

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Writing is frustrating. Writing is considered difficult by most of English learners. The students often perceive English writing as a difficult lesson. Pardiyono (2006: x) stated that English writing lesson is considered as the difficult lesson by the student. When students make any mistake or his/her writing is not clear, the students cannot clarify the point orally. Students who do not master grammar when made mistakes in their writing because the students felt difficult in grammar and have lack of vocabulary. Therefore, grammatical competence is needed by writers, that they produced a piece of writing with the correct grammar. Then, our writing was understood by the readers. We can avoid the misunderstanding.

There are many factors that contributed to the students' writing quality. Some students are very weak in this skill. This happens because the students might feel difficult with the lesson. It derived from the students' score in writing examination through from the interview between the researcher and the teacher. The teacher gave the students' marks to the researcher such as the students' tasks, students' examination and students' daily test. The students' lack of vocabulary, so that they experience difficulty in choosing the correct word. Another factor is that the students

do not have enough writing practices. Wafa et al. (2010: 2) stated that in writing there are many problems that students face. It made the writing becomes a difficult lesson because the students have lack of practice, afraid in made mistakes and limited in grammar understanding. Thus, above issues solved by the teachers by replaced the existing method with a new method, so the students motivated in learning writing.

The methods of teaching that are currently used are not effective because they made the students bored. Some problems in teaching writing were found that; the students felt difficult lesson in writing; and 15 out of 25 students get low score (under average 80) for their score in writing skill. This result was obtained from the interview with English teacher and students' score of examination. To solve the problem, the researcher applied quantum teaching method in writing skill to improve students' achievement and involvement. Then, this study was successfully used quantum teaching method in descriptive text and 80% the students get score more than 80, and they felt easier and more interested in learning writing.

In teaching writing sometimes students are not enthusiastic because of the unfavorable situation in classroom. The researcher believed that all problems above were solved used quantum teaching method that can made students more active and enthusiastic. Because it does not limited by using the media of teaching but it described or combined with something around them in the classroom and outside of it; such as grass, trees, sky, and

others. Bobbi (2014: 32) stated that the quantum teaching included any connection or interaction with anything around the students. Quantum teaching can also improve the teaching performance to improved learning quality. Thus, the students would not get bored in writing lessons because they can describe anything around them. Quantum teaching includes any connection and makes the students can describe the object appropriate their idea on the mind in around them. The researcher chooses the descriptive text because descriptive text is text that has to describe the object or person. Descriptive text is text to described subject, object, place and etc. Anderson (2003: 26) stated that the descriptive text is a text which described or reveals a person or an object. It is focused on describing specification of things, characteristics, location, and quality.

There are some previous studies about quantum teaching method in writing skill. Abdullah (2012) in his thesis "Teaching Reading Using Quantum Teaching and Quantum Learning Method at Sman 1 Cibeber Cianjur". Abdullah's research used one group pretest-posttest design and quantitative method, showing an experiment in a single group. The data were gathered through quantitative data. The finding of this research indicated that there is a significant increase after the using quantum teaching method is used in teaching reading. It was from the result of analyzing the data by using formula shows that the coefficient is 13.61. Based on the finding mentioned before, the writer believed that the use quantum teaching in teaching reading is effective.

Susilawati (2012) in her thesis “Teaching Speaking Using Quantum Teaching Approach at the First Grade Students of Smpn 1 Telukjambe Barat Karawang”. This research used one group pretest-posttest design and quantitative research method, showing an experiment in a single group. The instrument used in this research was tests (pretest and posttest). The finding of this research indicated that the implementation of using quantum teaching method was successful since the criteria of success were achieved. It seen from the result of analyzing the data by using formula shows that the coefficient is 26.75. then, the writer suggest that the English teacher could implement using quantum teaching in teaching speaking in order to motivate students in learning English speaking.

The correlation from the previous studies above with this research is in using quantum teaching method. The differences are the skill and the research method. The previous studies above design pre-experiment method and this research uses Classroom Action Research method. In addition, related to English skills, the previous studies focused in reading and speaking skill and this research in writing skill. Thus, both previous studies above and this research have the correlation and differences.

In this research, the researcher observed the students’ results in writing using quantum teaching method because this method is considered effective to increased students’ ability in writing. Based on the above

rationale, would like to: **“Quantum Teaching Method to Improve EighthGrade Students’ Ability in WritingSkill”**.

1.2 Statement of the Problem

Based on the background of the study above, the research question is formulated as *“How can quantum teaching method improve the eighthgrade students’ ability in writing skill at MTs.Plus Darul Ulum in academic year 2014-2015?”*

1.3 Objective of the Study

In accordance with the statement of the problem, this study described how*Quantum Teaching method can improve the eighthgrade students’ ability in writingskill at MTs. Plus Darul Ulum in academic year 2014-2015.*

1.4 Significance of the study

1. Theoretical significance

Theoretically, the result of this research is expected to give a contribution and alternative to improve students’ ability in writing skill especially in descriptive text.

2. Practical significance

This study useful for the teacher because it help English teachers to appliedquantum teaching method so that the learning will more

interest and can improved the students' ability in writing skill. It also helped the students to be active in writing learning process and helped them to write descriptive text, because the quantum teaching method is interested and made the students more active in writing.

1.5 Scope and Limitation

The scope of this research was improved the students in writing skill especially in descriptive text. It focused of how to write in descriptive text by uses quantum teaching method. This research does not discuss about how to make descriptive text, it also discuss about quantum teaching method, the principles of quantum teaching method, the procedures of quantum teaching method and the application of quantum teaching method.

1.6 Definition of Key Terms

Quantum teaching : Teaching method that is designed by connecting the materials with all objects in around the students (Bobbi 2014:32).

Descriptive text : A type of a text that has the purpose to describe aperson, place or thing (Anderson 2003: 26).