

**THE EFFECT OF QUANTUM LEARNING METHOD ON STUDENTS'
ACHIEVEMENT IN WRITING**

THESIS

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By

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ABSTRACT

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The objective of this research was to find out the significant effect of using quantum learning method on students’ achievement in writing. The population of this research was the second years students’ of SMP SATRIA NUSANTARA BINJAI. The population of this research was 180 students of VIII-1, VIII-2, VIII-3, VIII-4, VIII-5 and VIII-6. The researcher was taken the sample by random sampling technique, the researcher took odd number from each class absent of eight grade as the sample. Thus, the total samples were 45. The sample was taught by using quantum learning method. The instrument in collecting data was collected by using essay test about descriptive text and analyzed the data from students’ answer. After the data has been collected, they were analyzed by using t-test. t_c was higher than t_t ($2.62 > 1.68$.) with the level significant 0.05 and the degree of freedom (df) = 43. The finding showed that the hypothesis of study were accepted. It means that by using quantum learning method given significant effect in increasing the students’ achievement in writing. Therefore, the finding of the study indicated that students’ achievement in teaching descriptive text using Quantum Learning Method was more significant.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is an international language. In Indonesia, English is considered as the first foreign language and is taught formally from elementary school up to the university level. It is realized that studying English is not easy for Indonesian students because the fact that English and Indonesian language are very different in terms of spelling, sound, and pronunciation, vocabulary or lexical meaning and grammar. In learning the English language, it contains four basic language skills: receptive skills, listening (understanding spoken language) and reading (understanding the written language) and the productive skills, speaking and writing. In practice, learning the lessons taught writing after speaking, listening and reading. But this does not state that learning writing is not important. In fact, writing is a very important lesson learning that is why writing is taught after the third important element is taught and writing also is the very difficult subject for the students. Based on the interview in preliminary observation found that students are difficult to learn English particularly writing skill. Students often failed in writing because they faced some difficulties such as poor structure, technique, lack of vocabulary, literature, and information. They do not give attention and enthusiasm on writing especially writing descriptive text. They might have some ideas on their mind, but they do not know how to express themselves

inwriting. They had trouble to presenting their ideas. They thought that it will very difficult to write descriptive text.

English Teacher states that there are many students can not achieve 75 points as the minimal completeness criteria on (KKM). This problem can be resulted from the teacher's technique and strategy as they still applies traditional method, by which they fail to motivate the students. As a result, in learning process, students have poor cognition, defecient concentration, and limited knowledge in writing. Learning is affected by the total situation (Aggarwal , 2001:46). It depends on a number of factors, external and internal factors. External factors affecting learning are (1) goals, purpose (2) motivation (3) interest (4) attention (5) drill or practice (6) bore or fatigue (7) aptitude (8) attitude (9) emotional factors (10) speed, accuracy, and retention (11) age (12) learning activities. The relation with learning, motivation has big factors towards students learning process. In concept learning, motivation mean the art of supporting the students to be supported to do learning activities, so the purpose of learning process should design a good concept to encourage students into a good writing.

Based on the situation, the researcher thinks that it is important to find ways to overcome to the problem. One of the ways to solve the problem is by proposing a teaching model that is suitable, easy, effective, fun, interesting, and helpful to the students. Therefore, Quantum Learning is proposed to be one model, which might be able to solve the writing problem. Quantum Learning is an integrated model of teaching and learning that creates

passionate teachers, engaging classroom and meaningful content resulting in accelerated student achievement. Quantum Learning is about bringing joy to teach and learn in order to develop students' interest and motivate them to write. It helps teacher to present their content in a way that engages and energizes students. It is an effective strategy for classroom management, focusing attention, and motivating students to increase participation in learning. The situation will motivate the students concentrate and make them easier to learn. The relaxed situation and good motivation was engage the students to think the idea and present it into their writing. It may stimulate students' imagination and creation in learning especially in writing descriptive text. By knowing the problem faced by the students in learning writing especially descriptive text, the researcher think that teaching descriptive text by applying Quantum Learning will be more effective to develop their writing achievement.

B. The Problems of the Study

Base on background of the study previously state above, the problems of this study will be formulated as follows:

1. There were many students in SMP Satria Nusantara Binjai who had limitation vocabulary so that they were difficult to understand the writing text especially descriptive text.
2. The teachers teach writing course by using conventional method.

3. The students in SMP Satria Nusantara Binjai were bored to read the text because it was not interesting.

C. The Scope and Limitation of the Study

The scope of the research is focused on language skill; that is writing. The researcher limited the discussion on writing descriptive text by applying Quantum Learning.

D. Formulation of the Problems

Based on the scope and Limitation mention above, the problems will be formulated as follows:

1. Is there any significant effect of using Quantum Learning in teaching writing descriptive text ?

E. The Objectives of the Study

The objectives of the study are:

1. To find out the effect of using Quantum Learning in writing Descriptivetext

F. The Significance of the Study

Finding of this study will be expexted to be useful for :

1. Theoretically
 - a. The research expected useful in teaching English especially in writing descriptive text and giving the other way in teaching writing by Quantum Learning.

2. Practically

a. The students to improve their writing, especially in writing descriptive text

b. The teachers in applying a better way in teaching especially teaching writing descriptive text and

c. The readers' knowledge on Quantum Learning and Writing Descriptive Text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In this chapter, the writer will be planned to investigate the effect of Quantum Learning in writing Descriptive text. The writer tried to give the concept of the study should make clear from the beginning. In doing research, the terms used must be clarified in order to have a clear perspective of implementation in the field. The terms may function to give a limited concept, which are used especially meant, in the part of context. It was very important to list following terms for the purpose of the research. It is useful to minimize or control miss understanding between writer and the reader concerning the topic.

1. Writing

Writing is derived from the verb “-to write”. In Oxford dictionary, It is stated that to write is to state information or the words mentioned. Tiwari, (2005: 120) states that “Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete”. It is the way for people to express their feelings and observation to others. Writing helps us to remember, to observe, to think and to communicate.

Writing is a process of expressing ideas, wants, hopes and thoughts from someone to the others. When a write's a piece of writing. He deals with many aspect such as the organization of ideas of thoughts into sentences,

paragraphs and composition, spelling of words written, the punctuation and capitalization of word used.

2. Genres of Writing

Genres must deal with kinds of text. It has communicative purpose or social function, generic structure, or text organization and language feature. Genre is based on accession, function, behavior, and interaction structures. Each of text uses different language feature.

According to Sanggam and Kisso (2008), based on generic structure and language feature dominantly used text are divided into several types namely :a) Narrative : has function to amuse, entertain and deals with actual or various experince in different ways. b) Recount : has function to retell events for purpose or informing/ entertaing. c) Descriptive : has function to describe a particular person, place or thing. d) Report : has function to describe the way are things are with refernce to arrange of natural man made and phenomenon environment. e) Procedure : has function to describe how something is accomplished through a sequence of action or steps. f) Explanation : has function to explain the purpose involved in the formation or working of natural on socio-cultural phenomenon. g) Discussion : has function present information and opinion about issues in more one of an issue. h) Anecdote : has function to share with other and account of an unusual amusing incident. i) Spoof : has function to tell event with a humorous twist and entertain the readers. j) News : has function give an information and the events.

3. Process of Writing

According to Carrol et al (2001 : 15) in producing a writing piece, there in process involved. Process is the stage where the researcher goes through in order to

produce a writing matter. Carrol et al (2005:15) elaborate a stage of writing process as follow :

1. Prewriting : freely exploring topic and begining to gather and organize details before you write.
2. Drafting : getting your ideas down on paper in roughly the format you intend
3. Revising : concerning any errors and improving the writting's from the content
4. Editing ang proofreading : Polishing the writing : fixing error in grammar, spelling, and mechanics
5. Publishing and presenting : sharing your writing

4. Paragraph of Descriptive

According to Wyrick (2004:314) descriptive is a word-pictures of person, place, objects, and emotion, using a careful selection of details to make in impression on the reader.

Pradiyono (2006 :165) stated that descriptive is one the writing types, besides of native, recount, information report, discussion, explanation, exposition, procedure, anecdote, advertisement-persuasic exposition. Descriptive text is a text that decription of an object, both living thing and dead thingd including human and animals. Descriptive text focus on the description of parts, characteristics, specialist, qualities or quantities by using objectives or attributed.

Carol et al (2001:99) explain some specific personality and history description :a) Fuctional descriptive include precise detail that objectively describe basicphysical characteristic of people, place and thing. b) Character profile describe actual people, their

appearance, thought, accomplishment, and goals. c) Character sketches are detailed description of fictional characters. The writer reveals a character's personality and history through description and dialogue.

5. Part of Descriptive

In writing descriptive there are several things that should be understood as they follow :

1. Social function of writing descriptive is to describe a particular person, place, thing or animal.
2. Generic structure

Wadiman et al (2008) says that the generic structure of descriptive writing is : a) Identification is the part of paragraph that introduces the character. b) Description which describe about part, qualities or characteristic of something or someone in details.

3. Gramatical Features

The following are several grammatical features of descriptive writing according to Knapp and Watkins. a) in descriptive writing, the present tense is predominantly used. The past tense is used describe something in the past. b) The use of action verbs are needed in describing especially for describing behavior. c) when describe feelings, mental verbs are used, adjective, adverb, and adverbial phrase are used more there.

6. Five Types of Descriptive Paragraph

They are five types of descriptive writing paragraph. They are :

1. Describing Process

Describing a process not only explains how something is done, but also explains why it is done and what is needed to complete the process.

2. Describing an event

To describe an event (Pardiyono, 2007:34) says that a writer should be able to memorize and remember what happened in the event. Supposed the writer was write about Tsunami that is happened in Japan. In this case, he/she has to explain all details related to the event, so that readers can imagine the real situation and condition.

3. Describing a personality

In describing a person (Pardiyono, 2007:36) says that the first thing that we do is recognizing his/her individual characteristic. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception).

4. Describing a Place

Presenting something concrete is the way to describe place, for example : a home, a hospital and school.

5. Describing an object

To describe an object accurately is done by providing the physical characteristic of the object such as the color, form, shape and so on.

7. The Procedure of Writing Descriptive Text

The structure of Descriptive Text should includes (Pardiyono,2007:33)
Descriptive text has structure as below:
a) Identification : Identifying the phenomenon to the described.
b) Description : describing the phenomenon in parts, qualities, or/ an characteristic.

The language Feature of Descriptive Text: a)Using attribute and identifying process.b) Using adjective and classifiers in nominal group.c) Using simple present tense.

8. The Grammatical Features of Writing Descriptive Text

There are two text elements in text description that arrange based on model sequence of (rhetorical structure) : Identification and description

1. Identification :a) statement that described about one object. b)statement must be interesting to provoke the readers.c) the using of adjective or degree of comparison very helpful, for example : *“Yogyakarta, well known as Kota Pelajar is one of the most interesting cities in Indonesia.”*

2. Description

Description about the condition of the object for example : location, means of transport, people, weather, size, etc.Grammatical pattern: a)present Tense, Present Perfect Tense. b)verb : be (is, are) have, linking verb (seem, look, sound, like). c)the using of adjective to illustrates the condition of the object.

In order to make the writing process become more effective, Deporter (2003:194) proposes the effective writing process that can be applied in Quantum Learning. The writing process can be used for all kind of writing, included description writing. The effective process is :

1. Clustering : think and cluster the idea based on the writer’s knowledge and experience.
2. Coarse draft : develop the explore ideas. The writer focuses more on the content that. the punctuation, structure and spelling.
3. Share : after the writing has finished te coarse draft, it is better to share the writing others, in order to give the feed back. So to writer was know the weakness of his or her writing.

4. Revising : after someone read the writing and give the feed back, the writer was revise their writing. The feed back can help the writer to make a good writing.
5. Editing : in this step, the writer edits their writing include punctuation grammer or spelling. The writer must be sure that all the sentences are correvt and complete.
6. Rewrite : the writer evaluate their writing after seh/he has already edited their writing.
7. Evaluation : the writer evaluate their writing after she/he has already edited their writing.

9. Quantum Learning

Quantum learning is model based that was formerly introduced in 1982 by Bobbie Deporter who has the student of Lazanov. The basic of this model relies on accelareted learning techniques and strategies compatible with brain. Moreover, it is based on approaches using the differences of brain function as twosome and threesome brain theory, and it includes the principle of multiple intelegence theory looking from the prepective to mankind has different types of intelegences and the phi;osopy of the factor of succes is not one type sense

It can be said that the main aim of this learning theory is to provide individuals self actualization as a whole. In order to reach that aim, it is necessary that the perspective of quantum learning must be gained by the learner. Quantum learning, requires more than process of brain's understanding, running, the information coming from the outer world and exerciting it according to certain rules. The profit of the theories is that it objects to the thought of the independence of the perceived world from the observer. Zohar and Marshall (2004), says that the best thing that can be done for the education is to get

information and extend our perspective in order to see the whole which means more and more different points of view.

10. The Principles of Quantum Learning

Quantum learning is based on five main principles. Some of them provide basic learning system: a) classroom environment, body language, the planning of the lecture notes and the other all exist in the learning environment. b) everything is done according to its aim. Because lessons are thought in a careful way as an orchestra. c) our brain can be more successful if it is stimulated by the complex stimulus. If new ideas are related to the things that gained without learning, the learning may be more effective. d) learning includes risks. But if learning environment is set enjoyable, learning may be easier. If learners follow this step, they consider it safe and may be successful. e) if something is worth learning it is also worth being celebrated, because feedback makes positive emotional relations with learning.

In its relation to writing, this model can be applied in order to support the students in learning writing and to help the teacher transfer the material that engages and energizes the students. Because teaching a certain topic, not only needs good material delivery that engages and energizes the students. Because teaching a certain topic, not only needs good material delivery but also needs good atmosphere in the classroom.

The environment and learning sources of Quantum Learning concern about the positive, safe, relaxed and happy situation. Quantum learning creates a supportive physical environment that enhances and reinforces learning. Ideal learning environment includes proper lighting, purposeful color, positive affirmation posters, plants, props and music.

The Quantum Learning framework for the student's learning is expressed in five tenets of learning (Gavin Reid, 2005:10).

1. Everything speaks

Everything from surroundings and tone of voice to distribution of the materials conveys an important message about learning. So, all the things give the effect towards student's learning process.

2. Everything is on purpose

Everything that the teacher does has an intended purpose. It showed that the teacher asking to do something has an intended purpose or meaningful purpose, not useless.

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.

4. Acknowledge Every Effort

Acknowledge of each student's effort encourages learning. It is important that the teacher as the facilitator and motivator given acknowledgement to the students to show that he or she appreciates every effort that they have

Done, not to feel underestimate on them if they make some mistakes in their performance.

a. The Design Frame of Quantum Learning

The Quantum Learning Design Frame they are some elements that are aligned with learning cycle are :

1. Stage : Enrolling

It's an important stage from the respect of self-learning skills, the phenomenon of student's needs for pre-editing and learning should be made gained. It's aimed that the students should take the control of the situation by presenting their own solution by presenting their own solutions for the problem they face and wonder.

2. Stage : Experience

An experience or an activity introducing them the class is mentioned for enabling them to find relations which check their prior knowledge about the subject and for creating a knowledge need that provides meaning and interest to the content. At the stage experiencing mnemotechnik (a memory developing technique by benefiting from exercise with team and group activities and association), stimulations, mind maps, metaphors can be used

3. Stage : Label

According to Dr. Georgi Lazanov discuss students' relevance with life after providing relevance with topic at the stage of labeling. Affecting ranking and acknowledgement wish arise in the students at this position. Quantum note taking, memory technique, graphics, posters and Quantum study strategies can be used at this stage.

4. Stage : Demonstrate

Provide students with opportunities for their adapting of topic-related learning to other situations. Giving them additional activities in which they can apply the things they have learn given them confidence by making them see what they know

5. Stage : Review

It is the stage where the knowledge and skill gained are nailed in brain. Repeating unsure nerve strings to strengthen and content to take place in mind. However, it is important for this reinforcement to include multiple intelligences and to address various senses

6. Stage : Celebrate

Celebrate your student's success at this stage. It was provide close relationship to honor effort, attentive study and success. Activities can be used at the stage of celebration. Multi-awarding contest which both entertain and make them enjoy for gaining new knowledge at the end of the lesson can be applied.

b. Advantages and Disadvantages of Quantum Learning

Advantages	Disadvantages
a) Quantum learning stem from cognitive psychology, rather than quantum affliction, although the quantum concept is used.	a) Requires real experince
b) Quantum learning focused on quality and meaningful interaction, not just the meaning of the transaction.	b) Long enough to motivate the learning
c) Quantum learning accelerated learning so much emphasis on a high level of success.	c) Difficulty of identyfying the skill students.
d) Qunatum learning has a model combines the learning context and content.	
e) Quantum learning place values and beliefs as an important part of the learning process.	

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

B. Conceptual Framework

Descriptive Text in writing is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In the study, the student's ability in writing the descriptive text concerned with some factors namely identification, description that should exist in their writing. Their ability in writing the descriptive text was not the same. Some of the students found it hard to write a good descriptive text but others are not. That's why it was necessary to have a way in solving the case should be noticed in order to improve their achievement, so they could write good descriptive text.

In the experimental group, the teacher uses Quantum Learning when teaching-learning, so when the teacher wants to start the lesson they play instrument music to make the student feel relaxed and can enjoy the lesson. Then the teacher tells the material exactly and motivates them and also suggests them to be great students, and the teacher makes a question-answer section, after that they give the test. While the students are doing the test, the teacher plays classical music, because it can help the student's brain, so they can do it easily.

C. Hypothesis

The two hypotheses will be formulated as follows:

H_a : There is a significant effect of applying Quantum Learning on the students' achievement in writing.

H_0 : There is no significant effect of applying Quantum Learning on the students' achievement in writing.

CHAPTER III
RESEARCH METHOD

A. Location and Time

This research was conducted at SMP SATRIA NUSANTARA Binjai on Jl. Soekarno Hatta, Binjai. The reason for choosing this school because it will be practical for collecting the data and a similar research had never been conducted in this school. In this school, most of the student have problems to express their idea orally, so they confuse to write, they have limit vocabulary in English, and lack in grammar and left difficult in writing with the appropriate rules.

B. Population and Sample

This population of this research was taken from the eight grade of SMP SATRIA NUSANTARA BINJAI, which consist of six parallel classes, and the total number is 180 student. Since it is an experimental design, two classes were taken as sample.

Table 3.1
The Populations of
SMP SWASTA SATRIA NUSANTARA BINJAI

No.	CLASS	POPULATION
1.	VIII-1	25
2.	VIII-2	30
3.	VIII-3	35
4.	VIII-4	32
5.	VIII-5	31
6.	VIII-6	27
TOTAL		180

Arikunto (20012:134) states that sample is a part of population or the representation of population being assessed. In determining the size of sample, Arikunto (2012:134) says that population more than 100, the researcher may take 10%-15% or

20%-25% or more as the sample, if the population less than 100, the researcher may take all as the sample

It was frequently to test a large number of the students because the limited time involved, so only 45 students (25% of the population) were take as the sample. Then the student was divided into two group of the 23 and 22 students. One group is the control group and the other group is the experimental group. The sample were assigned randomly to represent the population.

Table 3.2
The Sample of
SMP SWASTA SATRIA NUSANTARA BINJAI

No.	CLASS	SAMPLE
1.	VIII-1	8
2.	VIII-2	8
3.	VIII-3	7
4.	VIII-4	8
5.	VIII-5	7
6.	VIII-6	7
	TOTAL	45

C. Research Design

This study was conducted by using an experimental quantitative research. There will two groups of students in this study, namely control group and experimental group. These two was taught by using different treatment. This research utilize randomizes group, pre-test and post-test design. In this design, the subject was assigned to the experimental group and control group by random method and both of them was given a pre-test. Pre-test will given in order to know the student ability in writing descriptive text. After

conducting the treatment, the researcher give the post-test for both of group. The post-test will give to identify the students' ability in writing descriptive text after the treatment. The difference average between the pre-test and post-test will found for each group and then these difference average score were compare in order to ascertain whether the experimental treatment produced a greater change than the control group situation.

Table 3.3
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	X	✓
Control	✓	Y	✓

Where : ✓ = Test is conducted

X = Student are taught by using Quantum Learning Method

Y = Student are taught by Free writing style

D. The Instrument of Research

In this study, essay writing test was use to collect the data as instrument. The same test in pre-test would be give to both of group. After that, student in experimental group was given the treatment and with the same content test in post-test was given again to both of group. The researcher conduct the test in order to know the effect of quantum learning in experimental group.

1. The Criteria of Scoring

The cumulative score will ranging from 0-100 in scoring written text in order to know the students' achievement in writing descriptive text. According to Jacob in Hughes (2003: 104) there are five main for writing assessments. They are :

Table 3.4
Criteria of Scoring Test

No	Component	Score	Criteria
1	Content	16-13	Unsatisfactory
			Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate
		21-17	Fair
			Limited knowledge of subject, little substance, in adequate development of topic
2	Organization	26-22	Good
			Some knowledge of subject, adequate range-occasional errors of words/ idiom form, choice, usage but meaning not obscured
		30-27	Very good
2	Organization	9-7	Knowledge, substantive, development of the thesis relevant as assigned topic.
			Unsatisfactory
		13-10	Doesn't communicate, no organization or not enough to evaluate
			Fair

			Not fluent ideas confused or disconnected logical sequencing and development.
			Good
		17-14	Somewhat choppy-loosely organization, but main ideas stand out limited support logical but in complete sequencing.
			Very good
		20-18	Ideas clearly stated
			Unsatisfactory
3	Vocabulary	9-7	Essentially translation little knowledge of English vocabulary, idiom word form, not enough to evaluate
			Fair
		13-10	Limited range, frequent error of word or idiom from choice, usage, meaning confused or obscured.
			Good
		17-14	Adequate range-occasional errors of word/idiom from, choice, usage but meaning not obscured.
			Very Good
		20-18	Exact words-effective words/idioms choice and usage. Word from mastery- appropriate register.
			Unsatisfactory
4	Language	10-5	Virtually no mastery of sentence construction rules dominated by errors, does not communicate, not enough to evaluate
			Fair
		17-11	Major problem in simple/complex construction frequent errors.

			Good
		21-18	Effective but simple construction-several errors of agreement.
			Very Good
		25-22	Understandable
			Unsatisfactory
5	Mechanics	2	No mastery of connection dominated by errors of spelling, punctuation, capitalization, paragraphing and writing illegible or not enough to evaluate
			Fair
		3	Frequent errors of spelling punctuation capitalization writing sentences, etc.
			Good
		4	Occasionally errors of spelling, punctuation, capitalization writing sentences, etc.
			Very good
		5	Demonstrated mastery of connection-few errors of spelling, punctuation and capitalization writing sentences.

Based on Arikunto (2001: 245) the researcher can classify the students' scoring in writing as follow :

Table 3.5
The Scoring of Writing Ability

No	Level of Achievement	Students' Mark	Grade
1	Excellent to very good	80-100	A
2	Good to average	66-79	B

3	Fair to poor	56-65	C
4	Poor to very poor	40-55	D
5	Very poor	30-39	E

E. The Technique for Collecting the Data

The data collection was important parts in conducting study. In order to get the data and to know influence of this technique to the students. The researcher were applied in steps in collecting data, such as (a) giving pre-test to both of class (b) giving treatment to the experimental group by using Quantum Learning and Free Writing Style to control classes (c) giving post-test to both of the classes and (d) collecting the student worksheet.

F. Technique of Analyzing Data

In analyzing the data, descriptive quantitative technique would be applied to analyze the data. The quantitative data would be found by computing the score of the students' scores, the steps were :

1. Reading the students' answer sheet.
2. Identifying the students' answer sheet.
Scoring the students' answer.
3. Listing the score into two tables, first for the experimental group scores and second for the control group scores.
4. Calculating the total score pre test and post test in experimental group and control group.

5. Finding the mean of the score of pre test and post test in experimental group and control group by using formula :

a. Mean variable X (variable 1)

$$M_x = \frac{\sum X}{N}$$

(Sudijono, 2012 : 81)

b. Mean variable Y (variable 2)

$$M_y = \frac{\sum y}{N}$$

6. Finding the standard deviation by using formula :

a. Standard Deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

(Sudijono, 2012 : 157)

b. Standard Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

c. Standard error of mean variable 1

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1-1}}$$

(Sudijono, 2012 : 315)

d. Standard error of mean variable 2

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2-1}}$$

e. The differences of standard error between mean variable 1 and mean variable 2

$$SE_{M_1} - M_2 = \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \quad (\text{Sudijono, 2012 : 316})$$

7. Testing hypothesis by applying T-test

(Sudijono, 2012 : 314)

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Notes :

- M_x = Mean for variable 1 or X
- M_y = Mean for variable 2 or Y
- $\sum X$ = Total of students' score
- $\sum y$ = Total of students' score
- N_1 = Number of Cases for variable 1
- N_2 = Number of cases for variable 2
- SD_x = Standard deviation for variable x
- SD_y = Standard deviation for variable y
- $\sum x^2$ = The square of total students' score
- $\sum y^2$ = The square of Total students' score
- $SE_{M_1 - M_2}$ = Standard error between M_1 and M_2
- t_o = t observed

1. Calculating the total score post test in experimental group and control group :

a. Mean variable X (variabel 1)

$$M_1 = M' + i i$$

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data Collection

The data was collected by giving the students a essay test. In this research, the sample divided into two groups, the experimental and control group. Each group was given a pre-test and post-test. The score of pre-test and post-test in each group can be seen in table 4.1 and 4.2 below:

Table 4.1

The Differences Score of Pre-test and Post-test of experimental Group

No.	Students' Initial	Pre-test	Post-test
1	ADP	30	55
2	AR	50	70
3	AP	25	55
4	CN	35	55
5	DS	50	70
6	DA	45	60
7	EA	30	60
8	FAR	40	65
9	FA	35	65
10	HS	25	60
11	IWP	25	55

12	KA	50	70
13	LN	45	65
14	MWS	40	60
15	MH	30	55
16	MNA	35	60
17	MNI	30	65
18	MA	40	70
19	NAW	40	65
20	PW	25	60
21	RA	40	60
22	SEG	50	70
23	SA	30	65
Total Scores		845	1435

Based on the Table 4.1 showed that the lower score of pre-test was 25 and the highest score was 50, while the lower score of post-test was 55 and the highest score was 70.

Table 4.2**The Differences Score of Pre-test and Post-test of Control Group**

No.	Students' Initial	Pre-test	Post-test
1	AT	25	55
2	AA	45	55
3	ADC	20	50
4	AF	30	60
5	AFC	40	60
6	AP	15	45
7	BP	35	50
8	CAS	35	55
9	DAE	25	55
10	FA	40	60
11	GF	40	50
12	G	30	60
13	IW	35	55
14	IA	45	55
15	LG	25	45
16	M	50	60
17	MY	30	50
18	NM	45	55
19	SS	30	60

20	SMP	35	55
21	SJ	40	50
22	SA	35	55
Total Scores		750	1195

Based on the table 4.2 showed that the lower score of pre-test was 15 and the highest score was 50, while the lower score of post-test was 45 and the highest score of post-test was 60. After getting the students' score in pre-test and post test of both classes, it can be known that there was a difference of students' achievements in writing descriptive text after receiving the treatment.

B. The Data Analysis

Based on the data from the test, the score were analyzed in order that the differences of pre test and post test of the experimental group and control group.

Table 4.3

**The Differences Score between Pre Test and Post Test of the
Experimental Group**

No	Students' Initial	Pre Test (x_1)	Post Test (x_2)	$X (x_2-x_1)$
1	ADP	30	55	25
2	AR	50	70	20
3	AP	25	55	30
4	CN	35	55	20
5	DS	50	70	20

6	DA	45	60	15
7	EA	30	60	30
8	FAR	40	65	25
9	FA	35	65	30
10	HS	25	60	35
11	IWP	25	55	30
12	KA	50	70	20
13	LN	45 ³²	65	20
14	MWS	40	60	20
15	MH	30	55	25
16	MNA	35	60	25
17	MNI	30	65	35
18	MA	40	70	30
19	NAW	40	65	25
20	PW	25	60	35
21	RA	40	60	20
22	SEG	50	70	20
23	SA	30	65	35
TOTAL		$\Sigma = 845$	$\Sigma = 1435$	$\Sigma X = 590$

Based on the table 4.5 above the mean score of experimental group were calculated as the follows :

$$M_x = \frac{\Sigma X}{N} = \frac{590}{23} = 25.65$$

Which :

M_x : The mean score of experimental group

ΣX : The scores of x_2-x_1

N : The sample of experimental group

Table 4.4
The Differences Score between Pre Test and Post Test of
the Control Group

No	Students' Initial	Pre Test (y_1)	Post Test (y_2)	Y (y_2-y_1)
1	AT	25	55	25
2	AA	45	55	20
3	ADC	20	50	30
4	AF	30	60	20
5	AFC	40	60	20
6	AP	15	45	15
7	BP	35	50	30
8	CAS	35	55	25
9	DAE	25	55	30
10	FA	40	60	35
11	GF	40	50	30
12	G	30	60	20
13	IW	35	55	20
14	IA	45	55	20

15	LG	25	45	25
16	M	50	60	25
17	MY	30	50	35
18	NM	45	55	30
19	SS	30	60	25
20	SMP	35	55	35
21	SJ	40	50	20
22	SA	35	55	20
TOTAL		$\Sigma = 750$	$\Sigma = 1195$	$\Sigma y = 445$

Based on the table 4.6 above the mean score of control group were

calculated as the follows :

$$My = \frac{\Sigma Y}{N} = \frac{445}{22} = 20.22$$

Which :

My : The mean score of control group

ΣY : The score of $y_2 - y_1$

N : The sample of control group

Based on the mean score of both sample groups, the following tables were the tables for calculating standard deviation scores in both groups.

Table 4.5
The Calculation of Mean and Standard Deviation Score of
Experimental Group

No	Students' Initial	\bar{X} (x_2-x_1)	$x = \bar{X}-Mx$	$(\bar{X}-Mx)^2$
1	ADP	25	-0.6521	0.425234
2	AR	20	-5.6521	31.94623
3	AP	30	4.3479	18.90423
4	CN	20	-5.6521	31.94623
5	DS	20	-5.6521	31.94623
6	DA	15	-10.6521	113.4672
7	EA	30	4.3479	18.90423
8	FAR	25	-0.6521	0.425234
9	FA	30	4.3479	18.90423
10	HS	35	9.3479	87.38323
11	IWP	30	4.3479	18.90423
12	KA	20	-5.6521	31.94623
13	LN	20 ³²	-5.6521	31.94623
14	MWS	20	-5.6521	31.94623
15	MH	25	-0.6521	0.425234
16	MNA	25	-0.6521	0.425234
17	MNI	35	9.3479	87.38323
18	MA	30	4.3479	18.90423
19	NAW	25	-0.6521	0.425234
20	PW	35	9.3479	87.38323

21	RA	20	-5.6521	31.94623
22	SEG	20	-5.6521	31.94623
23	SA	35	9.3479	87.38323
TOTAL		$\Sigma = 590$		$\Sigma x^2 =$ 815.217

Based on table 4.7 above the standard deviation of experimental group were calculated as the follows :

$$SD_x = \sqrt{\frac{\Sigma x^2}{N}} = \sqrt{\frac{815.21}{23}} = \sqrt{35.44} = 5.95$$

Table 4.6
The Calculation of Mean and Standard Deviation Score of Control Group

No	Students' Initial	Y (y ₂ -y ₁)	y = Y-M _y	(Y-M _y) ²
1	AT	25	4.7728	22.77961
2	AA	20	-0.227	0.051529
3	ADC	30	9.7728	95.50761
4	AF	20	-0.227	0.051529
5	AFC	20	-0.227	0.051529
6	AP	15	-5.2272	27.32361
7	BP	30	9.7728	95.50761
8	CAS	25	4.7728	22.77961
9	DAE	30	9.7728	95.50761
10	FA	35	14.772	218.2119

11	GF	30	9.7728	95.50761
12	G	20	-0.227	0.051529
13	IW	20	-0.227	0.051529
14	IA	20	-0.227	0.051529
15	LG	25	4.7728	22.77961
16	M	25	4.7728	22.77961
17	MY	35	14.772	218.2119
18	NM	30	9.7728	95.50761
19	SS	25	4.7728	22.77961
20	SMP	35	14.772	218.2119
21	SJ	20	-0.227	0.051529
22	SA	20	-0.227	0.051529
TOTAL		$\Sigma = 445$		$\Sigma y^2 =$ 1273.807

Based on the table 4.8 above the standard deviation of control group were calculated as the follows :

$$SD_y = \sqrt{\frac{\Sigma y^2}{N}} = \sqrt{\frac{1273.807}{22}} = \sqrt{57.90} = 7.60$$

Based on the calculation above shown the following facts :

$$SD_x = 5.95$$

$$SD_y = 7.60$$

$$N_1 = 23$$

$$N_2 = 22$$

$$x = 590$$

$$y = 445$$

$$M_x = 25.65$$

$$M_y = 20.22$$

$$(x - M_x)^2 = 815.21$$

$$(y - M_y)^2 = 1273.80$$

Therefore, the following formula was implemented :

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1-1}} = \frac{5.95}{\sqrt{23-1}} = \frac{5.95}{\sqrt{22}} = \frac{5.95}{4.69} = 1.26$$

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2-1}} = \frac{7.60}{\sqrt{22-1}} = \frac{7.60}{\sqrt{21}} = \frac{7.60}{4.58} = 1.65$$

Next, the following was implemented to find out the error standard deviation between $M_1 - M_2$

$$\begin{aligned} SE_{M_1 - M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\ &= \sqrt{(1.26)^2 + (1.65)^2} \\ &= \sqrt{1.5876 + 2.7225} \\ &= \sqrt{4.3101} \\ &= 2.07 \end{aligned}$$

C. Testing Hypothesis

The result above then be applied to test hypothesis :

$$\begin{aligned}
 t_o &= \frac{M_1 - M_2}{SE_{M_1 - M_2}} \\
 &= \frac{25.65 - 20.22}{2.07} \\
 &= \frac{5.43}{2.07} \\
 &= 2.62
 \end{aligned}$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis could be tested as follows :

Ha : the value of the t_{observe} was higher than the value of the t_{table} ($t_{\text{observe}} > t_{\text{table}}$)

After the data above were calculated by using t-test formula.. Then after looking the table of distribution of t-critical as the basic of counting t-critical in certain of df (the degree of freedom), the calculation shown as follow :

$$\begin{aligned}
 df &= (N_1 + N_2 - 2) \\
 &= (23 + (22 - 2)) \\
 &= (23 + 20) \\
 &= 43
 \end{aligned}$$

It was taken from the table of distribution was got pride t_{table} for 5%. The calculation of the test for the degree of freedom (df) 43 at the level of significance 5% showed that the critical value (t_{observe}) was 2.62 calculated $> t_{\text{table}}$ with df 43 or $2.62 > 1.68$.

Based on the calculation' of testing hypothesis above, it was found that the value of t_{observe} was higher than the value of t_{table} ($2.62 > 1.68$). Therefore

alternative hypothesis (H_a) was accepted. So, there was a significance effect of using Quantum Learning on the students' achievement in writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing the data, conclusion is drawn as following:

1. There was a significant effect of using *Quantum Learning* on the students' achievement in writing descriptive text. The result of $t_c(2,62)$ was higher than $t_t(1,68)$ at df 43. This can be concluded that the using of Quantum Learning has a significant effect on the students' achievement in writing descriptive text.

B. Suggestion

The relations to the conclusion are drawn as following:

1. The teacher could use *Quantum Learning* in teaching writing especially in descriptive text as a strategy which helps the students to be more confident, interested and add their curious feeling.
2. It was suggested to other researcher who are interested and want to do research that to use these findings as source of information for further related studies.

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APPENDIX I
LESSON PLAN
(Experimental Group)

School	: SMP Satria Nusantara Binjai
Subject	: ENGLISH
Class	: VIII
Language Skill/Component	: Writing
Genre	: Descriptive Text
Time	: 2 x 40

A. Competence Standard

Understanding meaning in oral texts functional and very simple short monologue form of descriptive to interact with the immediate environment.

B. Basic Competence

Responding meaning in simple short monologue by using a variety of oral language accurately, fluently and thankful to interact with the immediate environment in the form of descriptive text.

C. Indicator

1. Completing the missing words in descriptive text.
2. Arranging a text about describing person.
3. Writing a text about describing person.

D. The Objective of Study

1. Students are able to arrange the jumble sentences to make a good descriptive text.
2. Students are able to write a text about describing person.

E. Material

1. A task about write simple descriptive text based on person.

F. Method of Study : Quantum Learning Method

G. Learning Process

NO	Activities	Teacher	Student	Time
1	Introduction	<ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher checks the attendance list 3. The teacher introduce the lesson 	<ol style="list-style-type: none"> 1. The students give full attention to the teacher 2. Responding and raising if being called by teacher 	10''
2	Main Activities	<ol style="list-style-type: none"> 1. Teacher give a instrument music for make comfortable to student. 2. After students rilex, Teacher give treatment to student about descriptive text. 3. The teacher give some papers that contains parts of the paragraph and begin to give the students an introduction before 	<ol style="list-style-type: none"> 1. Student listen instrument music with happy. 2. The students pay attention to the techer explanation and illustration 	60''

		<p>starting to explain. An illustration is given for them to express the parts of paragraph so that they can have experience in learning the materials.</p>		
		<p>4. The teacher ask to compile the parts of the text given to be a good text. They do it in pairs. Then the parts of the paragraph are labeled and expalined further by the teacher.</p>	<p>3. The students compile parts of the paragraph to be a good paragraph</p>	
		<p>5. The teacher asks the students to write a paragraph themselves after they discussing outline of the text. While doing the exercise, the teacher encourage them to do exercise well. After finishing the composition, they are asked to read it in front of class.</p>	<p>4. The students write a paragraph</p>	
		<p>6. The tecaher asks the students randomly by the teacher in order to review the lesson and their understanding</p>	<p>5. Students read their composition in front of the class</p>	
		<p>7. A celebrate is held by the teacher and the students after learning process.</p>		
3	Closing	<p>1. The teacher conclude the lesson</p>	<p>1. The students pay attention to the teacher's</p>	10''

2. Closing the meeting and saying good bye	conclusion 2. Responding by saying good bye
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H. Learning Sources

English practice book

Website

Mengetahui,

English Teacher

Binjai, September 2016

Researcher

Fadila Umayah Saputri S.pd

Eva Rahimah Sardi

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Drs. Edriwan Batubara

APPENDIX II
LESSON PLAN
(Control Group)

School	: SMP Satria Nusantara Binjai
Subject	: English
Class	: VIII
Language Skill/Component	: Writing
Genre	: Descriptive Text
Time	: 2 x 40

A. Competence Standard

Understanding meaning in oral texts functional and very simple short monologue form of descriptive to interact with the immediate environment.

B. Basic Competence

Responding meaning in simple short monologue by using a variety of oral language accurately, fluently and thankful to interact with the immediate environment in the form of descriptive text.

C. Indicator

1. Completing the missing words in descriptive text.
2. Arranging a text about describing person.
3. Writing a text about describing person.

D. The Objective of Study

1. Students are able to arrange the jumble sentences to make a good descriptive text.
2. Students are able to write a text about describing person.

E. Material

1. A task about write simple descriptive text based on person.

2. Method of Study : Free Writing Style

3. Learning Process

NO	Activities	Teacher	Student	Time
1	Introduction	<ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher checks the attendance list 3. The teacher introduces the lesson 	<ol style="list-style-type: none"> 1. The students give full attention to the teacher 2. Responding and raising if being called by teacher 	10''
2	Main Activities	<ol style="list-style-type: none"> 1. The teacher explains about a descriptive text with example of student 	<ol style="list-style-type: none"> 1. Listen attentively and give opinion 	60''

<ol style="list-style-type: none"> 2. Teacher asks a student to be example. 3. Teacher asks the characteristic of student example. 4. Teacher asks students to write down on white board about the characteristic 5. Teacher asks students to read together and make part of sentences to be a paragraph in book. 6. Teacher give exercise about descriptive text to student. 	<ol style="list-style-type: none"> 2. Student give the opinion of the characteristic student example. 3. Some students write down on white board their opinion 4. Student read together and write a paragraph in book. 5. Students do a exercise about descriptive text.
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3	Closing	<ol style="list-style-type: none"> 1. The teacher conclude the lesson 2. Closing the meeting and saying good bye 	<ol style="list-style-type: none"> 1. The students pay attention to the teacher's conclusion 2. Responding by saying good bye 	10''
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4.Learning Sources

English practice book

Website

Mengetahui,

English Teacher

Binjai, September 2016

Researcher

Fadila Umayah Saputri S.pd

Eva Rahimah Sardi

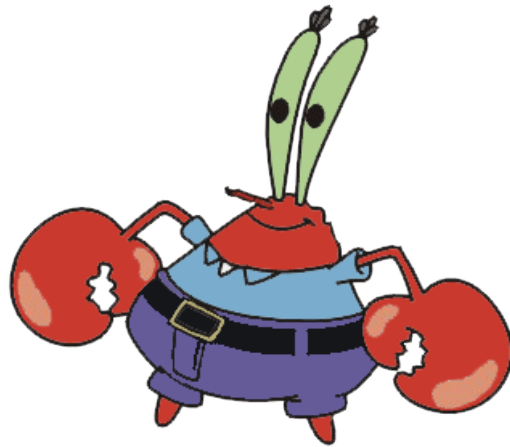
Known by
Headmaster of SMP SATRIA NUSANTARA BINJAI

Drs. Edriwan Batubara

APPENDIX III

Test item

Choose one character in “Spongebob Squarepants” cartoon write the descriptive text based on the characters that you had chosen.



ATTENDANCE LIST
SMP Satria Nusantara Binjai
(CONTROL CLASS)

NO	NAME	SIGNATURE
1	AGUS TRIWANSYAH	1.
2	ALBERTUS AGUSTINO	2.
3	ALBINO DICO C	3.
4	ANISA FITRI	4.
5	ANNISA FITRI CHANIAGO	5.
6	ARDIAN PRAYOGA	6.
7	BAGAS PRAMANA	7.
8	CARLOS AMOS S	8.
9	DELLA ARDEA E	9.
10	FYRDA AFRYANTI	10.
11	GEBY FEBIOLA	11.
12	GIFRANI	12.
13	IKHSAN WARDANA	13.
14	IRVAN ADITHIA	14.
15	LUKAS GILBARDI	15.
16	MEGA	16.

17	M. YUDA	17.
18	NURAINI MAWADDA	18.
19	SELVI SALSABILA	19.
20	SITI MUTIA PASHA	20.
21	STEVEN JOHAN	21.
22	SUCI AFRIAN	22.

Binjai, September 2016

English Teacher

Researcher

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Eva Rahimah Sardi

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Headmaster of SMP Satria Nusantara Binjai

Drs. Edriwan Batubara

ATTENDANCE LIST
SMP Satria Nusantara Binjai
(Eksperimental Class)

NO	NAME	SIGNATURE
1	ANGGA DWI P	1.
2	ANGGI RAMADHAN	2.
3	ANNISA PUTRI	3.
4	CHAIRANI NOVELIZA	4.
5	DANIEL SYAFARIDO	5.
6	DARA AZHARI	6.
7	EGO AGUSTIAN	7.
8	FAHMI AL-RYANSYAH	8.
9	FEBY APRILA	9.
10	HENDRI SIRAIT	10.
11	IDAH WATI PANJAITAN	11.
12	KRISNA APRIALDI	12.
13	LUKMAN NUL HAKIM	13.
14	M. WAHYU SANDIKA	14.
15	MIA HARDIANTI	15.
16	MISNIANA	16.

17	MISNIANI	17.
18	M. ABDILAH	18.
19	NIAT ARIF WATI	19.
20	PRAMUDITA WISNU	20.
21	RIKA AKANA	21.
22	SETYO EGI GUMILANG	22.
23	SYAHDAN ALFARIZI	23.

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