Integrating Writing Process with Quantum Learning Framework in English Language Teaching

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INFO ARTIKEL	ABSTRAK
	Abstract: Writing with its complexity might make English language teaching more challenging for most English teachers to help learners facing difficulties in writing. Many students in any research report usually have problems in finding ideas to write and constructing sentences. This study was initially intended to solve those kinds of problem. The integration of writing process with Quantum Learning framework was the strategy implemented in this study. The result showed that the integration of writing process with Quantum Learning framework could make students' writing better and enable the students to actively participate during the teaching and learning process. **Abstrak:** Rumitnya menulis membuat pengajaran bahasa Inggris lebih menantang bagi beberapa guru bahasa Inggris untuk membantu para pesertadidik menghadapi kesulitan dalam menulis. Dalam setiap laporan penelitian, beberapa siswa biasanya memiliki masalah dalam menemukan ide untuk menulis dan menyusun kalimat. Penelitian ini dimaksudkan untuk memecahkan masalah-masalah tersebut. Integrasi proses menulis dengan *Quantum Learning* adalah strategi yang diterapkan dalam penelitian ini. Hasil penelitian menunjukkan bahwa integrasi proses menulis dengan *Quantum Learning* dapat membuat tulisan siswa lebih baik dan memungkinkan siswa untuk berpartisipasi aktif selama proses belajar mengajar.
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Having a good skill in writing offers several benefits. Writing helps the writers improve their ability on how to transfer and deliver information in effective ways (Miller, 2006). In addition, McWhorter (2010) states that writing skill may lead us to success in academic fields demanding you to write assignments, reports, and essays, and career expecting you to write plenty of letters, email messages, memos, and reports. Writing also helps us learn and remember things because while taking information visually by reading or aurally by listening, writing engages our sense of touch when we put our pen to paper or our fingers on a keyboard. Generally, the more senses we involve in learning, the easier learning occurs and the more we remember about the task later on. We can remember something more easily if we write it down. Besides, it helps the writers think more clearly because when writers write, they involve their cognitive to process information, gather ideas, and transfer it through the paper. Writing also trains the writers to solve problem in some cases.

Owing to the significant role of mastering English, the Indonesia government puts English as a compulsory subject from junior high to senior high school levels. Based on the English Syllabus of 2013 Curriculum published by *Kementerian Pendidikan dan Kebudayaan* (Kemendikbud) it is stated that the objective of English language teaching aims to developing students' language competence in spoken and written in order to be able to use it in several daily context. (Kemendikbud, 2017). Generally, English competence for secondary school is divided into three communicative competence aspects, namely interpersonal, transactional, and functional in spoken and written from. Meanwhile, English language teaching in junior high school aims to develop students' communicative competence in interpersonal, transactional, and functional discourse through different kinds of text in spoken and written form.Furthermore, the objectives of English language teaching in senior high schools are clarified into core competence and basic competences divided in each grade. One of the basic competence in the 2013 English curriculum, point 4.8.2; eleventh grade students should be able to construct an explanation text about current issues by considering the social function and the generic structure of it (Kemendikbud, 2017).

English language teaching in Indonesia focuses on text types as the basis to enable the students to apply English in any type of text. (Kemendikbud, 2017). Genre or text types cannot be excluded from English language teaching, especially teaching writing. As it is pronounced by English Syllabus of 2013 Curriculum in Kemendikbud (2017), text should be learned as media for the students to communicate their ideas or interact with others as social educated community. Quality of text is seen through the appropriateness of the text structure, language features and the social function of the text itself.

However, writing is difficult to learn and to teach to the students (Sadler, 2012). Thus, English teachers, in teaching writing, face two kinds of complicated problems, namely finding the appropriate technique or strategy in teaching writing and the complexity of writing that causes difficulties in writing among the students. Somehow, Dundar, Béteille, Riboud, and Deolalikar, (2014) suggested that learning outcome depends on how the instruction undergone. Consequently, teachers should find, adapt, or even adopt the appropriate method, technique, or strategy in teaching writing.

I conducted a preliminary study in XI IPS 1 class of SMA Nurul Jadid in Probolinggo, JawaTimur. It was conducted by interviewing the English teacher, writing test, and distributing questionnaire to the students. The English teacher informed that the XI IPS 1 class is the lower achiever among the class he is teaching. Hence, I interviewed the XI IPS 1 students and distributed questionnaire to reveal problems they face in writing and administered writing test to know their current achievement in writing. As a result, their achievement in writing is still low based on their writing score obtained in the pre-test I administered.

Through the questionnaire, students felt that writing is difficult because some aspects they should deal with, such as; vocabulary, grammar, and ideas to write. Even most of them have been learning English since they were in Elementary school, they have problem in constructing sentences, finding ideas to write, and having lack of vocabulary. Previous researchers (Sari, Refnaldi, and Rosa 2013; Siahaan, 2013; Hasan and Marzuki, 2017; Nuzhatun, 2017; Za'in, 2017) reveal that students' problem in writing is caused by their lack of vocabulary, disability in constructing sentences, and educational background in which they have not concerned to develop their English mastery.

Furthermore, most people have problem in starting to write. They spend much time to think about what sentence should come first in their writing. It might be frustrating for some writers to discover a challenge how to transfer their thoughts and feelings from their mind onto a sheet of paper (Langan, 2008a). Writing is not an easy matter (Langan, 2008c). "Writing is not a single act of getting words down on paper" (McWhorter, 2010). In fact, some students also interpret that it is not easy to write English sentences, paragraphs, moreover essays. When writing, students frequently spend more time to think rather than in speaking (Harmer, 2004). They should come up the ideas in their mind, pick up appropriate words, write the ideas in sentences, and organize them into a paragraph. "Writers formulate their own thoughts, organize them, and create a written record of them using the conventions of spelling and grammar" (Graham & Perin, 2007). In other words, writing is communicating writers' idea through written form.

According to Langan (2008b), writing is one of the four skills in English which can be mastered through hard work. However, some people view writing as a natural gift rather than a skill that should be learned (Langan, 2008a). Such that belief, according to Langan (2008a), will lead them to be reluctant to learn and have more practice to write. It is caused by their assumption that writing ability is a gift which some people may have good writing skill while some others may not. Supporting that idea, Harmer (2004) argues that writing skill is not the same as speaking skill. He says that speaking skill can be acquired naturally as a result of hearing to the spoken language continuously. Otherwise, writing is a skill that has to be learned (Harmer, 2004).

Stein, Israel, and Washington (2008) suggest that writers should find their way or process of writing. Writing is not only an activity putting words together to make sentences. It needs a process that suggests the writers to go through several steps in writing (Zemach & Rumisek, 2005). Thereby, a writer's development depends on how he/she masters every step in writing process (Stein, Israel, & Washington, 2008). Tyner (2008) points out the characteristics of writing becoming fundamental reasons why writing process is important. He underlines that writing is not a simple activity that makes whether novice and experienced writer tend to write impossibly in one sitting. He portrays writing as a recursive process because writers regularly look back over what they have written to decide what to write next. Before publishing, writers usually proofread their paper to discover and correct any errors in spelling, punctuation, or grammar. Consequently, teachers should lead their students through appropriate stages in the process of composing (Brown and Lee, 2014). Some studies (Wibowo, 2013; Wulandari, 2014; Zhou, 2015; Nabhan, 2016) reveal that the writing process could make classroom atmosphere alive and improve students' ability in writing. Students' eagerness to participate actively grew through peer feedback activities. Writing process helps the students a lot in writing and improves their writing achievement because the students experienced the details of activity and gain more understanding in every step of writing.

There are somesteps in writing. Langan (2008a) cites that "writing is a process of discovery involving a series of steps. Miller (2006) argues that every successful writing process includes *planning, drafting, revising,* and *editing*. In the same way, Stein, Israel, and Washington (2008: 38) highlight five steps of the writing process namely *prewriting, recording, rewriting, editing,* and *finishing*. In short, the major steps in writing process are *planning, drafting, editing,* and *writing final draft*. There are three things that writer should concern in *planning* stage. Firstly, writers should consider the purpose in which it will influence the type of text, language used and information that is going to involve. Secondly, writers should think of the audience. It will influence how the writing is laid out, the language choice whether it is formal or informal. The third thing to consider is content structure. It deals with how ideas, information, or argumentation are organized (Harmer, 2004).Once a writer has gathered and organized ideas, it is the time for *drafting* (Stein, Israel, and Washington, 2008). According to Harmer (2004), *drafting* is writing the first version of writing product. *Drafting* involves taking the information that the writers have generated and organized. Nonetheless, additional thoughts which writers did not get in the pre-writing stage possibly emerge. If it does happen, Langan (2008a) suggests that writers do not have to consider it that may waste the time. He adds that writers should not

worry about their grammar, punctuation, or spelling by the time of writing the first draft. It should be done in the next step, namely *editing.Editing* is to check the content and the organization of the paper, errors in grammar, punctuation, and spelling. Besides that, it is fruitful to check whether every sentence written in the paper makes sense and support the topic being discussed or not. *Editing* can be done by asking readers or editors to give comment and make suggestion that will help the writers to revise their first draft (Harmer, 2004). The final stage is *writing final draft* of the writing product. While revising or making any necessary changes, it means that the writes produce the final draft. The final draft might be different from the first draft as the result of editing (Harmer, 2004). Some experts consider that writing final draft is finalizing the writing activities. It means that the writing product is ready to submit or publish.

Teaching the students effectively and professionally is a challenge for all teachers. One of teachers' roles in teaching is as a facilitator which facilitates learners to have active, effective, and meaningful learning. According to Sociocultural theory, learning takes place when it brings learners' cognitive into higher-order thinking activities (Saville-Troike, 2006). Teaching with a good strategy will lead the students to learn effectively. It is like what has been done by Language Forum in SuperCamp by implementing Quantum Learning model in the twelve days of teaching and learning activities. This program which uses Quantum Learning model as their basic method brings success to the students in improving their motivation, score, self-confidence, self-esteem, etc. (Deporter & Hernacki, 2002). It shows that Quantum Learning method is applicable in teaching and learning activities.

In this study, I integrated the writing process with Quantum Learning framework as the teaching strategy. Quantum Learning comes from the work of Dr. GeorgiLozanov, a Bulgarian teacher, who did experimental study named by *Suggestology* or *Suggestopedia*. (DePorter & Hernacky, 2002) Quantum learning was firstly implemented in SuperCamp, an accelerated program held by Learning Forum; an international education institution emphasizing on academic competence and soft-skills (DePorter, 1992 in DePorter, Reardon, & Singer-Nourie, 20142). Dr. Georgi Lozanov labels his study as Quantum Learning. The result of his study shows that a suggestion can influence the result of learning. According to DePorter and Hernacky, (2002), Quantum Learning is a reflection of Quantum Physic theory in which the formula is $E = mc^2$ that is interpreted as follows:

E = Energy (great energy from one's self)
m= mass (all individuals involved, environment, materials, and physical)
c= interaction (classroom interaction; enthusiasm, effectiveness, and spirit)
It implies that Interaction between "m" (the teacher, students, media) and "c^2" (enthusiast, motivated, and spirit learning) must result "E" (learners' energy, skill, or competence coming from themselves to face real life situation).

Then, Bobbi DePorter and Mike Hernacki develop Lozanov's theory, Quantum Teaching, into Quantum Learning method by combining *suggestology* theory, Neurolinguistic Programing (NLP)*,* self-confidence, and their own method. (DePorter & Hernacky, 2002). Quantum Learning has five principles that influence all aspects in it. First, *everything speaks:* all aspects related to the learning; activities, teacher's gesture, printed materials, etc. should be meaningful and deliver message to the students. They should help them reach the goal.Second, *everything is on purpose;* all activities done during the teaching and learning process should have clear purposes which have to be achieved at the end.Third, *experience before label;* our mind works and develops rapidly when we have a plenty of curiosity. Experiencing the information before they know what they are learning increases learners' curiosity.Forth, *acknowledge every effort;* appreciate everything that learners have done in learning. They have sacrificed themselves in learning. For instance, they should maintain their confidence when they should present something in front of their friends.Fifth, *if it is worth learning it is worth celebrating;* celebration offers positive impression for learners' emotion and motivation(Reid, 2005).

Furthermore, a Quantum Learning framework is the steps to implement Quantum Learning in teaching and learning activities. It deals with the procedures how materials are developed and the strategy is implemented in the class. DePorter, Reardon, and Singer-Nourie, (2014) point out that the Quantum Learning framework covers *enroll, experience, label, demonstrate, review and reflect,* and *celebrate*. The first step is *enroll.* Build up leaners' interest by leading them to answer "what is in it for me?" It functions to cast the light upon meaningful learning. Picturing the benefits of learning to the students means associating learning to the real world. Therefore, learners will realize on what they are learning will be beneficial in the future. The second step is *experience.* Provide experience which can be understood and recognized by all learners. Providing experience for learners means involving them in the activities. Students' active participation during teaching and learning will make the class more active and alive. Good and active interaction will emerge among the learners and the teacher.*Label* is the third step. Provide learners with key words, formulas, concepts, and strategies as input for them. Introducing the label or the name of activities, formulas, and concepts is to give identity in learners' mind. The identity given after learners have experienced it will be easily stored in their long term memory. The fourth is *demonstrate.* Give a chance for them to do and practice what they have learned to show that they really know. UNESCO suggests that education is an effort to build learners' ability to know, to do, to be, and to live together (UNESCO, 2004). Practice is important in learning to strengthen learners' capability to do what they have learned in their life or in their classroom. The fifth step is *review and reflect.* Guide learners to repeat the materials and emphasize themselves that they really know. Build students' self-confidence as if they have sense of "I

know that I do know this". It can be achieved by giving opportunities to learners to practice a lot and appreciating every effort that learners do in the class.The last step is *celebrate.*Appreciate the things that have been done, participation, skill and knowledge obtained. Celebration as a form of appreciating learners' effort and participation will contribute to their motivation to have follow-up activities. In one hand, they are highly motivated to have the next class in the next meeting. One the other hand, they will keep maintaining and using the skill obtained from learning in their real life.

The implementation of Quantum Learning in SuperCamp shows delightful results and great achievement. As research by Vos-Groenendal (1991), Quantum Learning could improve 68% of students' motivation, 73% of of students' score, 81% of their self-confidence, and their self-respect by 84%. Besides that, the Super Camp participants could maintain their positive attitude by 96%, and 98% keep using the skills they got in SuperCamp (DePorter & Hernacky, 2002). Hermayawati (2015) also conducted similar research in which the subject was junior high school student, especially in SMPN 1 Seyegan, Yogyakarta. Her study was intended to solve the seventh grade students' problem in reading by applying Quantum Learning strategy. The study was conducted in two cycles. The improvement of students' reading achievement can be seen by comparing students' score of post-tests to their score of pre-test. In the pre-test, the average score was 52.7 and improved to 67.4 after the first cycle. However, it was still below the criteria of success of the study. Then, she continued to the second cycle which could successfully improve the average of students' reading score to 89.8.Besides, some research of Quantum Learning was conducted to senior high school students, as it was done by Jati (2015) at MAN 1 Surakarta, Jawa Tengah. The result of her study showed that students' speaking score improved from 6.06 to 7.03 in the first cycle and 8.19 in the second cycle. It indicates that Quantum Learning is effective to improve students' speaking achievement.

Moreover, Quantum Learning shown by some researchers (Sihite, 2013; Suyudi, 2015; Wicaksono, 2016, Rahmayanti, 2017; Sariah, Rasyid, and Herlina, 2018) has contributed to the teaching of writing which can stimulate students' motivation in learning and to write and improve their ability to write. Based on the elaboration above, I believe that the integration of writing process with the Quantum Learning framework could solve the XI IPS 1 students' problem in writing and became an effective English language teaching.

As it has been clarified previously, the Quantum Learning framework covers *enroll, experience, label, demonstrate, review and reflect,* and *celebrate.* Meanwhile, writing process covers planning, drafting, editing, and final draft. Seen from those steps, both Quantum Learning and writing have similarities in the case of their steps or procedures. Therefore, those are reasonably able to be integrated then implemented in teaching writing. It means that this integration can be a strategy in teaching writing to students. This following table represents how they are integrated.

Table 1. The Integration of Writing Process with Quantum Learning Framework

No.	Writing Process	integrated with	Quantum Learning framework
1	*Planning*	integrated with	*Enroll, experience, label*
2	*Drafting*	integrated with	*Demonstrate*
3	*Editing*	integrated with	*Review and reflect*
4	*Writing final draft*	integrated with	*Celebration*

First stage is the integration of *planning* with *enroll, experience, label.* In Quantum Learning theory, enroll is the first step where the teacher should motivate the students to establish their interest in learning and their awareness of the benefit of the learning. Experience is involvement of students' feeling and cognitive process in learning. Meanwhile, label deals with the students' ability to acknowledge and notice toward the experience that they have done in learning.

Therefore it is considered to be appropriate to integrate it to the first step of writing, namely *planning.* As it is cited in the previous discussion, writers should think of the purpose, audience, and the content structure in the *planning.* Besides that, writers gather ideas and information and select the appropriate one to involve them in the writing product. Therefore, by *enroll,* writers will consider what they are going to write about. *Experience* will help the writers to gather ideas and information that can be involved in their writing by regarding to their experience or experience of other people. *Label* stageenables the writers to acknowledge which information and ideas that should be and not be involved in their writing.For example, a student wants to write a text entitled "How to Borrow a Book in Public Library" which is in the form of procedure text. He/she can use his/her experience, his/her friends' experience, or others that he/she can get through watching a movie, interviewing other people, etc. as the ideas to be written in the text.

The second one is *demonstrate* phase in Quantum Learning is integrated with *drafting* phasein writing process. *Demonstrate* step in Quantum Learning model is proving opportunity for the learners a chance to show or implemented what they know. It matches to *drafting* process in writing processes. In *drafting*, writers demonstrate the ideas and information by writing it as the first draft of writing product.

Third integration is *editing* with *review and reflect.Editing* as the third step in writing process covers activities of reviewing and reflecting. To Quantum learning, it is in the stage of *review and reflect.* Therefore, in ELT context, the teacher may become the reviewer or editor toward students' first draft of writing. Besides that, teacher can ask the students to do peer feedback by asking their friends to read and give comment and suggestion to their first draft by providing a questionnaire or checklist as a guidance to do peer-correction.

Final stage of the implemented teaching strategy is the integration of *writing final draft* with *celebrate. Celebrate* stagecan be integrated with the last step of writing process, namely *writing final draft. Celebration* is done to appreciate what students have done in learning that can motivate them to be more active in Learning and praise students' paper as their final product of writing. In classroom, teachers may appreciate students' final draft of writing by putting students' writing on the wall and letting other students read. Then, ask the whole class about what information and knowledge that they have learned from their friends' writing.

The teaching of writing which hinders some English teachers in finding appropriate strategies for the students caused by the complexity of writing itself and the problem that the students face could be solved by implementing QuantumLearning method. Moreover, the framework of Quantum Learning covering *enroll, experience, label, demonstrate, review and reflect, and celebrate* (De Porter, Reardon, & Singer-Nourie, 2014) have similarities with writing process covering *planning, drafting, editing,* and *writing final draft*. As a result, the integration of those two, writing process and Quantum Learning framework, were formed. During the implementation of the writing process under Quantum Learning framework, students were trained to make sentences before writing an essay. Providing input about the topic that they are going to write is a way to add their vocabulary bank. Through that integration, students learned the steps how to write an essay.

METHOD

This study intentionally was held to solve students' problem in writing and enhance their writing ability by integrating the writing process with Quantum Learning framework in English Language Teaching especially teaching writing. Hence, the research design applied is Classroom Action Research. Classroom Action Research is any systematic investigation conducted to gather information with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes (Mills, 2003). Specifically, this study was conducted to improve students' learning outcomes, namely their ability in writing an explanation essay. Additionally, the variables involved in this study deal with five aspects of writing; they are content, organization, grammar, vocabulary, and mechanics. The description of the variables and how to measure them will briefly be discussed in another sub-chapter bellow.

In this study, I collaborated with the English teacher in which when I taught the class, the English teacher observed anything happened in the class. Several models of classroom action research have been formulated by different experts (Kemmis and Mc Taggert, 1988, Elliot, 1991, O' Leary, 2004). Meanwhile, this study was conducted based on the research spiral or cycle model proposed by Kemmis and Mc Taggert (1988) which involved these stages; preliminary study, planning, implementing the plan, observing, and reflecting as a cyclical process.

This research was held in SMA NurulJadid located in Paiton, Probolinggo, Jawa Timur. This school consisted of 48 classes, 16 classes in each grade X, XI, and XII. Each grade consisted of three major program, science program, social program, and language program. The subject of this research was the eleventh grade students of social program, namely XI IPS 1 students. This class was chosen based on several considerations. First reason was that social program in SMA Nurul Jadid was the lowest achiever in English than other programs as it was informed by the English teacher. Secondly, the teacher and the students had no experience in learning through process approach to writing under Quantum Learning scheme before.

RESULT

One complete set of the implementation of writing process under Quantum Learning framework, *planning, drafting, editing, writing final draft,* was conducted twice. Every single set of the strategy was conducted in three phases. During the implementation, classroom observation was done to picture whether the implementation of the strategy successfully encouraged students' eagerness to participate during the class.

The first meeting was *planning* stage which covered *enroll, experience, and label.* Based on the classroom observation sheet, students were enthusiastic to begin the class that day. It was shown by their good response in the opening activities by answering the researcher's leading question. After that, the researcher as the teacher distributed an example of explanation text about eruption as giving experience to the students, and all of them read the text. They also followed the teacher's explanation about the social function, the generic structure, and the language features of an explanation text.The second meeting was *drafting* and *editing* stage. Students wrote their first draft by considering the topic, ideas, and examples gathered in the *planning* stage. All of the students write their first draft independently. When they had finished writing, they then reviewed their own draft by using review checklist distributed by the researcher. *Writing final draft* was held on the third meeting. All of the students rewrite their draft by considering review checklist reviewed by the teacher.

In the second phase, the procedure implemented was still a complete step of writing process which was done in three meetings, so it was the same as the first one. The topic discussed was still natural phenomena that commonly happen in Indonesia. In the first meeting of the second phase, the *planning* stage which covers *enroll, experience*, and *label*, was done by watching a video and having discussion about the topic that they would write afterwards. *Drafting* stage and *editing* stage was done by the students independently. Then, students revise their draft in the sixth meeting.

After the strategy was implemented, the researcher conducted a post-test of writing to figure out students' achievement. Students' writing products were scored analytically based on the five aspects of writing, namely content, organization, grammar, vocabulary, and mechanics. There were two raters involved in scoring students' writing, I as researcher and teacher in this research and the English teacher of XI IPS 1 in SMA Nurul Jadid who also became the observer during the implementation of the strategy. The score taken was the score rated by the first rater added to the score rated by the second rater and was divided by two. The following table is the result obtained by the students in the pre-test and the post-test of writing.

Table 2. The comparison of students' score in the pre-and the post-test

Students' initial	Pre		Post		Note
	Score	Level	Score	Level	
AZ	59.37	Good	68.75	Good	Improve
AS	39.37	Fair	60	Good	Improve
ATW	48.12	Fair	51.87	Good	Improve
EZH	50	Fair	50	Fair	no improvement
EPAK	51.87	Good	60	Good	Improve
FMR	41.25	Fair	43.12	Fair	Improve
FSM	39.37	Fair	43.75	Fair	Improve
FIA	46.25	Fair	50	Fair	Improve
FM	33.12	Fair	51.87	Good	Improve
GA	47.5	Fair	49.37	Fair	Improve
IE	28.75	Fair	33.12	Fair	Improve
MS	41.87	Fair	43.75	Fair	Improve
RB. JS	31.25	Fair	33.12	Fair	Improve
RFHAS	50	Fair	51.87	Good	Improve
ZM	35.62	Fair	43.12	Fair	Improve

Based on the table 2 above, students' score in post-test of writing improved compared to their score in pre-test except one student. Two students who are in the *Good* level before the implementation got better score after the implementation of the learning strategy, even they are still in the *Good* level. Four students who obtained scores categorized as *Fair* in the pre-test, their score increased to the *Good* level. Eight students' scores were still in the fair level obtained whether in pre-test and post-test of writing; even so, their score got better in the post-test. However, a student had no improvement in his score after the strategy was implemented.

The questionnaire was distributed after the strategy implemented which aims to reveal whether the implementation of writing process under Quantum Learning framework. Based on the blueprint of the questionnaire, there are two main aspects included in the questionnaire.The first aspect is to picture students' opinion or impression whether they feel better in their writing after the implementation of the strategy. The second aspect is to gather students' opinion about writing process under Quantum Learning framework.The two big aspects asked in the questionnaire were broken down into ten items.

The result of the questionnaire showed that all of the XI IPS 1 students agreed that the implementation of writing process under Quantum Learning framework is effective in writing class. All of the students agree that the implementation of writing process under Quantum Learning framework helped them elicit ideas in writing, built their confidence in writing, and the steps or the writing process enabled them to know what to do in every step and enabled them to write chronologically. Through the implemented strategy, they also enjoyed the learning process. They felt that they were more active in teaching and learning process. They could recall and exploit well their experience they had before to write.

In general, the XI IPS students of SMA Nurul Jadid assumed that the implemented strategy could make their writing quality better. However, two of the students put their point view that the implemented strategy did not make their writing quality better; although, they actually got better score in their post-test of writing compared to the pre-test. Three of the students also argued that self and teacher review especially in editing stage did not help them to write sentences correctly.

DISCUSSION

As it has been clarified in the first chapter, writing process and Quantum Learning are two beneficial learning strategies shown by an improvement in the learning outcomes in some previous researches. Writing process is fruitful since writing is a recursive process that makes writers tend to have dynamic steps in writing (Tyner, 2008). Quantum Learning is a learning strategy which comes from DR. Georgi Lozanov study name *Suggest opedia* that believe a suggestion can influence the outcomes of learning (Deporter and Hernacky, 2002). Therefore, the integration of writing process with Quantum Learning framework become an innovative learning strategy since this integration has never been made before.

This study is intended to improve students' writing ability through the integration of writing process and Quantum Learning framework. Implementing the strategy, the students got better score in the post-test compared to the pre-test of writing. Chapter I, especially background of the study, presents several previous researches either about the writing process or the Quantum Learning strategy in English language teaching. In one hand, the findings of this study support what some previous

researches had found that writing process could improve students' writing ability. For instance, an experimental study on the implementation of writing process done by Nabhan (2016) found that students who were in the experimental group had much better writing ability compared to those who were in controlled group. Furthermore, Graham and Sandmel (2011) conducted a meta-analysis on the implementation of writing process in the elementary, middle, and high school level. They also found that writing process could produce better quality in the students' writing of all levels they are studied.

Through the questionnaire administered after the implementation of the strategy that aimed to know the students' impression and opinion about the writing process under Quantum Learning framework in writing class, this study found that the implemented strategy could make them more confident in writing. That finding is in line with the study conducted by Bayat (2014) who had studied the effect of writing process on writing success and anxiety. She found that writing process could lead the students to succeed in writing and decrease their anxiety in writing. As a result, the students were motivated and participated actively during the teaching and learning process of writing.

On the other hand, a finding in this study contrasted the finding of a study held by Wicaksono (2016) that found Quantum Learning could improve all assessed aspects of writing; they are content, organization, language use, vocabulary, and mechanics. In this study, however, students' score does not improve significantly. Based on the detail score, students' score improve more in content and organization aspect. Meanwhile in the grammar, vocabulary, and mechanics aspects, their score mostly has constant result whether in the pre-test and the post-test. According to Lightbown and Spada (2013), second language learners tend to learn only some aspects of the language taught to them. Although, some teaching methods provide broader input; in fact, they do not always acquire all of it right away. They also underlined that students are likely learn a certain language feature when they are developmentally ready.

Since the findings of this study confirm that the integration of writing process with Quantum learning framework could improve students' writing ability, this study significantly strengthen ideas and studies about the benefits of writing process and Quantum Learning model in English language teaching. The innovative integration of both learning strategies, writing process and Quantum Learning model, could give a new invention in the way how to implement a learning strategy in a classroom. In the way how writing process under Quantum Learning framework could improve students' writing ability, the findings of this study indicate that the strategy implemented can strengthen students' understanding on the steps gone through in writing.

The role of Quantum Learning framework in this study was to complete the activities in every step of writing process. *Planning* stage was integrated with *Enroll, Experience,* and *Label. Enroll* stage aiming to ensure that students were ready to learn. *Experience stage* aimed to give students an input through experiencing *Label* stage was to provide keywords, formulas, language features related to the topic being discussed. *Drafting* stage integrated with *Demonstrate* was giving a chance to the students to have practice in writing. *Editing* integrated with *Review and Reflect* was to train students to do self-review on their own work. *Writing final draft* which was unified with *Celebrate* was to appreciate the students who had followed the instruction and actively participated during the teaching and learning process.

Beyond this study, the researcher collaborated with the English teacher to reflect on the result of the post-test of writing and the classroom observation during the implementation. Through that reflection, the researcher and the English teacher as the observer agreed that students do not have enough time to practice writing in English since they only have one meeting for the English subject every week. In that very limited time, the English subject covers not only writing skill to learn, but also other skills. Saville-Troike (2006), however, says that the way to improve fluency aiming to reach further development of automaticity is by practice. Therefore, teaching writing should concern more on giving the students opportunity to have practice in writing.

CONCLUSION

The steps in implementing the writing process which is integrated to Quantum Learning framework to improve students' writing achievement follow the step of writing process itself. Planning stage was filled with *enroll, experience, and label activity* which cover making students are ready to learn and giving them experience about the topic being discussed. Drafting stage which is integrated with *demonstrate* was done by giving the students a chance to write their first draft by using ideas they have obtained in the planning stage. Editing stage was a phase where students review and reflect their first draft by using a review checklist provided by the researcher. After the students review their writing by themselves, the researcher also gave feedback by reflecting to the students' response to the review checklist. The students then wrote their final draft by revising some necessary aspects by considering the review checklist and the teacher's feedback.

In conclusion, the integration of writing process and Quantum Learning framework could improve XI IPS 1 of SMA Nurul Jadid students' writing achievement. The brief steps of writing process integrated with Quantum Learning framework helped the students understand what to do in every process of writing. Besides that, students were actively involved in the teaching and learning process because they had clear understanding about what to do in every step of writing. After the implementation, all of the students agreed that the implemented strategy helped them in writing which could make their writing quality better than before.

The results of this study suggest English teachers to apply either writing process or Quantum Learning or the integration of both in teaching writing. It will help students to understand the steps in writing. English teachers might adjust the materials, the media, the tasks, and the procedures to match their students' need, level, and competence.

For the future researchers who are willing to conduct a research in the same field; writing process or Quantum Learning framework, or the integration of both, it is suggested to do in different level of students, senior high school level, or university level. Future researchers also might consider a new innovation in learning strategy, whether writing process, Quantum Learning model, or any new invented learning strategy.

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