

CHAPTER I INTRODUCTION

A. Research Background

Knowledge is based on experience of the learning process, where the teacher can play a good role as a facilitator. Teachers must be able to interact with students.¹ The role of the teacher is to introduce learning objectives for students. Teachers must motivate students to be interested in the learning English.² In teaching English, the teacher must have a method to make students' interest, active and comfortable. For some students, learning English is the most frightening and boring thing.³ Teachers must be good at attracting students' attention when learning.⁴ As a teacher must know the students' interests and hobbies, so that they are happy and comfortable in learning English.

The duties and roles of teachers does not only provide interesting learning, but they are also responsible as administrators, evaluators, and counselors. There are many things that the teachers have to do, such as preparing lesson plans, determining methods and strategies, and evaluating learning. Teachers are required to always be creative in learning so that students are motivated to learn. A teacher will be successful if they are able to display good behavior and apply the right methods of teaching.

The teacher is called "good" meaning that she has been able to create an atmosphere and learning situation that is comfortable and enjoyable. So students can develop their potential, competencies, and

¹ M. Ihsan Ramadhan and Yulia Ayriza, "The Effectiveness of Quantum Teaching Learning Model on Improving the Critical Thinking Skills and the Social Science Concept Understanding of the Elementary School Students", *Jurnal Prima Edukasia* 7, no. 1 (2019): 47, doi: <https://doi.org/10.21831/jpe.v7i1.11291>

² Muhammad Adil, "Importance of English Language for the Students in Education". *Education*, (2022): 6, <https://adil.com/importance-english-language-students-education/>

³ Anisah Setyaningrum, et.al, *Pembelajaran Bahasa Inggris Daring: Sebuah Keniscayaan Dalam Masa Pandemi in Pengalaman Pembelajaran Bahasa Inggris Daring di Perguruan Tinggi pada Masa Pandemi*, (Yogyakarta: Deepublish, 2020), 70

⁴ Patricia Goldberg and Kathleen Sturmer, "How Does Learners' Behavior Attract Preservice Teachers' Attention During Teaching?", *Teaching and Teacher Education*, no. 97 (2021): 2, <https://www.sciencedirect.com/science/article/pii/S0742051X20314049>

activities in the classroom.⁵ The teachers and students in teaching and learning activities must do a teamwork in learning activities and interactive processes to develop their intelligences. The students must be able to interact during the learning process. They must understand, analyze the material and information that has been delivered by the teacher.⁶ The teacher does not only provide the material, but she must also apply the method and motivate the students.

She uses the teaching method as one way to deliver the subject matter in the classroom. Teaching methods can help them in expressing opinions, materials and skills to students.⁷ This method is used to improve and make students interested in learning. One way to make learning efficient and effective is to choose a model or method that appropriate for the material. One of the methods used is Quantum Teaching.⁸ By using the Quantum Teaching method, teachers can pay attention to students' interests, provide space for the students, and make the brains working optimally.⁹ Quantum Teaching has a TANDUR system, namely *Tumbuhkan* (Grow), *Alami* (Experience), *Namai* (Label), *Demonstrasi* (Demonstrate), *Ulangi* (Review), and *Rayakan* (Celebrate). This system is designed to increase students' motivation and engage them actively in learning speaking and listening.¹⁰

⁵ M. Ihsan Ramadhan and Yulia Ayriza, "The Effectiveness of Quantum Teaching Learning Model on Improving the Critical Thinking Skills and the Social Science Concept Understanding of the Elementary School Student," *Jurnal Prima Edukasia* 7, no. 1 (2019): 49, doi: <https://doi.org/10.21831/jpe.v7i1.11291>

⁶ Thomas R. Hoerr, Sally Boggeman and, Christine Wallach, *Celebrating Every Learner: Activities and Strategies for Creating a Multiple Intelligences Classroom* (United States: Wiley, 2010), 8.

⁷ Theresa Eblere Dorgu, "Different Teaching Methods: A Panacea for Effective Curriculum Implementation in the Classroom," *International Journal of Secondary Education* 3, no. 6-1 (2015): 77, doi: 10.11648/j.ijsedu.s.2015030601.13

⁸ Muhmmad Isnaini, Indah Wigati, and Halmatussya'diyah, "The Influence of the Quantum Teaching Learning Model with Tandur Steps on Students' learning process skills" 2, no. 1 (2016): 16.

⁹ Lavenia Ulandari and Edy Surya, "Improving Learning Outcomes of Linier Program with Quantum Teaching Model at Grade X Students SMK-BM PAB 3 Medan Estat," *IJSBR*, 33, no. 3, (2017): 123, <https://gssrr.org/index.php?journal=JournalOfBasicAndApplied>

¹⁰ Bobbi DePorter, Mark Reardon, and Sarah Singer Nourie, *Quantum Teaching: Mempraktikkan Quantum Learning Di Ruang-Ruang Kelas* (Bandung: Kaifa, 2010), 6.

Based on an interview, with the English teacher, Mrs. Ainun Nikmah S.Pd at SMK Al-Hikmah 2 Welahan said that before using Quantum Teaching, she used the Discovery Learning method. The Discovery Learning method made students bored with the dominant activeness of teachers. Therefore, now by using the Quantum Teaching method such as Tandır system, the teacher is active and the students are also active. So both can interact with each other.¹¹ Based on the description, the writer found an interesting teaching process, namely Quantum Teaching with Tandır system.¹² This system can encourage students to be more active in learning. And the researcher want to know if there are any problems in implementing Quantum Teaching in teaching speaking and listening. For the reasons above, the researcher is interested in conducting research entitled **“Implementation of “Tandır” System In Teaching Speaking and Listening At The Second Grade of SMK Al-Hikmah 2 Welahan”**.

B. Research Focus and Scope

The research focus in this study discusses the implementation of the Tandır system in teaching English as follows:

1. Place
The study was conducted in the second grade of SMK Al-Hikmah 2 Welahan.
2. Actor
The actors studied were English teachers, curriculum section and headmaster of SMK Al-Hikmah 2 Welahan.
3. Action
The research is about the implementation of Quantum Teaching especially Tandır system in teaching speaking and listening at the second grade of SMK Al-Hikmah 2 Welahan.

C. Research Problems

Based on the background that has been described, the main problems proposed are as follows:

¹¹ An interview with Ainun Nikmah, one of the teachers from SMK Al-Hikmah 2 Welahan, 20 Januari 2022

¹² Sri Wahyuningsih, Eko Setyadi Kurniawan, and Ashari, “Penerapan Model Pembelajaran Tandır Guna Meningkatkan Keterampilan Proses Sains dan Hasil Belajar Siswa Kelas X SMA Negeri 4 Purworejo Tahun Pelajaran 2014/2015”, *Jurnal Berkala Pendidikan Fisika* 7, no. 1 (2015): 18, <https://scholar.google.co.id/scholar?q=Wahyuningsih+2015+Quantum+Teaching&hl=>

1. How is the implementation of Tandur system in teaching speaking and listening at the second grade of SMK Al-Hikmah 2 Welahan?
2. What are the obstacles found and the solutions in the implementation of Tandur system in teaching speaking and listening at the second grade of SMK Al-Hikmah 2 Welahan?

D. Research Objective

Based on the research problems, the research objectives to be achieved are:

1. To describe the implementation of Tandur system in teaching speaking and listening at the second grade of SMK Al-Hikmah 2 Welahan.
2. To explain the obstacles found and solutions in the implementation of Tandur system in teaching speaking and listening at the second grade of SMK Al-Hikmah 2 Welahan.

E. Research Significances

This research is expected to provide some significant contributions both theoretically, practically, and pedagogically, which are as follows:

1. Theoretical significant
This research is expected to be useful for the English Education Department. The results of this study are also expected to add knowledge and serve as a reference for other researcher to conduct similar research.
2. Practically Significant
Practically, the result of this study is expected to provide the following benefits:
 - a. For students
Students are expected to be more active in learning English with the Quantum Teaching method.
 - b. For teachers
Teachers can improve the effectiveness of the teaching speaking and listening process by using the Quantum Teaching method.
 - c. For school
Schools can develop the quality of the teaching and learning process to achieve academic goals.

3. Pedagogically
Teachers are expected to understand the development of students' personalities and reflect on them in the learning process by using the Quantum Teaching method especially Tandur system.

F. Definition of Key Terms

1. Implementation
Implementation is the activity, execution, or work of a person from a carefully structured plan to achieve the objectives of the planning carried out.
2. Teaching English
Teaching English is an interactive teaching process that involves teacher and student interactions that occur in the classroom in English lessons.
3. Teaching Speaking and Listening
Speaking is a productive skill in which a speaker produces and uses language by expressing a series of ideas while trying to get an idea or message. Listening is a receptive skill because there is no need to produce language.
4. Quantum Teaching
Quantum Teaching is a dynamic learning environment in which the teacher interacts with students. Teachers are expected to always involve students as subjects, not as objects, so that students are active in the learning process.
5. TANDUR system
The Tandur system is designed to increase the activeness and confidence of students in the learning process.

G. Organization of Thesis

This paper is divided into five chapters, such as:

- Chapter I:** Introduction. It contains the Research Background, Research Focus and Scope, Research Questions, Research Objectives, Research Significances, Definition of Key Terms, and Organization of Thesis.
- Chapter II:** Review of Related Literature. It contains Theoretical Description, Theoretical Framework, and Review of Previous Study.
- Chapter III:** Research Methodology. It contains Research Method, Research Setting, Research Participant, Instruments and Data Collection Technique,

Research Data Validity, Data Analysis Technique, and Research Ethical Considerations.

Chapter IV: Research Results and Discussions. It contains Research Results and Discussions.

Chapter V: Conclusions and Recommendations. It contains Conclusions and Recommendations.

