

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, EFL students do not merely learn language competencies such as reading, listening, writing, and speaking but also language components such as vocabulary, pronunciation, and grammar. Having writing skill is one of prominent factors which influence students' success in education. Because without mastering writing skill EFL students can not write a paper or express idea in written form .

At the time, the researcher has conducted preliminary research to observe the process of teaching and learning process especially on writing at the eleventh grade of SMAN Cahaya Madani Boarding School in order to obtain valid information about the real situation of teaching and learning process at the eleventh grade of SMAN Cahaya Madani Banten Boarding School, especially on teaching writing. During conducting preliminary research from 4th of September until 25th of October 2019, the researcher interviewed the English teacher and students who selected randomly in order to find out about teacher's strategy in teaching writing and students' problems in writing which suit into syllabus of 2013 curriculum. Based on the interview the teacher reveals that at least there are three main obstacles on students' problem in teaching writing, they are: First, some students taught that English is hard subject. So, they feel reluctant to writing in English. Second, some students have low motivation to learn English. It reflects on their attention which often distracted during learning process. Third, some students admit that they are bored in learning English. It

happens on the learning process, some of them were passive and demotivated.

Based on the data from 8 Junior High School in Pasangkayu that there two causes that make students' writing difficult to create good writing especially in writing procedure text. The first, the students are not familiar with the characteristic of the procedure text. The second, the students are not familiar to use English in their communicative activities especially in written form. Most of students use their mother tongue to communicate in their daily life and it make them difficult to express their ideas.¹ And at that case the researcher using picture sequence to develop students' writing ability in procedure text.

On the other hand, based on the data from the interview from students which selected randomly, most of student say that their problems in learning writing are as follows: First, some students admit that they do not known the objective of learning English at school. So, they often confuse to understand the teacher's explanation in writing subject. Second, some students state that they are bored in learning English it is caused by teacher delivers materials in old fashioned while teaching writing, The teacher very rarely used learning media and the atmosphere of learning processes are dibble.

Therefore, based on the data from preliminary research, the researcher believes that to teach writing it needs improvisation, the teacher should be able to find encouraging ways to trigger students' motivation in facilitating students to learn writing. Because writing is one of tough skill that should be mastered by EFL students So, the researcher has an assumption that his study which entitled The Effectiveness of Using

¹ Jusman, Mochtar Marhum, Muhsin, *Developing students' ability in writing procedure test by using sequence pictures*, e-Journal (ELTS).

Quantum Teaching in Teaching Writing on Procedure Text is deserved to investigate comprehensively.

B. Identification of the Problems

Based on background of the study, the problem on writing at the eleventh grade of SMAN Cahaya Madani Banten Boarding School can be identify as follows:

1. Some students taught that english is hard subject.
2. Some students have low motivation to learn English.
3. Some students admit that they are bored in learning English.
4. Some students do not know the objective of learning writing in English
5. Some students say teacher method is old fashioned in teaching writing.

C. Statement of the Problems

Having discussed the background of this study and identification of problem, so the researcher purposes three research questions as follows:

1. How is students' writing ability on procedure text before treatment?
2. How is the implementation quantum teaching in teaching writing on procedure text at eleventh grade of SMAN Cahaya Madani Boarding School Banten?
3. Is there any significant effect of using quantum teaching to improve students writing skills?

D. Objectives of the Study

Based on the statement of problems so, the objective of this study as follow :

1. To observe the students' writing skill before treatment.
2. To investigate the implementation quantum teaching applied in teaching writing on procedure text at the eleventh grade of SMAN Cahaya Madani Banten Boarding School.
3. To test the effectiveness of using quantum teaching in teaching writing on procedure text

E. Research Hypothesis

Basically the research hypothesis of this study are twofold, they are:

Ha : There is a significant effect of using quantum teaching in teaching writing on procedure text while teaching writing at SMAN CMBBS.

Ho : There is no significant effect of using quantum teaching in teaching writing on procedure text while teaching writing at SMAN CMBBS.

F. Previous Research

Before deciding to investigate this study, the researcher have to read some related studies which have some points of similarities. However, the researcher believe that this study still has a new which have not been explored by other researchers and it will give contribution to broaden the readers' horizons. Those previous studies are:

The first research was written by M. Miftahul Huda, Students of English Education Department of Walisongo State Islamic University Semarang, (Improving Students' ability in writing procedure text through demonstration) This research was taken at the seventh grade students of MTS Al Islam Jepara in year 2014. The objective of this

study is the researcher want to make the students enjoy for both teacher and students with demonstration technique. And the result of this study the students become more understood².

The second research was written by Herlina, Yumma Rasyid, Sariah, from University of Sultan Ageng Tirtayasa. Her title is “Improving Writing Skills of Recount text through Quantum Learning Model with Concept Map Technique”. This research was taken at the eight grade of SMP Negeri 2 Cinangka. The objective of this study is to describe the learning process of recount text writing through quantum learning model with concept map technique. The result of this study showed that the activities of learners in the learning process were increasing³.

The third research was written by Hakim, Moh Lukmanul, from Islamic University of Sultan Maulana Hasanudin Banten. His title is “The Effectiveness of Using Quantum Teaching in Teaching Speaking”. This research was taken at the first grade of MAN Cikeusal. The objective of this study is to investigate the use of quantum teaching to improve students speaking skill. The result of this research show that the students speaking abilities who use quantum teaching achieved better performance than those who doesn't use quantum teaching⁴.

However, after reviewing some previous studies. up to know, from the previous study above the researcher know that there is a lot of technique like Hudas' thesis he teach procedure text with the demonstration technique, Herlinas' journal that she wants to improve

² Huda, Improving Students' ability in writing procedure text through demonstration, Walisongo State Islamic University, 2015

³Herlina, Yumma Rasyid, Sariah, *Improving Writing Skills of Recount text through Quantum Learning Model with Concept Map Technique*, University of Sultan Ageng Tirtayasa, 2018.

⁴Hakim Lukman, *The Effectiveness of Using Quantum Teaching in Teaching Speaking*, University of Sultan Maulana Hasanudin Banten, 2018.

writing ability in recount text with concept map, and the last Hakims' he teaching speaking with quantum teaching. the researcher unfortunately can not find any single study who ever conducted by other researcher especially which focus to investigate the effectiveness of using quantum teaching in teaching writing on procedure text at eleventh grade of SMAN Cahaya Madani Banten Boarding School Senior High School with *TANDUR* ways. So, the researcher strongly believe that this study should be investigated deeply and comprehensively in order to test whether Quantum Teaching has/no a significant effect in teaching writing on procedure text.

G. Significance of the Study

There are two main significant of this study: theoretically and practically this study want to support the statement of Bobby Deporter that Quantum teaching is an collaborative learning seasonable with the whole of its environment. Meanwhile that the teacher are required to teach in different way it is also linking to interactional and variation that is maximizing in learning process. It is focusing to dynamic relational in interactional-class as frame work and basic reference for learning process.

For the writer and English teachers, this research will be able to provide the information about the technique that they can use in teaching writing of procedure text to their students.

For the student this research will give input and new learning experience to them in learning writing procedure text.

For the other researchers who would like to conduct the same issue of this research can find out the additional information and references through reading this research.

H. Organization of the Writing

To make this research easy to understand, the writer divides this research into three chapters:

The first is introduction. In this chapter the researcher puts some points: background of the study, identification of the problem, statement of the problem, the objective of the study, limitation of the study and significance of the study.

The second is theoretical frameworks. This chapter consists of the theories from some experts about writing, Quantum teaching, and procedure text.

The third chapter is research methodology. This chapter consists of place and time, method of the research, population and sample, technique of collecting data, and the technique of data analyzing.

The fourth chapter is finding and discussion, it covers description of data, analyzing the data, and t-test.

The fifth chapter is conclusion and suggestion, it covers, conclusion and suggestion.