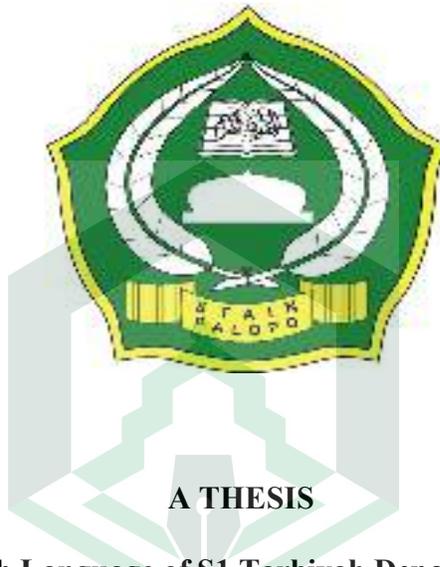


**THE USE OF QUANTUM TEACHING METHOD IN ENCOURAGING
THE STUDENTS TO WRITE AT THE ELEVENTH
YEAR STUDENTS OF
MAN SULI**



A THESIS

**Submitted to the English Language of S1 Tarbiyah Department of State College for
Islamic Studies of Palopo in Partial Fulfillment of Requirement for the Degree of
Sarjana Pendidikan (S.Pd.) in English Education**

BY

MUSTHANIRAT

REG. NUM.: 08. 16. 3. 0140

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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2013**

THESIS APPROVAL

This thesis entitled “*The Use of Quantum Teaching Method in Encouraging the Students to Write at the Eleventh Year Students of MAN Suli*”, which is written by **MUSTHANIRAT**, student ID 08. 16. 3. 0140, English S1 Study Program of Tarbiyah Department of the State College For Islamic Studies, and has been examined which is carried out on Friday, **February 15th 2013 M., coincide with Rabiul Awwal 4th 1434 H.** It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Language teaching.

Palopo, 15 February 2013 M
4 Rabiul Awwal 1434 H

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ABSTRAK

Musthanirat, 2013. *The Use Of Quantum Teaching Method In Encouraging The Students To Write At The Eleventh Year Students Of Man Suli*. Thesis, English Study Program Department in the State College For Islamic Studies Palopo. This thesis supervised by Dr. Rustan S, M. Hum as the first supervisor and Wisran, S.S., M.Pd as the second supervisor.

Key words : Quantum Teaching and Encouraging

This thesis aimed to find out information about the using of the quantum teaching method in encouraging students to write in English. The objectives of the research were to know the way to encourage the students to write by using quantum teaching method and to know the students' perception about quantum teaching method as the learning method to encourage them to write a story in English.

This research was done through classroom action research. It was held for two cycles which include four steps for each namely planning, acting, observing and reflecting. This research took place in MAN SULI. It was exactly in classroom XI IPA¹ and consisted of 19 students in it. In this classroom, in doing the writing task the students are discourage and boring to join the learning process well. The students are always not focus, there is chatting with her/his friends, fiddling with mobile, draw and write something beyond the material being taught, sleepy and some of them asleep, especially in writing class.

In this research, to encourage the students to write a story in English, enjoy in join the writing class and interest to do the writing task, the writer as a researcher used quantum teaching method. Then, after applied the quantum teaching method in writing class, the researcher analyzed this method is the effective method to use in writing class, because it can make the students be focus and the students are not going to do the less activities in learning process.

Besides, the result of the students' perception through questionnaire indicated that the respondents showed positive perception toward the use of the quantum teaching method in writing class.

The Researcher

CHAPTER I

INTRODUCTION

A. Background

Learning is greatly needed by every human being in general, because it can provide insight into one of the things that are not understood to be an understood thing. Teaching and learning process is due to the interaction between teachers and students.

Study is the important matter that very needed by all of human because, study can give knowledge to someone about the things that are not understood to be understood. The teacher and student are the important factor that affect the success of teaching process. Both of teacher and student have to make a good cooperative and interdependence by each other for the effectiveness of teaching process to get the optimal aims of education.

As a principal element responsible for the implementation and development of teaching and learning, teachers are expected to encourage the quality of teaching that they have. Teaching and learning process is central to the transformation of science activities from teacher to student. To achieve effectiveness and efficiency of these will require appropriate learning methods to achieve learning goals.

In the school, the students do not only study to get a high score, but also to get high score in life skill. If we see the condition of the school just now, the enjoyable and interest activity was exactly out of the learning process (out of classroom) and the students always felt bored and uninterested. It could be shown from the students'

cheering if they listened the bell was ringing as a signal to take a rest or go home. They are look happy.

Based on the problem above, it can be said that the students discourage in running the learning process in the classroom. In fact, after made a pre-observation at MAN Suli, the researcher could conclude that the learning process that occurs in the classroom is relatively ineffective. Most of the students did not pay attention and they did not join the learning process optimally, there was chatting with her/his friends, draw and write something beyond the material being taught, they always feel sleepy and some even asleep. It was not same if the students were out of the classroom.

So, as a student majoring in TARBIYAH (education) program study English in STAIN Palopo, the researcher focused on the research which is entitled “The Use of Quantum Teaching Method in Encouraging the Students to Write at the Eleventh Year Students of Man Suli”.

The researcher decide the quantum teaching method, because it includes specifically instructions for creating an effective learning environment, curriculum design, deliver content and facilitate the learning process.¹ This learning method would use to encourage the students to write, especially in English.

¹ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*, (Cet II; Bandung: Kaifa, 2010), p. 33

Writing is a process of expressing ideas or thoughts in words should be done at our leisure.² So, writing is the ability to expressing some interesting ideas on the paper. It is an important skill that must be understood in learning English, But in fact the learning process specially in writing class, the students were always look not interested and not motivated to join the writing class, because they think that writing is a bored material and they always get a problem when they want to write a text or paragraph (story). Sometimes, they could not get an idea to write a story, but by using the Quantum Teaching Method the researcher would try to help the students' problem in learning process specially in writing class, and in this research, the researcher would be focus on writing an anecdote.

Anecdote is a short and amusing or interesting story about a real incident or person.³ By using anecdote as a short and funny story, the writing class would be easier for the students and make them happily, interested and motivated to join and participate in the writing class from the opening to closing learning program. So, it can help the researcher in using of the quantum teaching method.

B. Problem Statements

Based on background that has been explained above, the researcher formulates problem statements as follow:

² Susanto Leo, *English for Academic Purpose, Essay Writing*, (Yogyakarta: Andi, 2000), p.21

³ <http://en.wikipedia.org/wiki/Anecdote.com>. *Anecdote*, (Access on May, 2012)

1. How to apply the quantum teaching method to encourage the students to write at the eleventh year students of MAN Suli?
2. How is the students' perception toward quantum teaching method?

C. Objective of the Research

The research question set above, the researcher states the objective of this research as follows:

1. To find out the appropriate strategy in using the quantum teaching method to encourage the students' writing at the eleventh year students of MAN Suli.
2. To know the students' perception about quantum teaching method.

D. Significance of the Research

The result of this research expected:

1. To give new information to the teacher how to get the students' attention in English learning process, especially in writing class.
2. To encourage the students' attention in learning process at the eleventh class students of MAN Suli by Quantum Teaching Method.
3. To encourage students to write a short story in English.

E. Scope of the Research

The scope of this research would be restricted to encouraging students to write through the quantum teaching method for the eleventh class of the MAN Suli. The quantum teaching method would be focused in the strategy of management

classroom, specifically for how to make an interest and pleasure classroom, so the students are encourage join the writing class and also to write. In this research, the researcher used an anecdote as a media in giving writing task.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Some have conducted on the use of variation technique in teaching English especially in teaching writing. Some of the result of the research is cited bellow:

1. Pahira (2010) entitle “encouraging students’ writing skill through Grammar Translation Method (GTM) at the eleventh class of MAN Palopo”. Base on the result, she found that Grammar Translation Method (GTM) is effective in developing student’s writing skill at eleventh class students of MAN Palopo by looking the score of the students.¹

2. Tawakkal (2011) entitle “encouraging students to speak English by using picture at the second level students of ESC family palopo (a classroom action research)” base on the result most of the second level students of ESC family Palopo in the classroom were active and even very active by using picture of illustration and most of them had positive perception about it.²

¹ Pahira, *Encouraging Students’ Writing Skill Through Grammar Translation Method (GTM) At The Eleventh Class Of MAN Palopo*, (Palopo; STAIN Palopo, 2010)

² Tawakkal, *Encouraging Students to speak English by using picture at the secon level students of ESC Family Palopo*, (Palopo; STAIN Palopo, 2011)

3. Firman patawari (2010) entitle “improving students’ skill in writing narrative paragraph by using picture at the eleventh year students of SMK Muhammadiyah Palopo”. Based on the result, this thesis indicated that picture give positive contribution to English teacher to teach their students especially to improve students’ skill in writing narrative paragraph.³

Based on the result of the previous studies above, the researcher believed that this research would be success, because the researcher had studied the methods, and strategies of the research as a reference in using the quantum teaching method, and picture as a media in this research to encourage students to write in English.

B. Learning

The Definition of Learning as follow:

1. Learning is a process that running to get some knowledge.⁴
2. Learning is the peoples’ activity to get a variety of adroitness, competent and attitude.⁵

³ Firman patawari, *improving students’ skill in writing narrative paragraph by using picture at the eleventh year students of SMK Muhammadiyah Palopo*, (Palopo, STAIN Palopo, 2010)

⁴ Drs. Saiful Bahri Djamarah, *Rahasia Sukses Belajar*. (Rineka Cipta: Jakarta, 2002), p. 11

⁵ Margaret E. BellGredler, *Belajar dan Membelajarkan* (PT Raja Grafindo Persada: Jakarata, 1994), P. 1.

According to the definitions above, in the other word we can formulate that learning is an activity to get some knowledge in many skills. In learning process, there is interaction between the teacher and student. The interaction has to able effort an effective learning process. In this case, the teacher has to make a good learning method in classroom.

Learning methods can be interpreted as the means used to implement the plans that are constructed in the form of real and practical activities to achieve learning goals.⁶

C. Quantum Teaching Method

1. The Concept of Quantum Teaching

a. Definition of Quantum Teaching

Quantum is an interaction between the packets of energy that changed be an energy. So, quantum teaching is some of the learning interactions that in the classroom and in around of the learning process.⁷ This interactions are all of the effective learning unsure that can influence to the students' successful, that can improve the students' natural skill and knowledge be an energy that can useful for their selves and the other peoples.

⁶ <http://hipni.blogspot.com/2011/09/pengertian-definisi-metodepembelajaran.html>. *Definisi Metode Pembelajaran*, (Accesse on September, 2011)

⁷ <http://mahmud09-kumpulanmakalah.blogspot.com/2011/10/quantum-teaching.html>. *Definisi Metode Pembelajaran*, (Accesse on September 04th, 2012)

Quantum teaching has some keywords and means that can help us to understand what is the quantum teaching and the new concept of the advanced stage of this reasearce. They are:

- 1) Quantum : The interaction that converts energy into light.
- 2) Quantum teaching : Conversion of the various interactions that exist within and around the moment of learning.
- 3) The fast of study : Remove barriers that impede the natural learning process.
- 4) Facility : Facilitate all matters ⁸

According to the keywors, Quantum Teaching is a learning that designed to give easy of study for the students by using a good learning method to make the students abreast the learning process happily from the beginning until finishing learn without obstacle.

As a fresh study approach, flow, practice and easy to applied, quantum teaching point out the rule be a better teacher. Quantum teaching shows us how to be good teachers. Quantum teaching outlines new ways to facilitate our learning through the integration of the art elements and the aim of achievements. Whatever of the subjects we teach. By using quantum teaching

⁸ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*, (Cet II; Bandung: Kaifa, 2010) p. 32-33

method we will be able to combine the features we learn to shape the planning of teaching.

b. The Main Principle of Quantum Teaching

The Quantum Teaching relies on this concept of "bring their world into our world, and deliver our world into their world".⁹



Picture 1, *Main Principle*

The main principle of quantum teaching shows how teaching with Quantum teaching does not only offer students the material to be learned, but students are also taught how to create a good emotional when learning.

That is when we read the above concept will remind us of the importance of entering the world of the student as a first step, because this will give the teacher permission to lead, guide and facilitate their journey to awareness and extensive knowledge. By linking what teachers taught with an event, thought or feeling which is obtained from the home life, social, musical, artistic, recreational or their academic. Once the connection is established,

⁹ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*, (Cet II; Bandung: Kaifa, 2010) p. 32-33

teachers can bring them into the world of teachers and give them an understanding of the contents of that world. This is where new vocabulary, models, mental, and other formulas are described. While exploring the linkages and interactions, both students and teachers gain a new understanding and "our world" expanded to include not only the students but also teachers. Finally, with a broader understanding and deeper mastery of this, students can take what they learned into their world and apply it to new situations.¹⁰

c. The Principles of the Quantum Teaching

Quantum teaching method has five principles/truths remain. These principles are:

- 1) Everything speaks: Everything is in the classroom environments, your body language and all of the materials sending a message about learning.
- 2) All aimed: Everything that happens in the learning process has aim and the students have to know what is the aim of the learning process. So they will try to get the aim.
- 3) Experience: from the experience, students had had the information before they learned and it will help them in learning process.
- 4) Admit any attempt: the teachers should to appreciate all of the students' successful in learning, to make them never feel desperate.

¹⁰ <http://mahmud09-kumpulanmakalah.blogspot.com/2011/10/quantum-teaching.html>. *Quantum Teaching*, (Access on September 04th, 2012)

5) If proper to learn, it is also proper to celebrated: the teachers should to give some praises to the active students in the learning process. Example; by giving applauds, say: hore!, good!, well done!, etc.¹¹

d. The Learning Steeps of Quantum Teaching

In learning process, the teachers have to have a good steps to learn the students in the classroom. A good steep that take in a lesson planning can help the teacher to manage the learning process. And according to Bobbi DePorter, the steps of the quantum teaching are:

1) Classroom setting: the language that have been chosen by the teacher, the teacher's method to braid sympathy with the students and the teacher's attitude to the students in learning process.

2) Base is a handbook that use by the teacher in learning process.

3) Area/surroundings are the method to manage the classroom, lighting, coloring, the setting of the bench, music and all of that support the learning process.

4) Program is the creation the unsure of character that can grow up the students' motivation and interest to study.¹²

¹¹ <http://mahmud09-kumpulanmakalah.blogspot.com/2011/10/quantum-teaching.html>. *Quantum Teaching*, (Access on September 04th, 2012)

¹² Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*, (Cet II; Bandung: Kaifa, 2010), p. 44-45

e. The Framework of the Quantum Teaching

Any subjects, class rate, or listener, this framework can get the students' attention and interest in learning process. This framework as follow:

1) Grow : grow up the students' motivation to study. Grow up an enjoyable situation in students' heart, in a relax situation, grow the interaction with the students, bring themselves, horsefly them and satisfied them that they have to studied the materials and that they need to study.

2) Experience : give them a study experience; growing up that "it needs to know".

3) Named : ask them to write in a letter about the data/subject that they get in learning process in a name (title).

4) Demonstration: give an occasion for them to demonstration their experience with the new data, so they can inspire and make it as a personal experience.

5) Repeatedly : give the rule to repeat the material and make sure them that they know it.

6) Celebrate : celebration for arrangement, participation, and knowledge.¹³

¹³ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*, (Cet II; Bandung: Kaifa, 2010) , p. 128.

2. Quantum Teacher

To encourage the students to write, as a model in learning process, the teachers are one of the most important factors and influence in students' successful in learning. So, the teachers have to know how to be a good model for the students. In quantum teaching method, the teacher should to be a quantum teacher, and the characteristic of the quantum teacher as follow:

- a. Enthusiastic : Showing zeal for life
- b. Authority : Motivate people/students
- c. Positive : See an opportunity in every time.
- d. Flexible : Easily establish relationships with diverse students.
- e. Humorist : Relieved to accept mistake.
- f. Smooth : Find more of a one rule to be successes.
- g. Accept : Look behind the outward appearance of the action and to find the core values.
- h. Fluent : Communicate clearly, concise and honest.
- i. Honest : It has the positive intention and motivation.
- j. Spontaneous : Can follow the rhythm and keep the result.
- k. Interesting and interested : Associate any information with the student life experience and care about the student

- l. Consider the students “capable” : Believe and celebrate the students’ successful.
- m. Decide and protect a high desire : Create guidelines for quality relationships and quality of work that encourage each student to do their best.¹⁴

The researcher hopes that most of the teacher tries to be a good teacher (quantum teacher). In this case, quantum teacher do not only teach about the academic skill for the students, but the life skill also. As a model, the students will imitate the teacher. How to the teacher speak, walk etc. so, it is very important for the teacher to prepare them selves as a spiritual and make a change in their psychology factors (moral, attitude, fluent, etc.).

D. Writing

1. Definition of Writing

In English language learning, the good writing is convey a meaningful message and use a good English language. If means/message in writings can be understood, its mean that the writer sucesess to communicated on the letter.

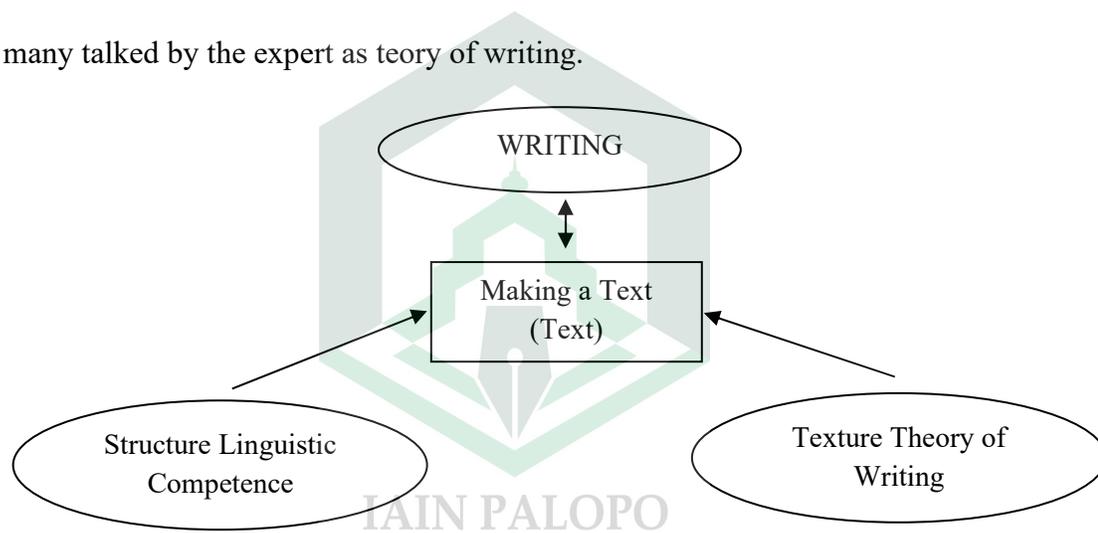
Writing is power full instrument of thinking because it provides students with a way of gaining control over their though.¹⁵

¹⁴ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*, (Cet II; Bandung: Kaifa, 2010) , p. 157.

¹⁵ <http://www.write.com>. *Write*, (Accesse on November, 2010)

Writing is one of form linguistic competence of expressing idea of language use form in written and beside that in oral.¹⁶ In language skill category, writing is still deemed as the most difficult skill than speaking and reading. So, in English learning if the message of the writings can be understood by the reader, its mean that the writer is sucess as a good writer.

Linguistics competence master covered the konsep structure master, and the next it follow by the mastering and literating about the texture that many talked by the expert as teory of writing.



Picture 2. *Theory of Writing*¹⁷

According to the simple diagram, definable that basically writing is an activity to make a text.

¹⁶ Pardiyo, M.Pd. *12 Writing Clues for Better Writing Competence*, (Yogyakarta: C.V Andi Offset, 2006), p. ix

¹⁷ Pardiyo, M.Pd. *12 Writing Clues for Better Writing Competence*, (Yogyakarta: C.V Andi Offset, 2006), p. xi

Writing is trying to put ideas on the paper. It means that when we try to write something we have to have some ideas and these ideas will be an interesting topic. Ceke Murcia Et Al said:

The quality of writing a text is very influenced by the quality of writer's knowledge about culture where the text wrote, mastering language, and style of impormation cosntruction, idea or the writer's message.¹⁸

Based on the concept above, the writer makes to conclusion that writing is the somebody's ability with her/his idea or opinion by writing an interesting topic on the paper.

2. The component of writing

There are components of writing namely; content, organization, vocabulary, language use, and mechanic.

a. Content

The contents of writing should be clear to a reader. So that the reader can understand message conveyed and gain information from it. There are at last think that can be measure in connecting with component, the composition should contain one central purpose only, should be developed.

b. Organization

In organization of writing concerns with the way he writes arrange and organization the ideas or the message in the writing the purpose or organizing

¹⁸ Pardiyono, M.Pd. *12 Writing Clues for Better Writing Competence*, (Yogyakarta: C.V Andi Offset, 2006), p.xix

materials. In writing involves coherence order of importance, general of which happened from the beginning to the end.

c. Vocabulary

The effective use of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is the one of the components of writing to express ideas, we always deal with to compose what they are going to say, because he fells difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

d. Language use

Language use in writing description and other from writing involves correct language and point of grammar. An adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than litter separate items of language for function. And also grammar can help students improve the use of formal language.

e. Mechanic

There are two parts of mechanic in writing, namely function and capitalization function important as the way to clarify meaning. In English writing capital letter have to participation first they used to distinguish between particular and things second, it used adjective, etc. this aspect is very important

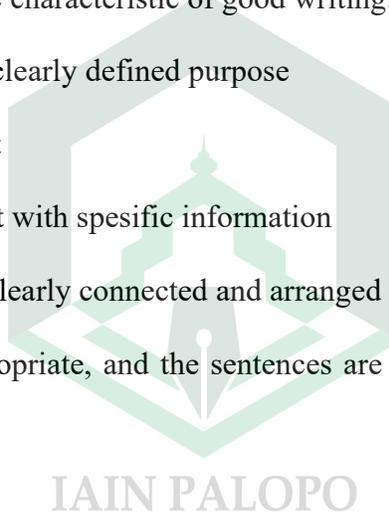
since it leads reader to understanding or recognize immediately what writer means to express definitely.¹⁹

3. The Principle of Good Writing

Good writing means that no mistake, there is no errors of grammar, punctuation, or spelling. In fact, good writing is much more than just correct writing; it is writing that responds to the interests and need of our readers.

Briefly, here is the basic characteristic of good writing:

- a. Good writing has a clearly defined purpose
- b. It make a clear point
- c. It supports that point with spesific information
- d. The information is clearly connected and arranged
- e. The words are appropriate, and the sentences are clear, concise, emphatic, and correct.²⁰



4. The Stages of Writing process

Before writing we have to know the stages in writing such as: planning, drafting, and revising.

¹⁹ J. B Heaton, *Writing English Language Test*, (New York Language, 1998), p. 148

²⁰ Ricard Norquist in Sriwati M. Husain's thesis. *Encouraging Students' Writing Ability Through Describing an Object at the Eleventh Class of MAN Palopo*. (Palopo; STAIN Palopo), p. 9-10

a. Planning

Planning is state of strategies to find and produce information in writing when the people begin writing project; people had discovered what is possible. People need to located and explore a variety of subject.

b. Drafting

Is a series of strategies designed to organized to organized develop a sustained of writing. Once planning has enabled people to identify several subject and encouraged people to gather information on these subject perspective, additional drafts can be written that further shape, organize, and clarify the work.

c. Revising

Revising is a series of strategies designed to examine and reevaluate the choices that have created a place of writing. After people have completed their primary draft, they need to stand back from their text and decade action would be most production.²¹

E. Anecdote

The word 'anecdote' is an amusing short story (in Greek: "unpublished", literally "not given out") comes from Procopius of Caesarea, the biographer of

²¹ James M. Mc Crimmon, *Writing With a Purpose* (eight Edition; Houghton Mifflin Company), p. 10-11

Justinian I, who produced a work entitled *Ἀνέκδοτα* (*Anekdotata*, variously translated as *Unpublished Memoirs* or *Secret History*), which is primarily a collection of short incidents from the private life of the Byzantine court. Gradually, the term *anecdote* came to be applied to any short tale utilized to emphasize or illustrate whatever point the author wished to make.²²

An anecdote is a short and amusing or interesting story about a real incident or person. An anecdote is always presented as based in a real incident involving actual persons, whether famous or not, usually in an identifiable place. However, over time, modification in reuse may convert a particular anecdote to a fictional piece, one that is retold but is "too good to be true". Sometimes humorous, anecdotes are not jokes, because their primary purpose is not simply to evoke laughter, but to reveal a truth more general than the brief tale itself, or to delineate a character trait in such a light that it strikes in a flash of insight to its very essence.²³

In this research, the researcher chooses to get to the students make a story in anecdote. Because of the anecdote is a short interesting story about a real person or event.²⁴ Besides, anecdote has a funny unsure and it is suitable with the Quantum Teaching Method that application at the pleasure learning.

²² <http://en.wikipedia.org/wiki/Anecdote>. *Anecdote*, (Accessed on November, 2010)

²³ <http://en.wikipedia.org/wiki/Anecdote>. *Anecdote*, (Accessed on November, 2010)

²⁴ *Oxford Learner's Pocket Dictionary new edition*, (Oxford University Press: New York, 2000), p. 14

And as a short story that has a funny unsure, it also can help the students feel easy and interest to do it.

F. Music

Music does not have to exist for learning to take place, of course, but music can increase learning in various ways. You can use music to:

1. Warms, making humane and empowering learning environment.
2. Creating calm and open mind to learn.
3. Creating positive feelings and associations within the learner
4. Creating an increase in brain
5. multi-sensory learning
6. Help accelerate and increase the learning process.²⁵

Based on theory above, the researcher was very sure that by used music in learning could help teacher to get the students' interesting in join the learning process well. In could make the students feel happy, and they would be never feel bored in classroom.

²⁵ Dave Meier, *The Accelerated Learning Handbook: Panduan Kreatif dan Efektif merancang Program Pendidikan dan Pelatihan*, (Cet I, Kaifa; New York, 2002), p. 76

G. Media

1. Definition of media

Media is a word from the Latin language and from of plural word of “*medium*” in a word for word is meaning mediator or agent. Media is mediator or agent, message from the sender to receive message.²⁶ The other definition of media is the source of learning component or a physical vehicle that content instructional material in surrounding of students that can stimulate to learn.²⁷

2. The Function and Use of Media

New technologies, especially multimedia has an increasingly important role in the learning process. The function of media in teaching and learning include:

- a. Generating interest and motivation
- b. Drawing the attention
- c. Overcoming the limitations of space, time and zise
- d. Enable students to learn, and
- e. Making provision of stimuli for learning.²⁸

²⁶ Arif Sardiman, *Media Pendidikan*, (Jakarta: Rajawali Press), p. 6

²⁷ Arsyad Ashar, *Media Pembelajaran*, (Cet, V: Jakarta: PT. Raja Grafindo Persada, 2004), p. 4.

²⁸ <http://re.searchingines.com/0408jelarwin.html>. in Amelia Arifin's thesis, *Improving Students' Vocabulary by Using Word Wall in the Seventh Year of SMP N 2 SULI*, ((STAIN Palopo, 2011), p. 9.

As an external factor, media can be used to increase the learning efficiency of the students because it has potency and capability to stimulate learning process. While internal factor, media can increase desire and the interest of students in learning. So, their perception and understand more exactly, and it will increase the desiring and new motivation in learning.²⁹

In this research, the researcher will be use picture as a media because, one of teaching aids that could be used to teach or reinforce some language skill are picture. Picture could be used to teach some grammatical structures, picture could be used to teach vocabulary and certain kind of picture can be used to develop and sustain motivation, picture could be used to produce positive attitudes toward English.³⁰

H. Perception Theory

1. The definition of perception

Perception is ability to perceive something/way of seeing or understanding something.³¹

²⁹ Rachma Bulan, *The Effectiveness of Using Picture in Teaching Vocabulary*, (English Department of STAIN Palopo, 2007), p. 6.

³⁰ Bambang Yudi Cahyono, *Tekhnik, Strategi dan Hasil Penelitian*, (Malang, IKIP Malang, 1997), p. 114.

³¹ Bambang Yudi Cahyono, *Tekhnik, Strategi dan Hasil Penelitian*, (Malang, IKIP Malang, 1997), P. 147.

2. The aims of students' perception questionnaire

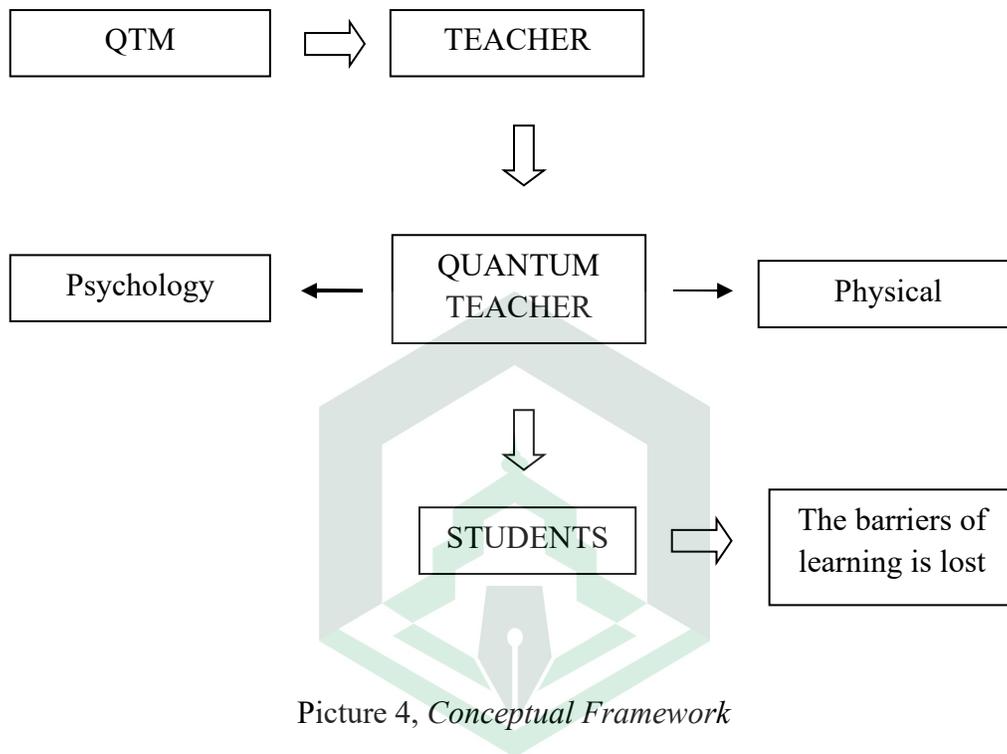
The aims of the students' perception questionnaire are:

- a. To provide all students with an equal opportunity to provide general feedback of their perception of the quality of their learning experience.
- b. To provide all programmed managers and programmed teams with comparative information that can be used to assist them in the identification of strengths and weaknesses of the education. Provided of the subject programmed level, as perceived by the students.
- c. To provide the faculties and partner colleges with comparative information that can be used to aid the identification of strengths and weaknesses in support for learning and institutional service as perceived by students.
- d. To provide the university's teaching and learning commit with independent information that will inform its review process.
- e. To provide information to the students on the outcomes of the survey and responses action taken at appropriate level.³²

³² Tawakkal, *Encouraging Students to speak English by using picture at the second level students of ESC Family Palopo*, (Palopo; STAIN Palopo, 2011), p. 24

I. Conceptual Framework

The conceptual framework of this research as follow:



Picture 4, *Conceptual Framework*

Based on conceptual framework above the researcher can explain that this research used quantum teaching method (QTM) as a method in teaching writing. Through quantum teaching method the researcher would give a change to the teachers. In Quantum teaching method, the teacher has to be a quantum teacher. Quantum teacher is a good motivator. In this case, the teachers have to make a change for themselves in physical and psychology aspect. They have to have a good attitude, moral, faith etc. the teacher could be a model for the

students, so it could be give a change to the students also. It is mean that all of the learning process barriers were going to be decreased and the students would be encourage to write and also to join the learning process well.

So, before teaching, the teacher have to study about how to be a good teacher, and this thesis is not just tell us about quantum teaching method, but also tell us about the quantum teacher. The researcher suggest for all of teachers try to be a good teacher (quantum teacher).



CHAPTER III

METHOD OF RESEARCH

A. Research Approach

In this research, the writer uses classroom action research. Classroom Action Research (CAR) is a range of contextual learning study class conducted by the teacher to solve learning problems faced by teachers, encouraging quality and outcomes of learning and try out new things for the sake of encouraging the quality of learning and learning outcomes.¹

Action research is the way groups of people can organize the conditions under which they can learn from their own experiences and make their experience accessible to other (Kemmis dan MK Toggart, 1982).²

From the definitions, it can formulate that Classroom Action Research (CAR) is an action research in educational that did in classroom area for repair and increase the quality of learning.

B. Location of Research

This research would be carried out at MAN Suli, KEC. Suli, KAB. Luwu in academic year 2012/2013.

¹ http://pakguruonline.pendidikan.net/penelitian_tindakan_kelas.html. *Pendidikan dan Penelitian Tindakan Kelas*, (Accesse on December, 2011)

² Prof. Sukardi, Ph. D. *Metodology Penelitian Pendidikan*, (Bumi Aksara: Jakarta, 2009), p. 210

C. Subject and Object of Research

The subject would be taken from the first semester of the eleventh year students in 2012/2013 academic year and the total number of class the eleventh years in this school is three, but the writer chooses the XIth class. The total number of student is 19 students.

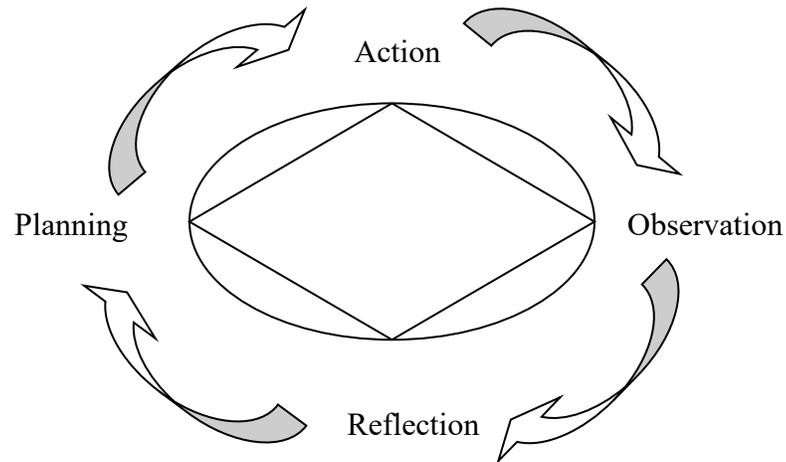
The object of this research is the implementation of Quantum Teaching Method in encouraging students to write and the research would focus on how to manage the learning process well and how to make the students are encouraged to write.

D. Procedure of Research

The procedure is used in this research according to Kurt Lewin theory. There is four model that amended by Kurt Lewin and it also shows the steps/prosedures of this research, as follow:

1. Planning
2. Action
3. Observation
4. Reflection

The relation of the first until the fourth items show an action cycle or recur program. This cycle has been the characteristic of the classroom action research that it has run in cycle form. If drawn in visualization, this Kurt Lewin theory is clearly defined as follow:



Picture 5, *CAR Design Kurt Lewin Theory*³

According to the research method that has been clarified above, the researcher spells out the cycle of this research.

The implementation of classroom action research in the first cycle was as follows:

a. Planning

There were some activities carried out in this step namely:

- 1) Researcher designed lesson plan which described teacher's step and students' step in solving the students' problem of writing skills.
- 2) Researcher prepared all facilities needed in doing running quantum teaching such as the material of narrative text, pictures, and prize.
- 3) Researcher discussed with the observer to clarify what should be done dealing with the process of observation.

³ Prof. Dr. Suahrsini Arikunto, *Prosedur Penelitian Suatu Suatu Pendekatan Praktik*, (Rineka Cipta: Jakarta, 2006), p. 92

4) Researcher made the observation checklist for observing the condition of learning process.

5) Researcher determined the success indicators of this running quantum teaching in the form of classroom action research.

b. Acting

There are some activities that would be done in this phase namely:

1) Opening program

(a) The first, the teacher gives motivation to the students before she/he tells out the learning aims and the basic of competence.

(b) The teacher tells out the learning aims and the basic of competence that would be done in with use the quantum teaching method.

(c) The teacher gives the paraphrase of writing material (anecdote).

2) Core program

(a) Teacher asks the students to arrange the bench (the chair and table) in a group and to open the door and window to make the classroom gets a good lighting.

(b) Teacher shows some colored pictures about the material.

(c) Teacher sticks a picture on the white board and the students make a paragraph according to the picture in group.

(d) The student reads the paragraph in front of the classroom.

3) Closing program

(a) Teacher asks the students to sing a song together to celebrate their achievement in writing class.

(b) Ask the students to move back the bench (table and chair).

(c) Teacher asks the students' problem about the materials and the learning process

c. Observing

During the learning process going on, the observer observed all of students' activity encourage and teacher's learning activity with use the instrument of observation that have prepared by the research.

d. Reflecting

This step was conducted to know how far the students understand the materials which had been given. What the strength and the weakness of the activities were. What characteristics of students appeared during the learning process were evaluated. Those phenomena were a reference to manage the next planning. Those cycles were continued to second cycle until the target of learning was achieved.

E. Procedure of Data Collection

In this thesis, the researcher used library and field research procedure in collection of data.

1. Library research: The researcher used this procedure to collect data by reading literatures that have connection with the problem in this thesis.

2. Field research: Field research is a procedure in collecting data with observation at the field. The sources of the data in this procedure consist of the few sources. They are as follows:

a) Student

To get data about the result of learning and the students' active participation in the learning and teaching process.

b) Teacher

To see the level of the teaching implementation success with cooperative model by using STAD (Student Team Achievement Divisions) type and the result of studying and students' activity in teaching and learning process.

c) Partner and Collaborator

Partner and collaborator are intended to be the source of data to see the implementation of CAR comprehensively, either from the students or teacher.⁴ It means that when this research was running, the partner observed all of activities in field.

F. Technique and Instrument of Data Collection

The technique and instrument of data collection in this research were providing:

⁴ Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta; Rajagrafindo Persada, 2008), p. 279

1. Observation: Observation is a technique to collect data by observing the every incident is going on. Observations carried out to observe the correspondence between implementation and planning of actions that have been prepared and to determine the extent of implementation of the action may result in changes in accordance with the desired.

Observation in order to work well, it would require a tool or instrument of observation in CAR. To facilitate research or observation to make observations then use a tool or instrument of observation is an instrument check list. Check list is the observation that contains a list of all the aspects to be observed so that the observation of live tick (√) on aspects of the observations.

2. Interview: The interview is a conversation with a purpose. This interview is the collection of data/information held by verbal questioning to uncover the opinions and beside that this interview was conducted to obtain information related to the students in the learning process.

Interviews with students conducted after extensive interviews with the teacher in advance about the things that concerns about the habits of students in the learning process. Interviews with students in order to be successful need to create an atmosphere of fun, free and open to students who were interviewed can be open as well in providing the necessary information.

3. Discussion : The research discuss with the teacher, partner or colaborator to reflect the result of each cyle in CAR.

4. Questionnaire: Questionnaire technique is a method that be used with made list question then be given to the respondent by letter and be answered by letter too. In this case writer uses five alternative choise as follow:

- a) Strongly Agree
- b) Agree
- c) Uncertain
- d) Disagree
- e) Strongly Disagree.⁵

5. Camera: Camera is used to take the pictures of students' and teachers' activity in learning process.

6. Media of learning process: The researcher uses CARDS as a media in playing game and uses picture (colored picture) of students' writing task.

7. Reward and Radio Tape/MP3: At the closing activity in learning process, the research gives a reward or turn on a musics/song by use a radio tape to song together to celebrate their successfullness and to motivate them to join the learning process in the next meeting.

G. Technique of Data Analysis

To give score or get nominal percent which analyze the students' active parcipation and the questionnaire to know the students' perception, the research uses the following formula:

⁵ Mulidah Basir in Tawakkal's Thesis, *Encouraging Students to speak english by using picture at the secon level students of ESC Family Palopo*, (Palopo; STAIN Palopo, 2011), p. 41

$$P = \frac{F}{N} \times 100 \%$$

Explained :

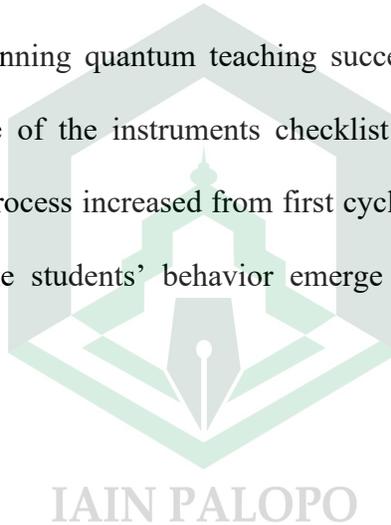
F : Cumulative Frequency

N : Total Number of Respondent

P : Percentage.⁶

H. Working Indicators

The using of running quantum teaching succeeded if the percentage of the students' average score of the instruments checklist was $\geq 75 \%$. The quality of learning and teaching process increased from first cycle to second cycle. This quality could be seen from the students' behavior emerge during learning and teaching process.



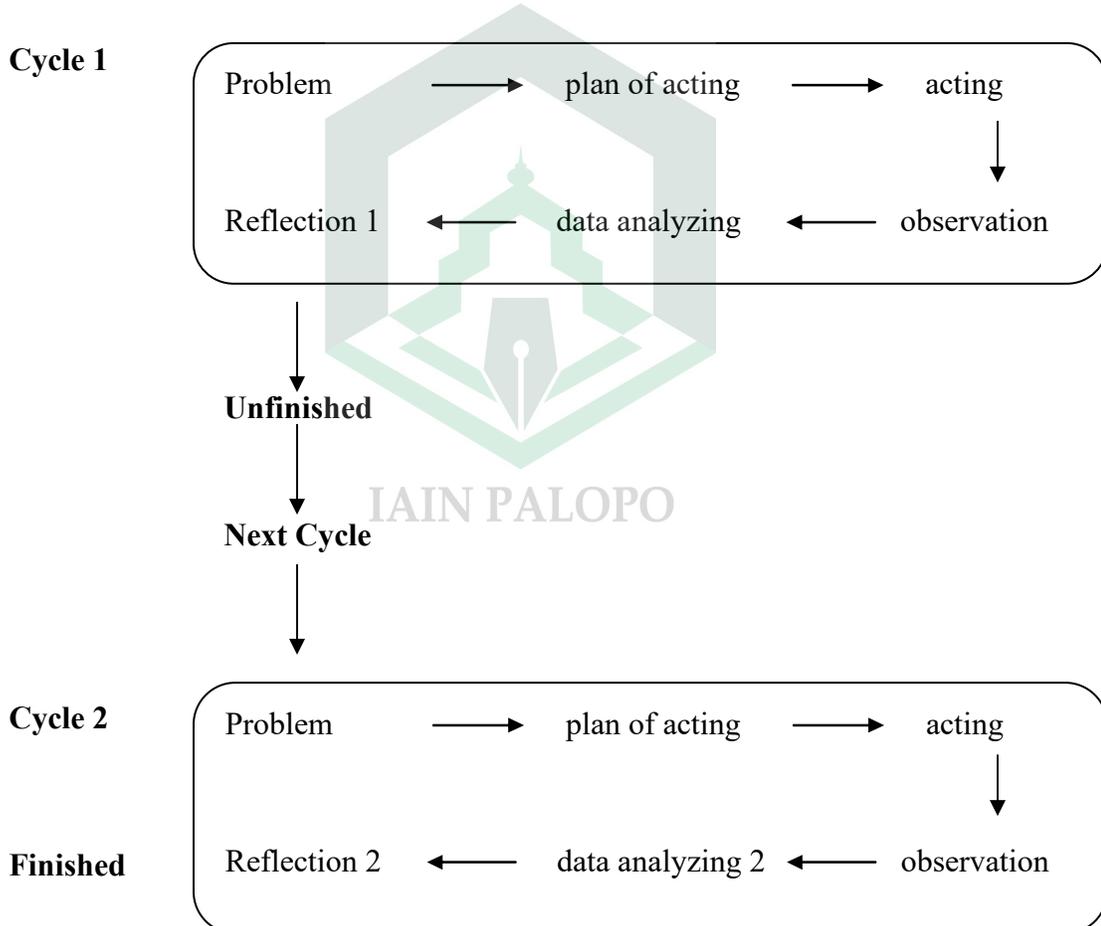
⁶ Mulidah Basir in Tawakkal's Thesis, *Encouraging Students to speak english by using picture at the secon level students of ESC Family Palopo*, (Palopo; STAIN Palopo, 2011), p. 42.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The finding of the research explains the cycle of learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general based on the following chart:



Picture 6, *Cycles of the Research*

1. The Explanation of Cycle 1

a. Planning

In this section, the researcher prepared to carry out the action research that required different tools which had been created and developed previously, namely: "Lesson Plan". Besides, there are some preparations which were prepared by the researcher before acting in the cycle 1 are:

- 1) The researcher prepared a colored picture and an anecdote.
- 2) The researcher prepared the instruments of collecting data (observation checklist of the students' active participation and teacher' activity).
- 3) The researcher prepared a reward to celebrate the students' successful, and the researcher always asked students to clap their hands or praise them with say: good job, bravo, well done, etc.
- 4) In encouraging the students always happy and motivated to join the writing class in the next time or in the other place the researcher prepared radio tape music/MP3 to comfort the students in the closing activity in learning process.
- 5) The researcher and partner prepared a camera to take the pictures of the learning process.

b. Action

Action based on the students' schedule of the XI IPA¹ class, they are Tuesday and Wednesday in MAN Suli. The material that had been presented in the cycle 1 was writing an anecdote.

It was on September, 11th, 2012. The cycle 1 was done. The activities that had been done in this cycle, as follow:

1) Opening program

The first, the researcher started the class by motivating the students to be more active in writing class and told out the learning aims and the basic of competence that will be done in with use the quantum teaching method. After that, the researcher gave the paraphrase of writing material (anecdote). In encouraging the students to write and happy/pleasure in writing class, before doing the core program, the researcher gave a game to the students. And then, the researcher told an anecdote to students.

2) Core program

The researcher asked the students to arrange the bench (the chair and table) in a group and to open the door and window to make the classroom gets a good lighting. The researcher also formed the students into 4 groups and each groups consisted of 4-5 students. After that, the researcher show some colored pictures about the material and stick a picture on the white board and the students make a short story (anecdote) according to the picture in group. Finally, the student read the paragraph in pront of the classroom.

3) Closing program

The researcher asked the students to sing a song together to celebrate their achievement in writing class. Before close the learning program, the researcher

asked the students to move back the bench (table and chair) and asked the students' problem about the materials and the learning process.

During the learning process going on, the partner observed all of students' active participation and teacher's learning activity with use the instrument of observation that have prepared by the research.

c. Observation

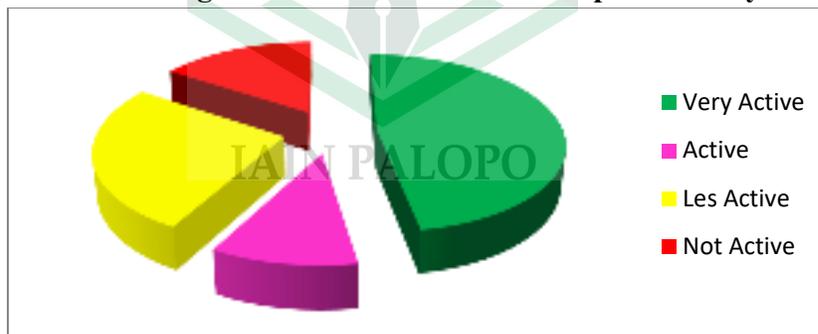
Based on observation activity made by researcher and partner (partner) in this cycle, the partner found that there were still some of the students were less active and even not active caused by the domination of the students' group member when they were doing the writing task in group, so that they got a little chance to write out their idea/skill in writing class.

Table 1
The Result of Students' Active Participation of Cycle 1

Students	Very Active	Active	Less Active	Not Active
R 1				
R 2				
R 3				
R 4				
R 5				
R 6				
R 7				
R 8				
R 9				

R 10				
R 11				
R 12				
R 13				
R 14				
R 15				
R 16				
R 17				
R 18				
R 19				
TOTAL	9	2	5	3

Diagram 1
The Percentage of Students' Active Participation in Cycle 1



Based on research data in this cycle shown by the description in table 1 and diagram 1 above that included 19 students, there were 9 students were very active in the writing class when the learning process was running, and the percentage reached 47.37 %. The active students were 2, and the percentage reached 10.53 %. The less active students were 5, and the percentage reached 26.31 %. The not Active students

were 3, and the percentage reached 15.79 %. To reach the requirement criteria of the success which is determined 75 %, very active and active classifications were accumulated but only reached 57.9 %. It was not the expected nominal percentage.

Besides, the researcher (Re) made interview with some students (S) to prove the less of the learning and teaching activity in this cycle, and according to the result of interview with the students, especially with the less and not active students that they were less active and even not active in the classroom when did the writing task because they did not like to did the writing task in group. Some of their group members dominated the group. It made them be less active and not active in learning process.

d. Reflection

Based on the observation activity made by the research and partner, it was not satisfying since most of students were still passive compared with the condition in this cycle.

Most of students discourage to write and also discourage in join the writing class happily, but it really of most students were bored. When the writing subject was taking place, the partner found some of the students didn't do the task. Meanwhile the other member group was writing a story, the less active students were not concentrate, fiddled with mobile, drew or wrote something beyond of the material, sleepy and out of classroom.

In this reflection, the partner said that “As a researcher, it is better if in giving writing task to the students are not in group but in individually. So, all of the students are going to be active to do the task and change the formation of the bench”.

So that, according to the partner suggestions, the researcher made a new plan as a revised plan from this cycle (cycle 1) in the next cycle (cycle 2) because, there were still weakness in implementing or using the quantum teaching method and this was needed to be repaired.

2. The Explanation of Cycle 2

a. Planning

In this revised planning, the researcher prepared some preparation that closely same with the cycle 1, but before do the acting of this cycle, the researcher hoped in this cycle the students would be more active in the writing class than before. In order to improve the weaknesses and to keep the successful the first cycle, the researcher made different plan, as follow:

1. In the Cycle 1 the researcher gave a writing task in a group and then in this cycle it was changed in individually.

2. In the cycle 1 the form of the bench were in group, but in this cycle the researcher asked the students arranged the bench was like “U”.

3. The researcher provided a colored picture for every student, not in group. It means that every student got different picture.

b. Action

All actions in this cycle were based on the revised plan. The material in this cycle 2 was writing a short story (anecdote) through colored picture. It was on October 2nd, 2012. The cycle 2 was done. The activities that had been done in this cycle, as follow:

1) Opening program

The first, the researcher started the class by giving motivation to the students to be more active in writing class and also told out the material of the last meeting. Next, in giving a new situation for the students in the classroom, the researcher asked the students to arrange the bench like “U”. Besides, to encourage the students to write and happy/pleasure in writing class, before doing the core program, the researcher gave a game to the students. After that the researcher showed a picture, and then the researcher told an anecdote to the students.

2) Core program

The researcher shared pictures to the students and asked them to make a short story in individually and then, the student read the short story in pront of the classroom. When the students read their story, the researcher always give support to them and motivation. Sometimes the researcher says some praise expressions to the student. And also, he researcher gave a simple reword for the best students.

3) Closing program

The researcher asked the students to sing a song together to celebrate their achievement in writing class and before leave the classroom, the researcher asked

the students to move back the bench (table and chair). The researcher also asked the students' problem about the materials and the learning process.

During the learning process going on, the partner observed all of students' active participation and teacher's learning activity with use the instrument of observation that have prepared by the researcher. Besides, the researcher always praised the students who was reading her/his story and asked the other students to claps their hands for their friend to make the students were more motivated and happy join this writing. Sometimes, the researcher also gave a reward for the best students.

c. Observation

Like in the cycle 1, in this cycle the researcher and partner had made an observation instrument to observed the students' active participation in learning process that have done as follow:

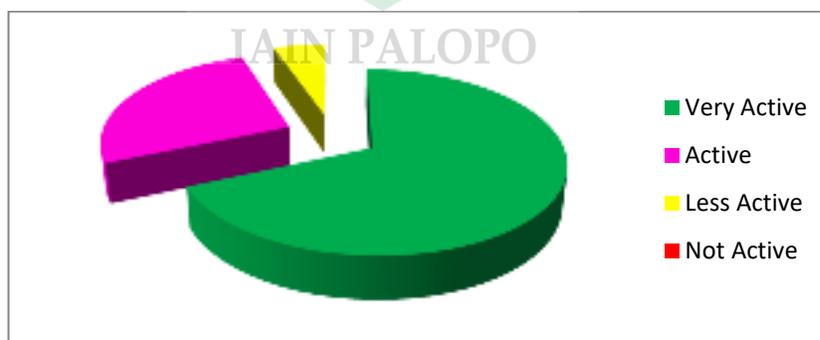
Table 2
The Result of Students' Active Participation of Cycle 2

Students	Very Active	Active	Less Active	Not Active
R 1				
R 2				
R 3				
R 4				
R 5				
R 6				
R 7				

R 8				
R 9				
R 10				
R 11				
R 12				
R 13				
R 14				
R 15				
R 16				
R 17				
R 18				
R 19				
TOTAL	13	5	1	-

Diagram 2

The Percentage of Students' Active Participation in Cycle 2



Based on research data in this cycle shown by the description in table 2 and diagram 2 above that included 19 students, there were 13 students were very active in the writing class when the learning process was running, and the percentage reached

68.42 %. The active students were 5, and the percentage reached 26.31 %. The less active students were 1, and the percentage reached 5.26 % and none students were not active. To reach the requirement criteria of the success which is determined 75 %, the two very active and active classifications were accumulated but reached 94.73 %. It was expected nominal percentage, its' means that this cycle was satisfying because most students/students were active compared with condition in cycle 1.

The researcher also believes that the criteria of success in this cycle had been achieved as the accumulation from the percentage of very active and active. It reached 94.73 %. The students were really encouraged, the researcher and partner knew this from their face and manners. Furthermore, here were the partner's observation results in this cycle are:

1. The students were able in writing down their idea in writing task by them selves.
2. The students were more active in this cycle 2 than in the cycle 1 because they were free to expressing their idea in writing task.
3. The students found themselves being encouraged, because the used of the picture helped them in getting an idea to write easily.
4. The students were all involved in the learning process; this would improve the successfulness of learning.

To prove it, the researcher interviewed with some students to prove the success of the learning and teaching activity. The result of the interview showed most of the students said they did not get problem in the learning process especially when

they finished the writing task. They had many opportunities to explore their ideas to write. Besides, the researcher succeeded to manage the classroom and it made the students very enjoyed the learning process and very interested to join it at the next time. They were also agree if all of teachers use the researcher's method in teaching activity in all of subject.

d. Reflection

Based on the both of explanation of cycle 1 and cycle 2 above that used observation (checklist of students' activity and researcher/teacher's activity), interview and discussion among the researcher and partner, the researcher believed that quantum teaching method can encourage the students to join in writing class well. The quantum teaching method made them happy and enjoy when running learning process, actually when they write a short story.

To ensure the researcher' believers, the researcher also prepared questionnaire. The data of questionnaire were presented in a table as follow:

Table 3
The Result of Students' Perception Trough Questionnaire

Questionnaire	Strongly Agree (SA)	Agree (A)	Uncertain (U)	Disagree (D)	Strongly Disagree (DA)
1	11	7	1		
2	8	10	1		
3	12	6	1		

4	11	4	1	1	1
5	12	6			1
6	2		2	5	10
7	19				
8	9	10			
9		1	3	10	5
10	7	11	1		
11	14	5			
12	10	8	1		
13	12	7			
14			3	8	8
15	19				

Based on the table 4 above, most of the students showed positive perception toward the every item which gives or display positive statements. The statements which give positive statements are from number 1 to 5, number 7 and 8, number 10 to 13, and number 15. The statements which show the negative perception are number 6, 9 and 14, and only some of the statements got uncertain perception.

The following tables are the details description or explanation of the data that were used to know the students' perception about quantum teaching as the method to encourage the students/students to write a short story.

Basically, the XIth students of MAN SULI in classroom IPA¹ shows positive perception which is indicated by the positive inputs and attitude toward the using of quantum teaching method to encourage the students to write a short story in English. It was described in-detail in every item of questionnaire through tables.

To prove and get the valid data, the researcher also prepared camera to take the respondents' picture when the respondents answered the questionnaire. Here some of pictures when the respondents answered the questionnaire:



Picture 9, *Students' Pictures When Answer The Qustionnaire*

B. Discussions

Based on the result of the previous findings, it shows that using quantum teaching method can encourage the students to write a story (anecdote) in English. It can be discussed that using the quantum teaching method is an effective way in encouraging the students to write. It supported by the achieving of the percentage of students' active participation was increased in every cycle.

Chart 1
The percentage of different result of the students' active participation in cycle 1 and cycle 2



Based on the chart above, it shown that in the cycle 1 the very active students were 47,37 % and in the cycle 2 it was increased be 68,42 %. And beside that, the active students were 10,53 % in cycle 1 and in cycle 2 it was increased be 26,31 %. It means that, the students' activeness increased in every cycle. While, the less active and not active students decreased in every cycle. It shown on the chart above too, that in the cycle 1 the less active students were 26,31 % and it decreased be 5,26 % in cycle 2. Then, the not active students in cycle 1 were 15,79 % and none students were not active in cycle 2.

In the cycle 1 the students were not very active than the cycle 2, but it increased in the cycle 2. Based of the observation activity made by the research and partner, the cycle 1 was not satisfying since most of students were still passive compared with the condition in this cycle. Most of respondents discourage to write and not making the respondents joining the writing class happily, but it really of most respondents were bored. When the learning process was running in writing class, the partner found some of the respondents didn't do the task. Meanwhile the other member group was writing a story, the less active students were unconcentrate, fiddled with mobile, drew or wrote something beyond of the material, sleepy and out of classroom. It caused by the cooperative strategy, the reseacher concluded that it is not appropriate strategy in writing class. The researcher gave writing task to the respondents in individually, so they can be more active in writing class and have opportunity to write down their idea on the paper (write a story(anecdote)).

As the definition of quantum teaching approach which said that quantum teaching method is a learning interactions that occur in the classroom between students with effective learning environmen.¹ So, the using of quantum teaching method is really an effective way in learning process and it consist with the research finding in observing of students' active participation that has explained above and beside that, quantum teaching is an appropriate strategy to use in encourage the students to write a story in English. The researcher suggest to all of English teacher to

¹ <http://aadesanjaya.blogspot.Com/2011/12/pembelajaran-quantum-teaching-serta.html>.
Accesse on December, 2012

practice this method because it is very easy to applied because this is also a flexible method and it can also help us to be more creative in teaching. Learning methods can be interpreted as the means used to implement the plans that are constructed in the form of real and practical activities to achieve learning goals.²

So, as a principal element responsible for the implementation and development of teaching and learning method, teachers are expected to encourage the quality of teaching that they have. Teaching and learning process is central to the transformation of science activities from teacher to student. To achieve effectiveness and efficiency of these will require appropriate learning methods to achieve learning goals.

Besides, it can be said that the learning process in schools is an attempt by teachers to make students learn. Activities in class that does not make students learn can't be said to be a learning process. In fact, after made an observation at MAN Suli, KAB. LUWU researchers can conclude that the learning process that occurs in the classroom is relatively not effective but after implementing the quantum teaching method, the students can be more active than before and learning process are relatively effective because it has been proved that this method can encourage the students to learn (specially in writing class).

The second objective of this research is to know the students' perception about the quantum teaching method to encourage them to write. At the chapter II the

²<http://hipni.blogspot.com/2011/09/pengertian-definisi-metodepembelajaran.html>. Accesed on September, 2011

researcher has written down that “Perception is ability to perceive something/way of seeing or understanding something.”³

The researcher gave this questionnaire to the students after applied the quantum teaching method. And it shown that it has relation to the students’ perception toward the using of quantum teaching method to encourage the students to write in English. It is shown by the high percentage of positive statements of the each item in the 15 of the questionnaire.

The fast of study is one of the quantum teaching keywords and it has mean that “remove barriers that impede the natural learning process”⁴. Sometimes, some of the teacher did some mistake in teaching because of using a failed strategy. It can be a barrier that impede the learning process and make the students discourage to join the learning process. It’s really a little mistake of the teacher can make the students feel bored, less active and even not active in learning process.

In this research, the researcher used the classroom action research to observing all of students’ activity in learning process. Using the classroom action research, the researcher and partner can remove all of mistake of teaching in learning process easily. Base on this keyword. The researcher and partner/observer have removed all of mistake of teaching.

³ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*. (Cet II; Bandung: Kaifa, 2010)., P. 147.

⁴ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*. (Cet II; Bandung: Kaifa, 2010) p. 32-33

After doing an observation in learning process at the cycle 1 the observer find out some of mistakes that impede the learning process, as follow:

- a) There were some of students/respondents still daydreamed, fiddled with mobile, drew or wrote something beyond of the material, sleepy and out of classroom when the learning process running.
- b) There were some of students/respondents who didn't do the writing task from their teacher/researcher.
- c) There were some of students/respondents can't work each other with their friends member group.

To remove this barriers, in the reflection of cycle 1 the observer suggested to the researcher to make a new plan in the next cycle (cycle 2) the observer suggested that "in giving writing task to the students is better in individuality than in group, and to make the students/respondents more active, motivated and interested to join the writing class and doing the writing task the observer suggest that it is good if the researcher change the media". In this case, the researcher used picture (colored picture) in the cycle 2.

Sometimes, any students were afraid and shy to their teacher, so in the learning process they only keep silent during the learning process is running. Based on this problem, the quantum teaching method relies on this concept of "bring their world into our world, and deliver our world into their world"⁵

⁵ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*, (Cet II; Bandung: Kaifa, 2010) p. 32-33

Base on the concept above, it can remind us of the importance of entering the world of the student as a first step, because this will give the teacher permission to lead, guide and facilitate their journey to awareness and extensive knowledge. By linking what teachers taught with an event, thought or feeling which is obtained from the home life, social, musical, artistic, recreational or their academic. Once the connection is established, teachers can bring the students into the world of teachers and give them an understanding of the contents of that world (materials). This is where new vocabulary, models, mental, and other formulas are described. While exploring the linkages and interactions, both students and teachers gain a new understanding and "our world" expanded to include not only the students but also teachers. Finally, with a broader understanding and deeper mastery of this, students can take what they learned into their world and apply it to new situations.

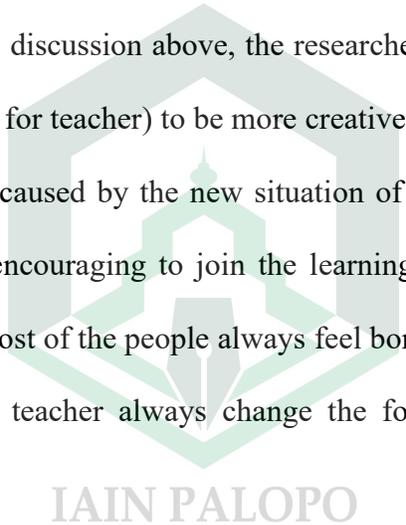
Bobbi DePorter wrote in her book about one of the learning steep of quantum teaching method to manage the classroom, lighting, coloring, the setting of the bench, music and all of that support the learning process.⁶

Base on this theory, the researcher has applied it in learning process and to prove a valid data about this, the researcher also made some items of questionnaire about this theory, as follow: "Change the formation of the bench in the classroom in every week can make you will not be bored to join the learning process specially in writing class". According to this questionnaire, in finding the researcher has

⁶ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*, (Cet II; Bandung: Kaifa, 2010) p. 32-33

explained that “It was proved that there were eleven (57.89 %) of respondents said strongly agree, seven (36.84 %) of respondents said agree, one (5.26 %), and none of respondents said disagree and strongly agree. The calculation of the strongly agree and agree percentage (57.89 % + 36.84 %) is 94.73 % and it is > 75 %. It means that most of the students/respondents like to join in learning process specially writing class if in every meeting or every week the formation of the bench always be changed.

So, based on the discussion above, the researcher suggest and partner suggest to the reader (especially for teacher) to be more creative and innovative in manage the classroom setting. It is caused by the new situation of the classroom can help us to improve the students’ encouraging to join the learning process specially in writing class to write a story. Most of the people always feel bored with the same situation, so it will be better if the teacher always change the formation of the bench in the classroom.



In quantum teaching method, the setting of classroom is very important to encourage the students to join the learning process from starting until finishing in every learning process. “Classroom setting is the language that have been chosen by the teacher, the teacher’s method to braid sympathy with the students and the teacher’s attitude to the students in learning process”.⁷

⁷ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*, (Cet II; Bandung: Kaifa, 2010) p. 44

So, based on this case the researcher asks the students to make their classroom look beautiful with some pictures or other furniture on the wall of the classroom. And the students gave a positive response about it, they were happy to do it.

The researcher and partner can conclude that this way is one of the appropriate strategies of the quantum teaching method. To prove this theory, the researcher made an item of the questionnaire about this, as follows: "Arranging the classroom with putting some pictures can make you happy and interested to join the learning process from starting until finishing". In finding, the researcher has explained that this questionnaire was proved that there were eight (42.11 %) of respondents strongly agree, there were ten (52.63 %) of respondents agree, one (5.26 %) of respondents uncertain and none of respondents said disagree and strongly disagree. The calculation of the strongly agree and agree percentage (42.11 % + 52.63 %) is 94.74 % and it is > 75 %. It means that most of the students/respondents give positive perception of the arranging the classroom with putting some pictures, they can be encouraged to join the learning process, because it can make them happy and interested in classroom from the learning process starting until finishing.

The other step/strategy of the quantum teaching method are coloring and lighting.⁸ At the MAN Suli, the researcher has observed that all of the classrooms of MAN Suli had had a good design (doors, windows and ventilations), so the students

⁸ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*, (Cet II; Bandung: Kaifa, 2010) p. 44

can study well, so they can get a good lighting and circulation of air in their classroom every times.

This is very important, because if the classroom doesn't has a good lighting or circulation of air in, it can disturb the students' comfortable when they studying in the classroom. To prove the problem above, the researcher made one item of the questionnaires about it. And the questionnaire is:

"Your classroom has the good windows and ventilations so the classroom gets a good light and a good circulation of air". In finding, the researcher has explained that there were twelve (63.16 %) of respondents said strongly agree, six (31.58 %) of respondents said agree, one (5.26 %) of respondents said uncertain, and none of respondents said disagree and strongly disagree and the calculation of the strongly agree and agree percentage (63.16 % + 31.58 %) is 94.74 % and it is > 75 %. It means that as one of the quantum teaching method's steep, the classroom management has been good because the classroom can gets a good lighting and also the circulation of air. It can support the learning processing and most of students give positive perception about it.

The next item of the quantum teaching method is "music".⁹ In this case, music is used to make the students feel refresh after running the learning process. So, the researcher always turns on music (MP3) in classroom before closing the learning process. The researcher can find out that this steep is success to get the students'

⁹ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*, (Cet II; Bandung: Kaifa, 2010) p. 44

motivation and interesting to join the learning process in the next meeting. It is caused by the students (specially the students of the XI IPA¹ in MAN Suli) love music and it really do able to make them feel happy and fresh.

The researcher very suggests to the English teacher and also all of teacher to apply this strategy. The other learning steep of quantum teaching method is “program”.¹⁰ In this case, program is the creation unsure of character that can grow up the students’ motivation and interest to study.

Base on this steep in every meeting (cycle 1 and cycle 2) the researcher always give games to the students and it is really the students/respondents were very happy and enjoy it. It also can make them be motivated and interested to study in classroom especially in writing class.

As the one of the quantum teaching method framework, celebrate is the celebration for arrangement, participation, and knowledge.¹¹ So, in learning process, the researcher always fond of praising the students in the classroom, giving applauds/clap hands or some rewards. Actually, all of students/respondents was very happy and grow up themselves to be more better than before and to be the best in her/his classroom. And besides that, there will not be the less active students again.

¹⁰ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*, (Cet II;Bandung: Kaifa, 2010) p. 44

¹¹ Bobbi DePorter, Mark Reardon, Sarah Singer-Nourie, *Quantum Teaching*, (Cet II;Bandung: Kaifa, 2010) p. 128

The other celebration strategy that has done by the researcher in this research is giving a reward. The mean is the researcher always gives a celebration to the students who have success in learning process by giving a little reward. The researcher was very sure that by giving a reward the students are going to be tried to success in learning process and be the best student in their classroom to get reward. It caused by nobody don't like a reward. So, the researcher also very suggests to the teacher to apply this step in their learning program.

Teaching in writing class through quantum teaching method is one effective and an interesting way that can be applied in any classrooms and any materials/subject. The results of this research suggest that. All of activity in quantum teaching method is not for fun, but more important for the useful practice. The merries of this learning process just for getting the students/respondents motivation and interest to join the learning process.

According to the explanations above, the students' perception which was shown that most of respondents had positive perceptions that using the quantum teaching method encouraged the students/respondents to write and beside that the quantum teaching method is an effective way to apply in learning process especially in writing class and encourage the students/respondents to write.

So, according to the discussion above, the researcher/writer concluded the best way in encouraging the students to write and interesting to join the learning process by using quantum teaching method are:

- a. Put some picture or the other furniture in the classroom. It makes the students always interested to be in the classroom and never leave it, especially in learning process.
- b. Rearrange/change the form of the bench in the classroom in every week. It can give a new situation in the students' classroom and make the students are never feel bored in the classroom.
- c. Using some media is like cards, colored picture etc is very good to encourage them to do their task.
- d. Giving some kinds of games which relate to the lesson. So that, the students can understand the material easily and it can get the students' spirit to study in the classroom (writing class).
- e. Sometimes say "*hore*" and applaud/claps hand to make the classroom is merry. Because it can make the students feel happy and enjoyable/flexible in learning process. Beside that it can also make them never feel sleepy.
- f. Giving a reward/award such as little gift to the successful and the most active students.
- g. Play on a music/song (MP3) in every closing activity in learning process. It can make the students feel happy and beside that it can make them interested to be more diligent to join in writing class in the next time.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestion based on the data analysis and the findings in the previous chapter (chapter III).

A. Conclusions

Having finished the researcher concluded that:

1. It is highly better if the teachers apply the quantum teaching method in learning process, because it an effective ways in encouraging the students to write. The researcher found that to apply the quantum teaching method in encouraging the students to write in English namely: a) The researcher should prepare some picture in giving writing task to the students. b) The teacher should always make a new situation in classroom by rearrange the formation of the bench. c) In giving the writing task is better individually than in group. d) The teacher should give a relax time for the students likes giving entertainments in classroom as the closing program of the learning process. e) The teachers should try to be a quantum teacher because, this method can use in all of subject and.
2. In relation to the students' perception toward the using of quantum teaching method to encourage the students to write in English. It is shown by the high percentage of positive statements of the each item in the 15 of the questionnaire.

B. Suggestion

Based on the conclusion above, the writer would like to put forward some suggestions as follow:

1. To develop the students' motivation and interest in English writing class, the teacher should apply Quantum Teaching Method as one of the best way in learning process and the English teacher should has a good ways or method in teaching English especially in English writing class, and even in the other subject. They should be more creative in giving the material in learning process.

2. To achieve the goal of learning process, the English teacher should adapt between material and strategy that they apply in the classroom and the teacher should give more intensive guidance so that the students can know how to write in a good way and make the students feel happy and easy to write.

3. It is also the researcher suggested to other researchers who want to conduct a research dealing with the learning method to consider quantum teaching method. Since the research about quantum teaching method is very few. So this research still open to be more explored by the other research.

4. The researcher realized that this thesis was still not perfect. However, the writer really hopes that this thesis can be meaningful for contribution for English teachers as well as students.

CURRICULUM VITAE



Musthanirat was born as a first child from an happy and simple family at January 2nd, 1990 in Botta (Suli). Her father's name is Muh. Ali and her mother's name is Irawati. She is the first child from the eight brothers and three sisters.

She started her study at the Elementary School (SD) Num. 15 Botta in 1997 and graduated in 2003 and continued it in Junior High School (SLTP) Num. 1 Suli. In 2005 she graduated it and then continued her study in Senior High School (SMA) Num. 1 Belopo and she graduated in 2008. After that, she continued her study at the State College for Islamic Studies (STAIN) Palopo and taking English Department. She finished her study at the State College for Islamic Studies (STAIN) Palopo in 2012.

In the end of her study at the State College for Islamic Studies (STAIN) Palopo, she wrote a thesis entitled "*THE USE OF QUANTUM TEACHING METHOD IN ENCOURAGING THE STUDENTS TO WRITE AT THE ELEVENTH YEAR STUDENTS OF MAN SULI*". And in the same year, she was working as one of the vivian course management. Besides, she is also an English tutor in.

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