CHAPTER I
INTRODUCTION

1.1 Background of the Study

Writing is an important skill in the academic world, and nowadays many professions need ability to write a good writing, though it seems to be one of the most difficult skill in a language teaching and learning. Writing is one of the language skills which is used to communicate indirectly without having face to face interaction. According to Nunan in Mohaddese and Ramin (2013), writing can be defined by a series of contrast which involves the act of both physical and mental. The physical action is the writing process whereby sentences are constructed which form paragraphs while the mental act involves the process of generating ideas which allow the writer to express his or her feelings and thoughts. This process eventually becomes a product of writing form which functions to impress the readers

Murcia (2000) states that writing skill is often perceived as the most difficult skill since it requires a higher level of the productive language control than other skills. Writing deals with expressing any idea in the human mind into the written language. Therefore, the teacher should use appropriate models in teaching writing to make the objectives of the learning are well achieved.

Writing is the process in simple form, a student express the idea in a sentence, a paragraph or a composition. In second language writing, a student exercises to allocate words to be meaningful sentences into paragraph, and a whole set of paragraph into composition. In doing so, she operates her capacity

how to put word together, the sentences together to be meaningful paragraph and further how the exercise to compose this meaningful paragraph, into a meaningful text.

Teaching writing in the senior high school level is a must for English teachers. The curriculum stated that there are some genres that must be taught in the grade first of senior high school students, such as recount, short fuctional function and descriptive. 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 teach in SMA 6 Silih Nara Takengon the students could not write well. It caused by some factors. First, the students only get less information about the topic from particular hand book, so that when they asked to compose a text they can get idea easily, but difficult to to explore it into correct component of the text. The fact that the students were faced by a large amount of the difficulties, may lead them become poorly in writing habit and uninterested in English. Another problem came from teacher,the teacher asked the students to write a certain kins of text, gave the topics, and let them whithout guiding them. Then, the teacher did not explain about what the students have writen.Those aspects can influence the quality of the students' writing. The list of score found bytheresearcher in MAN 1 Takengon is shown through in Table 1.1.

Table 1.1

The mean of students' achievement in writing of MAN 1 Takengon

No	Academic years	MMC	Grade XI students' score		
			Lowest	Highest	Average
1.	2016/2017	65	50	63	62
2.	2017/2018	65	50	64	62

Source: Monthly Semester Score in MAN 1 Takengon 2017-1018

Table 1.1 shows that the students' achievement does not most the minimum mastery criteria (MMC) which is as recommended should be 65.

There are several ways to teach writing achievement. Even though there are many ways or theories in teaching and learning to increase students' comprehension but not of those theories and ways are successes. This thesis would find out the effective way to learn writing achievement for students in senior high school.

To solve the students' problem in writing, the researcher tries to improve the students' achievement in writing descriptive text through Quantum Learning. Quantum learning is a form of learning activity that is in an environment that makes happiness. Through the quantum learning model students are invited to learn in a more comfortable and enjoyable atmosphere, so that students will be freer to find new experiences in learning. Quantum Learning was developed by Bobby De Porter. Academic value is not the only thing important in learning, but enjoys learning and improves self-motivation. Still, according to Bobby De Porter, the model of quantum learning model is a combination of various interactions that exist in and around the learning moment Dr. Georgi Lazanov as quoted by M. Bahaddin ACAT Yusuf AY (2014: 13) 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 meaningfull 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.

This research was conducted by applying classroom action writing by using Contextual Teaching Learning. Contextualized Teaching and Learning (CTL). (Berns & Erickson, 2001: 2). Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers; and engage in the hard work that learning requires. characterized CTL as a "conception of teaching and learning that helps teachers relate subject matter content to real world situations". In addition, contextual teaching learning is a creates a more interesting learning atmosphere because students are actively involved in working and building their own knowledge, creativity, and experience becomes more meaningful in accordance with their needs.

In teaching English, especially in teaching writing the models of teaching are not only needed but also students' writing habit.Rochman Natawidjaja and L. J. Moleongn (1979: 20) "habit is a way of acting or acting that belongs to a person andobtained through the process of learning how it is fixed, uniform

andautomatic". So usually the habit of walking or done unnoticedby the owner of that habit. The habit is generally obtained throughexercise. According to Burghardt (1973) quoted Muhibin Shah (2000:118)"Learning habits arise because of the process of shrinking the tendency of the responseby using repetitive stimulation ". In the learning process,habituation also includes the reduction of necessary behavior. Becausethe process of shrinking or subtraction is, there emerges a pattern of actinga new, relatively settled and automatic manner.

Researchershave assumed that people want to maintain a writing habit Some have suggested that a good of writing habbit facilitates the achievement of goals. Teachers who are aware in agood writing habit its'can develop activities and lessons that lead to success for the students. Students, who are able to achieve their goals of being successful in school, experience a boost in writing habit and encouragement.

Based on the background, the researchers will examine through experimental research entitled -The effect of teaching models and writing habit on students' achievement in writingat MAN 1 Takengon. It means that the effect of applying the two teaching models will be proven whether they are effective towards of students' writing habit.

1.2 The Problems of the Study

Based on the background of the research, this research was investigated the use of quantum learning and contextual teaching and learning students' and

writing habit in English classroom. The problems of the study can be formulated in the following questions:

1. Are the students' achievement in writing taught by using quantum learning higher than that taught by using contextual teaching learning?

2. Do students' habit significantly affect their achievements in writing?

3. Are there any interactions between teaching models and students' writing habit on students' achievement in writing?

1.3. The Objectives of the Study

In carrying out the research, it is necessary to state the objective of this study clearly. Otherwise, this research will be useless and only wasting the time. So the objectives of the research are:

1 The students' achievement in writing that taught by using quantum Learning is higher than taught by using contextual learning.

2 The students' writing habit significantly affects their achievements in writing.

3 There is significant interaction between models and students' writing habit on students' achievement in writing.

1.4 The Scope of the Study

This research is to discuss the effect of the teaching models and students' writing habit on students' writing achievement in writing descriptive paragraph. Quantum learning and contextual learning are applied in the classroom and students' writing habit is chosen as impeller students in applying teaching

models. All of those models and students' writing habit were applied to investigate students' achievement in writing descriptive paragraph.

1.5 The Significance of the Study

There are two kinds of the finding of the research, they are theoretically and practically:

Theoretically:

1. The results of the research will enrich the theory of teaching how to teach and learn writing descriptive paragraph.

2. The results of this research can be used as references for those who are interested in conducting a further in depth study.

3. This study offers a tentative description of students' writing habit

4. This study discusses some aspects of students' writing habit

Practically:

1. It can help teacher to be more creative and innovative in applying various models so that be students are interested how to write on writing desriptive paragraph well.

2. Information for the students increasing their imagination about writing desriptive paragraph.