop the accelerated learning.\(^6\)

It was suggested to use the classic music in the first step of the learning and teaching activity. It was played as the background in the learning process because it is related to and influences the condition of the students’ psychology. During the time of doing a mental activity, blood pressure and heart beat tend to increase. In the process of relaxing, the music is really needed to make the students ready and can concentrate well in their activity. However, the other kinds of music such as the popular music or the music with lyrics may also be played when the students are having a rest after doing their writing task or when they would like to celebrate their success on doing something.

**RESEARCH METHODOLOGY**

**Research Design**

This research was designed as a CAR (Classroom Action Research) in which the researcher involved directly in the learning and teaching process from the beginning up to the end. Classroom Action Research is the one about the learning and teaching process problems, done by lecturers and the result can be used by the lecturers themselves or even the society, by applying interaction, participation and collaboration between the researcher and the society.\(^7\)

Action research as a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these

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practices and the situations in which these practices are carried out.\textsuperscript{8}

Since the researcher involved himself in carrying out this research, he designed and formulated the problem, design the solution and evaluate the results of the action. Furthermore, he was assisted by friends of his who are also the lecturers of English, as his collaborators to design the research planning together because CAR is collaborative. It involves those responsible for action in improving it, widening the collaborating group from those most directly involves to as many as possible of those affected by the practices concerned.

In this research, the researcher implemented the procedures provided by Kemmis and McTaggart. As they state that action research is a cyclic process of planning, action, observation and reflection, the researcher will plan to conduct the research in two cycles.

The Procedures of Research

As stated previously that the researcher applied a CAR (Classroom Action Research) in conducting this research. Consequently, the researcher followed the procedures of it which covered planning, acting, observing, and reflecting. The researcher provided those procedures in the following explanation.

1. \textbf{Reconnaissance}. Before conducting the procedures of the research, firstly the researcher made a pre-observation instrument and directly does it in order to gain fact and data accurately through initial reflection so that the arrangement of the research design can be well-organized. As stated by Kemmis and McTaggart that researcher must have a basis for the plan an initial view of what situation is, in terms of the thematic concern.\textsuperscript{9} So, as the initial reflection, the researcher provided the students with a diagnostic test intending to find their weaknesses in writing text type and to determine what should be planned for the next procedures.

\textsuperscript{8}Kemmis, E. and McTaggart, R., \textit{The Action Research Planner, Third Edition} (Victoria: Deakin University, 1988) p.5

\textsuperscript{9}Ibid, p.54
2. **Planning.** After doing the initial reflection and got feedback from it, the researcher made a planning for the research. He prepared many things needed in the research such as lesson plans, writing materials, observation sheets, questionnaire, tests, and criteria of success.

3. **Acting.** The next procedure was action. The researcher applied what has been stated in the planning. He carried out the learning and teaching process by presenting the materials already determined in the lesson plans and evaluated the students with the provided writing tasks. In this procedure the researcher then implemented Quantum teaching and learning technique.

4. **Observing.** To know the result of the action, the researcher and his collaborators do the observation. During this process, the researcher and his collaborator observed the students’ involvement and feedback when they were learning and doing the writing tasks provided by lecturer. Every behavior performed by students in the learning process was assigned and was filled in the observation sheets.

5. **Reflecting.** Then coming to reflection, the researcher and his collaborator analyzed and interpret all of the students’ feedbacks through the observation sheets, questionnaire, and their writing tests. The result of all of the instruments helped the researcher and his collaborators to make a reflection on the students’ achievement and on the lecturer’s performance. The result of reflection determined whether the research was continued or stopped.

**Kinds and Source of Data**

1. **Kinds of Data:** The data collected in this research were qualitative and quantitative ones. The data from the results of writing text type was analyzed quantitatively and the ones as the results of observation were analyzed qualitatively.

2. **Data Sources:** The data were gathered from the students and the lecturer through diagnostic test, observation sheets, achievement test, and questionnaire.
Procedure of Data Collection

In the first meeting when the research was conducted, the researcher provided the students with diagnostic test. This is the basis for the researcher to make planning.

Then, while the students were doing their writing task assigned in the diagnostic test, the researcher and his collaborators observed them. What they were going to observe were provided in the observation sheet. This activity intended to get the data dealing with the students’ response towards the writing activity. When the researcher was conducting the learning and teaching process, the collaborators observed his and use the observation sheet. It intended to get the data about the implementation of Quantum Teaching and Learning Technique.

In the evaluation, the researcher assigned the students to do achievement test by writing a narrative text individually. The students’ results on this test were evaluated by using the analytic scoring profile for writing.

And finally, questionnaire was used to get the data about the students’ responses and opinion about the implementation of Quantum Teaching and Learning Technique.

Technique of Data Analysis

a. The data about the results of students writing text type were analyzed by using Analytic scoring profile for writing. The scores were given to their writing based on the combination of some components score acquisition of the students in writing accuracy test (Vocabulary, Language Use, Organization, Mechanism, and Content). To measure their achievement and progress on writing, the researcher used an instrument of writing assessment by using diagnostic test and achievement test.

b. The data about the situation before and during carrying out of action in the learning and teaching process were taken from the observation sheets. In this case, the researcher observed the students' activeness in doing the given tasks, the time which was spent to compose the text type, and also their motivation and interest in doing the writing activities before and after the
use of Quantum Teaching and Learning Technique. The results from both of these two sheets were compared to one another by the researcher and his collaborators. They both gave clear views about the students responses toward the writing activities and the implementation of the technique used.

c. The data about the students writing product individually before and after the action were taken by calculating their scores as formulated below.\(^{10}\)

Gained Score

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\text{Score: } \frac{\text{Gained Score}}{\text{Maximum Score}} \times 100
\]

DISCUSSION OF THE RESULTS

The researcher had stated previously that in this research he implemented the combination of the frame design of quantum teaching and learning and the process of writing. The frame design of Quantum Teaching and Learning consisted of six procedures. They were known as TANDUR (Tumbuhkan, Alami, Namai, Demonstrasikan, Ulangi, Rayakan) or DExLeDReCe (Developing, Experiencing, Learning and Labelling, Demonstration, Reviewing and Reflecting, and Celebrating). And the process of writing consisted of seven steps, pre-writing, drafting, sharing, revising, editing, rewriting, and evaluation. Before the researcher implemented quantum teaching and learning technique in the classroom, he found that the students were not active. They sometimes did not enjoy the lesson very much. These situations made the researcher eager to change them. After the meeting in which the researcher provided the students with the diagnostic test, he then started to implement the quantum teaching and learning.

Pre-Writing (Step 1. Developing)

Firstly, the researcher played the classic music of *Jason Becker AIR* to open the learning activity. Before introducing the material to the students, the researcher raised the students’

\(^{10}\)Sutomo, Teknik Penilaian Pendidikan. Edisi Pertama (Surabaya: Bina Ilmu, 985) p.123
knowledge and motivated them by asking some questions related to the topic. Then, he developed the students’ optimism to get success in learning by expressing some expressions which made them were eager to study. Those expressions given such as Where There Is A Will, There Is A Way; Apapun Yang Dapat Anda Lakukan atau Ingin Lakukan, Mulailah. Keberanian Memiliki Kecerdasan, Kekuatan, dan Keajaiban Di Dalaman; Knowledge is The Key to Open Window of the World; and Nothing is Difficult If We Do Our Best for It. After that he informed the topic and the learning objectives to the students.

While-Writing (Step 2. Experiencing – Drafting)

The researcher modeled a narrative text to the students to introduce the characteristics of that text. Then, he asked them to choose a topic provided which would be then developed into a narrative text. The topic was The First Time I Went to School. The researcher made a clustering by drawing a circle in the middle of the whiteboard. Then, he asked the students to write as much words as possible which had close relation to the topic. When the clustering had already been filled, he then asked the students to observe if there were words which did not have relation to the topic. The students crossed them out. Based on the clustering the researcher and the students created a narrative text together. The activity of creating the text was covered in the while writing activity in which the researcher combined the procedures of drafting and experiencing. After giving model of narrative text to the students, the researcher then asked them to choose a topic from those topics provided and created a narrative text based on it by making clustering of it. They did it in groups. They followed the procedures of creating the narrative text as what the researcher showed them previously. Based on the theory in quantum which stated that the students should be grouped based on their modality, the researcher tried to follow it. However, he got a problem on grouping the students based on the VAK (Visual, Auditorial, and Kinesthetics). The researcher felt difficult to identify who were visual, auditorial, and kinesthetics. Consequently, he let the students choose their own group by themselves. The students enjoyed their activity of writing although they were not group
based on VAK. The researcher facilitated them in doing their writing activity. He showed them how to create the text, not just explained it to them. As stated in Chapter II about the principle of teaching writing suggested by Byrne that lecturer should show the students how to write a text. Starting from this step, the researcher played the other classic music as the background of the learning and teaching process. It was *Beethoven Symphony No. 9 (Scherzo)*. The students were active doing their writing tasks. They enjoyed the music played very much. The researcher and his collaborator could see that there were some students who behaved as if they were in a concert. Two of the students took two sticks and they moved their hands following the music they heard. One took a guitar and played it as if he played a saxophone. And when they did the tasks, they did them happily. The music helped them to stimulate their ways of thinking.

**Step 3. Learning and Labelling**

When the students involved themselves in the *sharing* activity and *learning* and *labelling*, the researcher asked them to share their writing task with their other friends in order to get feedback. These activities were difficult for the students because they did not know how to get the incorrect things on their other friends’ writing. The lecturer then facilitated them by providing them with the example of text which contained the same aspects as their model of incorrect things. The researcher guided them in finding those incorrect things. One example of the students’ incorrect things found in their writing was the change of the verbs in simple past form. In order to make the students easy, the researcher asked them to use *magic disc*, a kind of media which provided some changes of irregular verbs. The students felt easy after using that media. For another incorrect things such as the spelling, punctuation, and grammar, the researcher asked them to check them in their English dictionary and the model of narrative texts. Based on the feedbacks they got from their other friends, they then revised them again in the step of *revising*. The step of *sharing* and *revising* were not only done once. The researcher asked the students to share again their writing task after revising it based on the feedback they got from their other friends’ comments and corrections. The repetition of those steps
were clearly shown in figure 2.1 about the process of writing. When the writing was revised the students identify the generic structure of the text they had just created.

**Step 4. Demonstration-Editing**

After revising their writing task based on the feedback they got from their other groups, they continued to the next step. It was demonstrating and editing. The students were asked to give comment on their other friends’ writing. One group wrote or read their writing and the other groups gave comments on it. Those comments given dealt with the use of punctuation, spelling, grammar, etc. Then, based on those comments the group edited their writing task.

**Step 5. Reviewing and Reflecting - Evaluation**

In the step of reviewing and reflecting the students observed their groups’ writing task which had already edited based on the result of revising in order to know if it was good or not. When they got it still had something incorrect things they revised it again. They rewrote their text by inserting all of the changes coming from comments and feedback they got from their other friends and the researcher. As the last procedure of writing, the students observed again their writing task to evaluate whether what they planned to write in it and what they would like to express on it were already inserted on it or not. When the students stopped their writing activity, the music played by the researcher was stopped.

**Post-Writing (Step 6. Celebrating)**

After finishing all of the procedures of the text writing, the researcher and the students took a rest for a while. During this time, he could play the popular music or certain kinds of music which was familiar with the students. The music played at this activity was Westlife’s songs such as *I Have A Dream*, and *I Need You*, and the song *We Are the Champion*. The students and the researcher might sing together by following the song. They celebrated their successful activity in the writing process. The students enjoyed this activity very much.
The researcher then evaluated the students’ results on both diagnostic and achievement tests. It is very clearly described in the following description.

The students’ achievement in the diagnostic test was 53.10% and in the achievement test was 75.17%. The researcher and the collaborative compared the results of them. They found that there was a change on the students’ achievement. It proved that there were significant changes on the students’ writing. They could be clearly viewed in the following description.

a. The result of the students’ diagnostic test (before treatment) was 53.10%. From 29 students, there were only 5 students who were successful in it or classically, the percentage was only 20.68%.

b. The result of the students’ achievement test (after treatment) was 75.17%. There were 22 students who got 70 or higher than that. The classical percentage was 75.17%.

From the above explanation, we saw that the students’ writing achievement was developed. The researcher and his collaborator concluded that the implementation quantum teaching and learning in developing writing skill of PAI students of Tarbiyah Faculty IAIN Palu was successful.

CONCLUSION

Based on the result of this Classroom Action Research, the researcher concluded that:

The students’ problem concerning the interference of their native language could be minimized by providing the students with some examples of narrative texts in while activity and asked them to use magic disc or magic card in order to make them easy in changing the form of verbs in simple past tense.

The problem which dealt with the learning and teaching process which made the students were not interested in, could be solved by the use of both classic and popular music. The students enjoyed their lesson very much and they were more active in doing their writing tasks assigned by the lecturer.

The students’ writing skill can be developed by implementing quantum teaching and learning as the following procedures:
a. In pre-writing activity the researcher raised the students’ knowledge and motivated them to learn by asking some questions dealing with the topic, developing the students optimism to get success in learning by expressing some expressions which made them were eager to study.

b. In while-writing activity the researcher modeled a narrative text first, then joint-constructed another narrative text together with the students so that the students had experience in constructing such kind of text. The students then shared the text they constructed with their group with the other group to get feedback. Based on the feedback, they revised, edited, rewrote, and then evaluated it.

c. In post-writing the researcher and the students celebrated their successful activity in the writing activity. They sang together by following the popular song, clapped hands together, or said ‘hore’ three times.

SUGGESTION

Those who would like to implement quantum teaching and learning in the learning and teaching process, they should consider the level of the students, the students’ modality, the instructional materials provided to the students, and the design of the classroom and the kinds of music which will be played during the learning and teaching process.

It is suggested to lecturers of English to always activate both the students’ two hemispheres before entering the materials which are going to be presented. This means to have the students interested and motivated to learn.

Since English is a Foreign Language for the students, it is the lecturers’ responsibility to show them how to write in English not just tell them and explain them how to do it. The lecturers who would like to apply quantum teaching should be more creative and skillful because they need to provide the elegance facility and interesting and joyful learning process.

The lecturers of English should conduct the teaching and learning process as what they did during the process of the research in order that the students’ achievement is always good.
REFERENCES


