

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, problem of the research, objectives of the research, operational definition of the terms, significances of the research, and scope of the research. Each of them will be discussed below.

1.1 The Background of the Research

In teaching English, there are four language skills which should be taught to students namely listening, speaking, reading, and writing. Those four skills can be categorized into two main skills, receptive skills and productive skills. Listening and reading belong to the receptive skills, while speaking and writing belong to the productive skills. Both receptive and productive skills are important because those skills support each other. Students also must learn them in a sequence that is receptive first then productive (Brown, 2000:34). Those four skills are essential in teaching and learning English, so students are expected to have a good mastery on them in order to be good English language users.

As stated above, every skill is important to be mastered, for example the writing skill. According to Brown (2001:335), writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise texts for clearer

meaning and to edit texts for appropriate grammar and how to produce a final product. Meanwhile, Langan (2001:76) states that writing is transferring oral language into writing language. People communicate not only through spoken media but also through written media. There are so many communication media which use written language such as newspapers, magazines, blogs, websites, and even social media. Based on those reasons, it is clear that the writing skill is also important to be mastered in order to maintain a good communication with other people. Therefore, the English teaching and learning process in the classroom should include teaching the writing skill in correct ways in order to help students to build their ability and competence in written language.

As one of the basic language skills, writing has a complex process. Therefore, writing is not as easy as what some people think. The writing skill are and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgements elements (Heaton 1988:135). Writing is unlike another skill it requires background knowledge, vocabulary, spelling, grammar, punctuation, coherence, etc. In learning writing, students face several problem in their writing such as: limited vocabularies, difficulty in organizing ideas, no ideas to write about, no motivation to write and lack of confidences in grammar. One of the causes of the students' low motivation towards writing is writing skills were less valuable to be used in their social interaction outside their schools. That is why only few children who could be proficient at writing This is in line with Byrne (2002:5) who explains that many children simply do not enjoy writing, partly because, out of the school, it has little value for them as a form of social interaction. Very few children succeed in

becoming really proficient at writing and many cease to use this skill once they leave school. The effect can be seen in English writing score, it is regarded as a main problem in many schools. To overcome this problem, a technique which can improve students' score in English writing is needed.

Based on the situation, it is important to find ways to overcome the problem. One of the ways to solve the problem is by proposing a teaching model that is suitable, effective, easy, interesting and helpful to the students. Therefore, according to the writer, one of the alternative models that might be able to solve the writing problem is Quantum Learning. It is a comprehensive model that covers both educational theory and immediate classroom implementation. It integrates the process of teaching and learning in education into a unified whole, making content more meaningful and relevant to students' lives. This strategy is about bringing joy to teaching and learning. It helps teachers to present their content in a way that engages and energizes students (Reardon, et al, 2005:6). When the students learn English, especially writing, it is expected that they can enjoy the learning process and get the point or the essential part of writing because writing is the key to enter the wider world, and as a part of writing, the descriptive text is one genre that must be taught to students at the junior high school. By learning writing descriptive text, the students can be more interested in learning and they can clarify their understanding of new subject matter material more, especially for their real life.

By seeing the problems, Quantum Learning Strategy is proposed to improve the students' writing skills especially in writing descriptive text of Eight Grade of SMP Muhammadiyah 1 Jember in the 2017/2018 academic year.

There were many researchers conducting a research through Quantum Learning Strategy. The research with the title Iqbal Nurul Azhar “ *Quantum Teaching Sistem TANDUR dan Penerapannya Dalam Pengajaran Bahasa Inggris*” was conducted by Iqbal Nurul Azhar, and *improving students writing achievement in descriptive text trough quantum learning*, was conducted by Meni Sihite.

Based on the previous studies above, the researcher separated the similarity and the difference between this research and those previous studies. The similarity of those previous studies and this research is quite same, did the research with the same strategy (Quantum Learning Strategy). Meanwhile, the differences of those previous studies and this research are the first previous study used Quantum Learning system TANDUR/Quantum Learning Design to increase students achievement in learning English, whereas in this research research use TANDUR system is aimed to improve students writing skill in descriptive text.

1.2 Problem of the Research.

Based on the background of the research above, the problem of this research: how can Quantum Learning Strategy can improve students' writing skill in Descriptive Text of Eight Grade of SMP Muhammadiyah 1 Jember in the 2017/2018 academic year?

1.3 The Objective of The Research

The objective of the research is to know how to improve students writing skill in Descriptive Text of Eight Grade of SMP Muhammadiyah 1 Jember in the 2017/2018 academic year by using Quantum Learning Strategy.

1.4 The Operational Definition of The Terms

The operational definition will make the researcher easier to understanding the concept of the study that will be talk about. Not only that, it also can avoid misunderstanding in interpreting the research. The definition that used in this research are Quantum Learning Strategy and Writing Skill.

1. Quantum Learning strategy.

The process of writing by using Quantum Learning Strategy is can be done by following these steps: Enrolling students to have a desire by asking questions to the students about what they know related to descriptive text, The students involve in the experience by analyzing some descriptive text and search for additional information about the descriptive text, They compose a descriptive text individually, Demonstrate their writing and present the text and answer the question from the teacher and the students, Teacher gives appreciation to the students' works.

2. Writing Skill

Writing skill is one of the students' skills that use language to communicate each other. In this case, the students' writing ability is indicateng in the form of writing test score, with these five components, they are; organization, content, grammar, mechanics, and vocabulary.

1.5 Significance of the Research

The result of this study is expected to give some practical significance for these following parties:

1. The English teacher of SMP Muhammadiyah 1 Jember can use the findings of this research to solve the problem in the classroom. In other words, he can use

this technique to improve the students' writing skills. The findings of this research can also be used to motivate the teacher to vary his technique for teaching writing so that the students will not be easy to get bored with the teaching and learning process. This study can make the class situation more alive and communicative.

2. As the subject of the research, the researcher hopes that this study will help the students of SMP Muhammadiyah 1 Jember writing' skill increased and motivated to love writing.

1.6 Scope of the Research.

In this research, the researcher focuses on teaching descriptive text at the eight grade of SMP Muhammadiyah 1 Jember in the 2017/2018 academic year. In order to make description of this research deeper, the problem will be limited in: (a) the students improvement in learning descriptive text using quantum learning strategy, (b) the implementation of using quantum learning strategy in teaching descriptive text.

