

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

The resources of any institution give optimum results only if they are utilized in an effective manner. Human resource is the most important asset and forms the intellectual capital of any set up. In the field of education teachers are among the most important factors who not only function as guides and facilitators for acquisition of knowledge but also as inculcators of values and transformers of inner being. The employee of any institution need to demonstrate that they can add value to the institution (Harari, 1993), thus to produce quality individuals we need quality teachers.

Spiritual intelligence, according to Amram and Dryer (2007), provides the individuals with better well-being, lower misunderstandings and misbehaviors, and more comfortable life. According to Dincer (2007), spiritual intelligence prepares a person to develop self-esteem, wholeness, perfection, goal and ambitions. Dincer believes teachers having higher spiritual intelligence are able to help students from various age groups to experience self-respect and creativity in their life.

Well, here the researcher wants to discuss the problem of how teachers instill spiritual intelligence in students in learning to write English. Because the quality of being spiritually intelligent is necessary for the teachers too. Teacher must have high spiritual intelligence which will be the highest guidance to them to carry out their functions as teachers with the highest regards and as noble as possible. The major role of a holistic educator is to awaken creativity and spiritual Intelligence of learners (Collalillo Kates, 2002). It is important to make teachers spiritually intelligent as they can then enlighten and guide future educational reforms and policies in relation to both contents and methods for the holistic development of the individuals. Spiritual intelligence brings in teachers the ability to create meaning based on deep understanding and the positive attitude to solve problems.

To establish positive teacher-student relationships, classroom management strategies play a very important part, which in turn, could enhance the students' academic achievement and their social, emotional and behavioral performance (Wang, Haertel, & Walberg, 1993). Improved teacher-student interaction could have a positive effect on classroom discipline by influencing students' task-related behavior (Marzano, Marzano, & Pickering, 2003). Athanases, Christiano and Lay (1995) suggested that through establishing a social setting of trust and respect as well as modeling, the classroom climate is likely to improve the students' ability to care for others and learn more effectively. Students' activities, behaviors, interactions, and gestures during a class, observed, planned and monitored by the teacher, are technically referred to as classroom management (Fredrick, Deitz, Bryceland, & Hummel, 2000). The objective is to establish a conducive classroom atmosphere which fosters effective learning and acceptable behavior (Martin, Sugarman, & Mc Namara, 2000, p.9).

UNESCO in 1996 said that "Education should contribute to every person's complete development –mind and body, Intelligence, sensitivity, aesthetics appreciation and spirituality". Spiritual Intelligence helps teachers to carry out their functions as teachers. Teachers are regarded as someone very high in society. (Emmon, 2000). Spiritual Intelligence helps teachers solve global problems as it creates global awareness. (Sisk, 2008). (Dincer, 2009) Mentioned that spiritual intelligence provides a sense of personal wholeness, goal and direction, Hepointed out teachers with high level of spiritual Intelligence are able to mold students from all age groups to experience a wholesome life filled with self-respect and creativity. Teachers with spiritual Intelligence are more satisfied with their jobs. Spiritual Intelligence has positive influence on Job Satisfaction (Cherati, Mahdavi, & Rezacian, 2013).

Related to the description above the researcher will try to formulate whether the teacher instills spiritual intelligence in teaching writing and the problems faced in teaching writing by conducting research with the title: *"Instiling the Students' Spiritual Intelligence in Teaching English Writing"*

## **B. The Identification of the Problem**

Based on the explanation of the background of the research found above, the problem in this study is ambiguous, namely how the teacher instilling spiritual intelligence in teaching English Writing.

## **C. The Limitation of the Problem**

There are many teachers who only teach English writing by providing theory, not supported by practice on how to write properly and correctly. Based on problem identification, so most students have many problems in writing, so this research is focused on analyzing how teachers instilling spiritual intelligence in students in writing English.

## **D. The Reseach Question**

This research was conducted to answer the research formulation, namely:

1. What spiritual intelligence is instilled by the teacher in teaching English writing?
2. How does the teacher instill the spiritual intelligence in teaching English writing?
3. Why does the teacher instill the sprititual intelligence in teaching English writing in the way it does?

## **E. The Objective of the Study**

Based on the statements of the problems which were written above,the objectives of the research are; (a) To find out how teachers instill spiritual intelligence in teaching English writing and To understand the intent and meaning of teachers in teaching with spiritual intelligence. (b) To find out whether the teacher applies spiritual intelligence in the learning process, especially in English writing.

## **F. The Significance of the Study**

Theoretically this study is significant to enrich the theory of teaching writing. Practically this study is useful for

### **1. The Students**

This research can be useful for students in compiling and making a good text based on writing standards both narrative, descriptive, report and other texts.

### **2. The Teachers**

As a reference, teachers want to improve teacher skills in teaching writing by instilling spiritual intelligence and knowing students' difficulties in writing. This research can also provide solutions or information for teachers on how to apply spiritual intelligence in learning.

### **3. The Futher Researcher**

The researcher expects that this study can be used as an additional source for further researchers who want to conduct a research about Instiling the Students' Spiritual Intelligence in Teaching English Writing and develop it into a broader research.