

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

There are four basic skills in English instruction at schools in Indonesia: speaking, listening, reading and writing. Based on the concept and function of English stated in the 2006 Education Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP) for Junior High School (Sekolah Menengah Pertama: SMP), the teaching-learning of English also has the purpose to develop the four language skills. Writing is one of four skills that will be discussed in this study. It was stated in Education Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP) of Junior High School at grade eight that in writing students are expected to express the meaning of a short functional text and essay in the form of certain types of text. One of the texts introduced in this level is descriptive text. The purpose of descriptive text is to describe a certain object.

Byrne (2002:5) states that: many children, in fact, 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.

Writing is very difficult to master. In the lights of the statement, we should, as foreign language teachers, be able to make certain assumptions, subject of course to cultural variations and to avoid making others. In reality, students' writing ability is very low. Based on the writer teaching experience during her

Field Practice Programme (Programme Pengalaman Terpadu: PPLT) in SMP N 1 Kabanjahe, the students could not write well. It caused by some factors. First, the students are lazy to write because they do not have enough vocabulary, ideas and fact to write. Second, the students are lack of knowledge about the topic that they should write. Third, the students cannot organize their idea into good paragraph well. Based on the data that was got by interviewing the teacher, from 40 students in a class there is only 10% who are able to write a descriptive text, 30% in the middle level and 60% of the students are not able to construct a descriptive text.

Based on the situation, the writer thinks that it is very important to find ways to overcome the problem. One of the ways to solve the problem is by proposing a teaching model that suitable, effective, easy, interesting and helpful to the students. U.K Sing and K.N Sudarshan (1996: 98) states that an innovative teacher can adopt different strategies in making the environmental stimulating for the child to develop his skills of language. Some of these basic principles must be followed:

- a. materials which are displayed in the classroom and provided for the use of child must be of the child's level and interest. They may include photographs, wall pictures, posters, and other raw materials which can be easily handled by the child. The child must have an easy access to these materials;
- b. the displays used in the classroom must be attractive, meaningful and relevant to the activities carried over in the classroom;

- c. materials used for the class may be various kinds, such as paper, wood, clay and etc;
- d. all the items in the classroom must be labeled in legible words, captions in the form of small sentences can also be used;
- e. the space available in the classroom can be divided in different areas for the development of language skills;
- f. a teacher has to present herself/himself a very suitable model for imitation in both speaking and listening;
- g. teacher must try his/her best to provide encouraging stimulus and positive feedback;
- h. the environment provided in the classroom must prove helpful for both the child to learn the skills of language and for the teacher for imparting experience in the actual use of the language.

So, according to the writer, one of the alternative models which might be able to solve the writing problem is Quantum Learning. Quantum Learning is a comprehensive model that covers both educational theory and immediate classroom implementation. It integrates research-based best practices in education into a unified whole, making content more meaningful and relevant to students' lives. Quantum learning is about bringing joy to teaching and learning. It helps teachers to present their content a way that engages and energizes students. This model also integrates learning and life skills, resulting in students who become

effective lifelong learners – responsible for their own education.

(<http://www.newhorizons.org/strategies/accelerated/deporter2.htm>)

In addition, Sagita (2012) has ever made an experiment to find out whether Quantum Learning affects the students' achievement in writing. The result was it successfully affected the students' writing achievement.

Based on the explanation above, this study is aimed at improving junior high school writing skill by using Quantum Learning method.

#### **B. The Problem of The Study**

Based on the background of the study, the research problem is formulated as the following: How Quantum Learning method give improvement on the grade eight junior high school students' writing skill?

#### **C. The Objective of the Study**

The objective of the study is to find out if the Quantum Learning method gives significant improvement on the students' writing skill.

#### **D. The Scope of The Study**

This study is specified with a focus on the use of Quantum Learning in writing descriptive text.

#### **E. The Significance of the Study**

The result of this study is expected to be useful and meaningful for:

1. The students in State University of Medan, to help their research about this topic.
2. The students of junior high school, to improve their writing achievement especially in writing descriptive text.
3. The readers, to explore knowledge and to enlarge their understanding about how to improve writing skill by using Quantum Learning.



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