CHAPTER I
INTRODUCTION

This chapter present the background of the study, research problem, the objective of the study, scope and limitation, significant of the study, definition of key term, and hypothesis

A.   BACKGROUND OF STUDY

Teaching and learning English actually joyful and interesting, but sometimes it can be bored and confused when there is no relationship was build between the teacher and students. This relationship is very important to make our class more effective in teaching and learning. According Furqon, the teacher is a key factor in education performance[1]. And according Kyriacou, found that the most important characteristics of a good teacher were his/her personality and will, intelligence, tact and sympathy, open mindedness, and sense of humor. In addition, a teacher was also required to master pedagogic competence in a wide range of teaching skills or strategies. A good teaching strategy would bring about better learning outcome on the part of the students.[2] Unfortunately, now there are widely found that teaching strategy of English language in Indonesia much and over focuses on the English Grammar and vocabulary teaching. It seems that the structure and English component become the most important competence for learning.

As the researcher's experience, since learn English on elementary school mostly use Grammar translation method that is so old method used, and it is still widely and conventionally used in the classroom activities at present. As result, there are a lot of students are smart in Grammar and translate several word but their speaking ability is not improved. When they chance to speak English, they cannot do it even they have learnt English as a foreign language for more than six years. When the teaching learning English just focus using Grammar translation

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[1] Furqon, H. (2007). *Mengantar calon peserta didik berkarakter di masa depan*. Surakarta: UNS Press.
[2] Kyriacou, C. (2001). *Effective teaching in schools: Theory and practice*. Cheltenham: Nelson Thomas.

method, so the impact for students are: they just translating the difficult vocabulary based on their competence, but their speaking practice which is very limited. It is makes their speaking performance is stiff and did not fluency. As result, the students are unconfident, shy, and not really motivated to learn English.

Response to above the problems, the teachers need to consider the use of learning model in the learning process, so the learning more attractive, efficient and effective. There are many strategy can be used to teaching English especially in teaching speaking skill. One model of teaching strategies that can overcome this challenge is Quantum Teaching strategies.

There are many research already identified this strategies to teaching writing to improve the student's achievement and self esteem in inclusive school, but the application of this strategies was used in six grades. In this research the researcher doing experimental research about the effectiveness of quantum teaching teaching strategy in teaching speaking skill at Vocational high school. And the reason why the researcher was used this strategy is because quantum teaching strategies seldom used to teaching speaking ,and this strategies also seldom used applied in teaching learning at Vocational high School. The quantum teaching strategies is expected able to provide a solution for teachers to improve the speaking ability by the students and improve the students interest to learning English. And based from quantum teaching strategy the relationship between students and the teacher will be build. According Gunahardi, say that Quantum teaching-learning begins with a strong belief foundation that: all people can learn, people learn differently, and learning is effective when it is joyful, engaging, and challenging [3].

For the next, Quantum teaching is developed by Bobby De Porter, he is the main developer of Quantum learning.[4] Quantum teaching string up the best of the best into a package multisensory, multi intelligence and compatible with the

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[3] Gunarhadi, "The Impact of Quantum Teaching Strategy on Student Academic Achievements and Self-Esteem in Inclusive Schools," (Malaysian Journal of Learning and Instruction: Vol. 11: 191-205, 2014.) Pp.21

[4] Hartono,dkk,*Paikem Pembelajaran Aktif Inovatif Kreatif Efektif dan menyenangkan*, (Jakarta: Universitas Terbuka), pp.49

brain, which finally it will increases significantly the teacher ability to inspire their student become achievers. As an learning approach that is fresh, flowing, practical and easy to applied, Quantum Teaching offers a synthesis of the things that you are looking for: it is new ways to maximize the impact of your teaching efforts through the development of relationships, changing learning and the implementation of curriculum.[5] So base from quantum teaching strategy it can help students to improve multisensory in student's brain become a good achiever and increase their skill (included listerning, writing, reading and also speaking) because it is flexible strategy to apply in all subject of teaching and learning.

Another explanation about this method is The Quantum learning is one of the models, strategies, and learning approaches particularly concerning teachers' skills in designing, developing, and managing learning systems so that teachers are able to create an effective learning environment, exciting, and have life skills. Thus the quantum teaching learning model is a form of innovation changing assortment of interaction that exist in and around the moment of learning. These interactions include elements of effective learning that affect student success in learning. From the interaction of changing students' natural abilities and talents into light which would be beneficial for themselves and for others.[6]

So, through Quantum teaching and learning the researcher wants to know the effect of this quantum teaching strategy in teaching speaking skill at SMK TI Pelita Nusantara Kediri. This research used experimental study on two class of tenth grades in one Senior High School. In this research the researcher use instrument pre-test and post-test to get data. And the researcher also use ANCOVA in SPSS application to analyze the data. And based from the result of this research, we will know that quantum teaching strategy is effective to teaching speaking skill in Senior High School or not.

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[5] DePorter. B et.Al., *Quantum Teaching* , MempraktekanQuantum Learning di Ruang-ruang Kelas, terj. Ary Nilandari,(Bandung: Kaifa, 2004).pp 5.
[6] Syaefudin. Udin, *Inovasi Pendidikan*, (Bandung: Alfabeta, 2009).pp 125.

B. RESEARCH PROBLEM

Based on the background of the study,the reasearcher intended to investigate the effectiveness of quantum teaching strategy in teaching speaking skill at SMK TI Pelita Nusantara Kediri. This study attempts to following question,"Do the students taught by using Quantum teaching strategies have better speaking skill than students taught by non using Quantum teaching strategies?"

C. THE OBJECTIVE OF THE STUDY

Based on the statement of research problem,the general objective of the study is to find out the significant differences between students who taugh using quantum teaching have better speaking skill and those who are not taught by using quantum teaching strategy.

D. SCOPE AND LIMITATION

In this study the researcher focuses on two class of tent grade of SMK TI Pelita Nusantara Kediri. In this study was used experimental research and using of Quantum teaching method that concern to the improving the speaking ability for students in tent grade of Vocational High school. And comparing between two class of tent grade of one senior high school, one class used Quantum teaching and learning and another class without treat with this method.

E. SIGNIFICANCE OF THE STUDY

Findings of this study can be used as a guide for using Quantum Teaching Strategy in teaching and learning English are:

For Students: This study will increase the motivation to learn English more. Makes students feel interest, enjoy and fun when learn English. This study can improve student's speaking ability . The students are not shy, lazy, and confident to speak English.

For Teacher : This study can give references to teach more interesting, enjoy and fun in the classroom, so students can pervade the course well. The quality of teaching and learning process in English improves.

For Researcher : This research is expected to give framework to conduct an new research in teaching speaking and as a reference for the next researcher.

F.   DEFINITION OF KEY TERM

To make the reader understand the general issue of the study more easily and avoid misunderstanding, it is important to define several key term of this study:

1. Quantum Teaching

Quantum is an interaction that convert energy into light. While teaching is the process of transferred of knowledge from the teacher to students.[7] The meaning of energy change into light is to change all the problem learning have been found to be a benefit for students themself and maximizing students' natural abilities and their talent. Thus quantum teaching can be defined as a learning model emphasized on intelligence and students' ability to light for themself and for other people.[8] Another definition of Quantum Teaching according Goman Rumpea,is changing assortment of interaction becomes light that occurs in learning activities.[9]

The Quantum Teaching it seems as comprehensive, because it contains various teaching methods that are processed into one such speech, question and answer, demonstration, study tour, assignments, problem solving, discussion, simulation, and experiments. Different method are combining to form Quantum teaching, in quantum teaching use learning framework[10] : Grow, Experience, Naming, Demonstrate, Repeat, Celebrate. This design is implementing on a regular basis integrated in learning activities, so the learning process become very active, dynamic, and fun with satisfying result. It will help to memorize the step of strategy to helping the researcher threat the students after doing pre-test.

2. Speaking Skill

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[7] DePorter. B et.Al., *Quantum Teaching* , Pp. 5.
[8] Ibid., Pp.5
[9] Goman Rumapea, Edi Syahputra, Edy Surya, Application of Quantum Teaching Learning Model to Improve Student Learning Outcomes. *International Journal of Novel Research in Education and Learning* Vol. 4, Issue 2, pp: (118-130), Month: March – April 2017, Available at: **www.noveltyjournals.com** accessed on November 2017.
[10] Ibid., Pp.121.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.[11] Speaking is the verbal use of language to communicate with others.[12] According to Nunan "the goal of teaching speaking is to develop the student`s competence in communication by using English.".[13] The mastery of speaking skill in English is a priority for many second or foreign language learner. Learner consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel have improved in their spoken language proficiency.[14] Based from several definition above we can conclude that speaking is one of productive skill that used to express ideas and feeling in speech. And, from several information above it can conclude that speaking skill is the ability of students to speak or to communicate verbally to others.

G. HYPOTHESIS

Based on the objective of study, this research wants to know whether Quantum teaching method is effective to improve student's speaking ability at tent grade of vocational hight school in Kediri. Then, the reseacher builds the hypothesis to make the purpose of this study clear.

H_a = Quantum teaching method is effective to improve student's speaking ability at tent grade of senoir hight school in Kediri.

H_0 = Quantum teaching method is not effective to improve student's speaking ability at tent grade of senoir hight school in Kediri.

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[11] Brown, H.D., Language Assessment. (San Francisco:Longman. 2004). Pp.324

[12] Fulcher, G. *Testing Second Language Speaking.*(New York: Person. 2003).Pp.23

[13] Nunan, David.. *Designing Task for the Communicative Classroom*. (New York: Cambridge Unversity Press. 1989).Pp. 13.

[14] Jack C.Richard. *Teaching Listerning and Speaking* . (New york: Oxford University Press. 2008). Pp.18.