

CHAPTER I INTRODUCTION

A. The Background of the Study

English, as an international language, is used by most countries in the world for diplomacy, global tender, tourism, education and so forth. Consequently, people as human resources are demanded to have the ability to communicate in that language. Realizing how important English has become, the government has determined to teach English in schools as a foreign language. This is the reason why English must be taught beginning from primary level up to university level. All languages, including English contain four basic language skills: receptive skills, listening (understanding the spoken language) and reading (understanding the written language); and the productive skills, speaking and writing.

Writing text have a number of conventions which is separate it out from speaking (Harmer 2001:255). Both speaking and writing are used as the form of communications, but they are different. Writing is used to express ideas, thoughts, news, experiences, opinions, so other can read them. Bram (1995:7) states that principle, to write means to try produce or to reproduce written messages. The aim of writing is to conveying the ideas or thoughts to writing form. A good writing discovered by combination of word which allow persons integrity to dominate their subject with a pattern both fresh and original (Hyland:2002).

Harmer (2004: 4-6) mentions that the process of writing occurs in several steps those planning, drafting, editing, final draft (final product). Before we write, we need to determine what to write. We should have something meaningful, clearly, precisely, and unambiguously. Writing required the mastery of vocabulary, spelling, grammar, punctuation, appropriate content, coherence. Since all that materials are difficult to master, writing becomes difficult to be mastered.

In Indonesia, the curriculum has been changing and developing overtime. Ministry of Education and Culture of Indonesia has already published the new curriculum for Indonesia's education named 2013 curriculum. Since this experimental research is conducted in Junior High School grade 8, so School Based Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP) is still used.

In Standard Based Curriculum (KTSP) in the Junior High School writing is put as the part of as syllabus in the English subject. It is stated some genres of writing to be master by student: descriptive, recount, procedure, hortatory, exposition. In syllabus the writer found that student expected to be able to express meaning in short functional text and monolog text.

Based on the observation in SMP Negeri 2 Siempat Nempu, exactly for the 8 grade, writer found many students are still low in English especially writing, this is admitted by students themselves. The writer attaches the students' writing score in this semester, academic 2012-2013 below. It is showed by the students' scores collected by the teacher through writing achievement test in which 3 students (8.33%) got score 80; 6 students (16.67%) got score 70-79; 15 students

(41.67%) got scores 60-69; 7 students (19.44%) got scores 50-59; and 5 students (13.89%) got scores 0-49. The data on the result of students' test reveal that the students' average score was 62.5 (sixty two point five). Therefore, if it is compared to the minimum standard value (KKM) of English in SMP Negeri 2 Siempat Nempu for grade VIII which is 75, it indicates that most of the students' achievement of writing text is still low. It was the case because of some factors, such as lack of vocabulary and unfamiliarity with the topic. Those factors affected the students' achievement. It made the students get low achievement in writing achievement. Besides, the students felt that the teaching and learning process was monotonous and uninteresting. The students were just asked to read the text which was translated into Indonesian, discuss the content, and finally answer some questions based on the text.

Based on the observation and the interview that has been done, the writer found some problem below:

1. The teacher method in teaching learning process in the classroom is lecturing method. During the teaching learning process the students just sit and listen to the teacher without participate actively.
2. Due the lack of knowledge of English, the students don't really understand and catch the explanation and instruction the teacher gives.
3. The students are lack of vocabularies and have low knowledge in grammar and text genres. It makes them difficult to express their ideas and thoughts in text form.

4. The last problem is some students shy and lack of courage to ask the teacher when they don't understand the lesson. Besides, the teacher is vicious and it makes the students afraid of the teacher. The teacher is always angry whenever the students make mistakes and tell the students what is right rudely. So, instead of understanding the lesson, the students are depressed during the lesson and they got nothing when the lesson ended, and it happens continually.

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

Quantum Learning integrates method of teaching and learning that creates passionate teachers, engaging classroom and meaningful content resulting in accelerated students' achievement. Porter (2000) states, "Quantum Learning shows you how to make good learning process. Quantum shows new ways that make the learning process easier through the art element guiding and the directed achievements for whatever subjects you are teaching. And by applying the Quantum Learning method, you will be able to combine the learning peculiarities leading to the form of lesson plan that will steeply increase the student achievement."

There are several researchers has made research to attest that Quantum Learning method is one of good learning method and it is effective to effect the

achievement of the students. Reza S (2008) states that the problem faced by the teacher in teaching English vocabulary when implement natural approach and Quantum Learning method, the solutions used by the teacher to overcome the problems when natural approach and quantum learning method implement in teaching English vocabulary, and of course to find out method which is better to teach vocabulary. The result of the analysis shows that the students are more interested in English vocabulary using quantum learning than using natural approach.

Yusup (2008) studied the teaching reading by using Quantum Learning method to the students SMA can motivate the student uses different method such as pictures on music. The students become more active during the teaching learning process.

Nunuk (2013) in her research by using the Quantum Method in History Learning Competence and found that the Quantum approach produced a better result competence in learning history.

In addition, Sagita (2012) made an experiment to find the effect of Quantum Learning on the students' achievement in writing, and showed a significant effect on students' writing achievement.

By knowing the problems faced by the students in learning writing especially recount text, the writer assumes that teaching recount text writing by applying Quantum Learning will be more effective to develop their writing achievement.

B. The Problem of the Study

Based on the background presented above, the problem of this study was formulated as follows: Does the application of Quantum Learning Method significantly affect the students' achievement in writing recount text?

C. The Objective of the Study

There are many genres of writing. They are, narrative, description, expository, spoof, exposition, recount and many type other. This study was basically limited to writing recount text. This study focused on identifying the effect of applying Quantum Learning method on students' achievement in writing recount text especially personal recount text.

D. The Scope of the Study

There are several method that can be applied to improve students' writing achievement. This study focused on the applying of Quantum Learning to affect students' achievement in writing recount text especially for the personal recount text. The object of the study was limited on the Junior High School, students grade VIII.

E. The Significances of the Study

The findings of this study were expected to be useful for:

- 1) Students in order to give the effect for their interest in learning English since they will find out that writing, especially writing recount text, not always difficult to learn, so that, their interest in learning English will help them master English well.
- 2) English teachers to be their consideration in teaching writing in the classroom. So the teachers can get the information about how to motivate and increase students' writing ability from this research.
- 3) Researchers, who are interested in doing further research, to enlarge their understanding about writing recount text and Quantum Learning.