

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

English speaking is one of skills that any student of modern era has to master. It is a phenomena that usually happens in developing countries where it is ready to change into an advanced country. It is not easy to come true. It needs a good preparation to obtain a good outcome of English speaking.

Being able to speak in English for students is not easy, even the students have learnt English since They were in Kindergarten. They still find many difficulties. The problems come may because of the students themselves, the curriculum, or the teachers. The students have low critical thinking to learn about English. The curriculum applied in school is hard to practise. The teachers do not have high expectation to make their students confidently talk in English. By doing some observation to the students, it shows that the students' critical thinking is low. It is proved by looking their response to the teachers' instruction and while the teaching-learning process, the students just keep listening and do not give any questions about the material given.

The teaching models used by the teachers are conventional and created by the teacher herself. They just teach in class, give the intruction to read and translate without giving some further information for the students. The theacher just focuses on how the material finished and just let the students learn by themselves.

This reality brings the writer to investigate this phenomena where the writer expect to help the students and teachers to know and find the solution for the teaching-learning process runs well.

The infrastructure that the government should prepare such as available school building, class, playing area. And for the professional workers, the government should prepare the proffessional teacher, professional staff for administration. For gaining the good outcome in this case the qualified students, the principle and teacher in school should prepare for the teaching media, and teaching methodologies and curriculum. It is showed from the English score of SMP UN got by the students in SMP NEGERI 19 Medan. In academy year 2012/2013 the lower score of English is 2.40 and the higher is 8.17; 2013/2014 the lower score is 4.20 and the higher score is 6.70; 2014/2015 the lower score is 32.0 and the higher score is 85.78; 2015/2016 the lower score is 34.0 and the higher score is 80.06.

The students' willingness to speak up in English is very low, the lack of vocabularies, no motivation from parents, no enough knowledge from Junior High school. So, it makes the writer in this area focuses on teaching methodologies which covers in teaching models where these can help the studentss to be freely to talk in English and can help them to have high critical thinking.

As nowadays teachers have much responsibilities on teaching-learning process, the teachers have to have their creativities for designing the attractive learning material. As the application of the curriculum 2013 or KTSP.

Teaching models offered here are quantum learning model and problem-based learning model, where in these two models the writer will expose the process of applying these models.

As the previous study by Sujatmika (2018) it showed that Quantum learning is a combination of many interactions that exist during learning. This model can be applied by current interesting topic, contextual, repetitive, and give opportunities to students to demonstrate their abilities. The basis of the quantum learning model are left brain theory, right brain theory, triune, visual, auditorial, kinesthetic, game, symbol, holistic, and experiential learning theory. Creativity plays an important role to be success in the working world. Creativity shows alternatives way to problem-solving or creates something. Good memory plays a role in the success of learning. Through quantum learning, students will use all of their abilities, interested in learning and create their own ways of memorizing concepts of the material being studied. From this idea, researchers assume that quantum learning models can improve creativity and memory of the students.

Quantum is defined as the interaction that changes the energy into light. While learning is the process to get the information. Learning has purpose to get as much as light, interaction, relationship and inspiration to produce energy. So, quantum learning is the way to change various interactions, relationship and inspiration that found in and around the learning area. In practice, quantum learning combines the suggestology and neurolingistic theory, beliefs ( Sutrisno, 2005;34).

This model formerly introduced by Bobbie De Porter who was the students of Lazanov, father of accelerated learning. She applied this technique in

1982. Lazanov developed suggestopedia by seeing the physical surroundings and atmosphere of the classroom as of vital importance. By ensuring the students are comfortable, confident and relaxed, the effective filter is lowered, this enhancing learning.

A feature of suggestopedia is referred to as an infantilisation. That is the teacher and students have parent-children relationship. Where to move barriers of learning. Traumatic themes are avoided in this model and the sympathy with which the teacher leaves the students is vitally important ( Jeremy Harmer 89;2003).

Quantum learning is demonstrated by a consistent pattern of positive impact on student achievement. It is a comprehensive model that covers both educational theory and immediate classroom implementation. It integrates research based on practices in education into unified whole, making content more meaningful and relevant to students' lives. It also helps the teacher to present their content away that engages and energizes the students. It is about bringing joy to teaching and learning with ever learning "aha" moment of discovery. This also integrates learning and life skill, resulting in students who become effective lifelong learners responsible for their own education.

Foundation, atmosphere, design, environment create context of quantum learning. Quantum learning begins with a foundation built in principles of eight keys of excellence, such as all people can learn, people learn differently and learning is effective when it is joyful, engaging and challenging. The eight keys of excellence include integrating, commitment, failure leads to success, ownership,

speak with good purpose, flexibility and balance. These eight keys can be applied to all subjects and grade levels.

According to Benn's study, an external evaluator for program improvement school, studied the impact of quantum learning that the results ranged from statistically and educationally significant gains in reading, writing to more comprehensive measures of core academic achievement. (<http://home.blarg.net/~building/strategies/accelerated/deporter2.htm>).

Quantum learning frame work for students learning is expressed in five tenets of learning: 1) everything speaks, 2) everything is on the purpose, 3) experience before label, 4) acknowledgement every effort, 5) if it is worth learning, it is worth celebrating.

To support the success in applying quantum learning, the teachers have to consider about some things like environment, values and beliefs . Environment is the element that influence the learning process. It must be positive, safe, relax and happy. Physically, it must have situation change, breakthrough, games, participation. And also for the situation the teachers have to create it as comfortable as they can. If it is possible the teacher can add the classical music that can stimulate the way of brain working and help them to concentrate while learning.

## **1.2 The Problems of the Study**

The reasearch problems of the study are formulated as follows

1. Is the students' speaking achievement taught by using quantum learning model higher than that taught by using problem-based learning model ?

2. Is the students' speaking achievement with high critical thinking higher than that low critical thinking?
3. Is there any interaction between teaching models and students' critical thinking on students' speaking achievement?

### **1.3 The Objectives of the Study**

The objectives of the study as follows :

1. to ascertain whether the students' speaking achievement taught by using quantum learning model is better than taught by using problem-based learning model.
2. to discover whether the students' speaking achievement with high critical thinking towards learning English is higher than with low critical thinking.
3. to find out whether there is any interaction between quantum learning model and problem based learning model and students' critical thinking towards learning English on students' speaking achievement.

### **1.4 The Scope of the Study**

Speaking achievement will be the focus of the study although the other skills still needed during learning process to improve students in speaking. The students will be taught using teaching models namely quantum learning model and problem-based learning model for grade VIII Junior High School SMPN 19 Medan First semester academic year 2017/2018. The speaking topics will be given appreciating others about something, to state that we can do something, to state that we will do something, expression of giving suggestion, stating

obligation, inviting someone to do something, giving instruction, asking for permission, showing the existence of something.

### **1.5 The Significance of the Study**

The findings of the study are expected to be useful for the following :

1. Practically, to enhance English language teacher about teaching models namely quantum learning model and problem-based learning in teaching English as foreign language in Indonesian students, of quantum learning model and problem-based learning model affect the students' speaking achievement.
2. Theoretically, to provide the information to English language teachers to improve their students' speaking achievement in English using teaching models. To provide attractive teaching-learning models for helping students to learn English easily. To provide the information for the school headmaster about the teaching model for developing an attractive teaching-learning atmosphere. To give references for the stakeholder for making a standard of teaching-learning process in school.
3. To contribute information about the interaction between the students' critical thinking toward learning English and teaching models may affect to the students' achievement in learning English language to English language teachers.