

CHAPTER I

INTRODUCTION

This chapter describes about Background of the Research, Problem, Objective of the research, Definition of the terms, Significance of the Reserach, and Scope of the Research.

1.1 Background of the Research

There are four skills in English language which should be mastered by students, they are reading, speaking, listening, and writing. The students are hoped to be able master all of English skills. From the four skills above, writing is one of Important skills to be mastered by students. On *school based kurrikulum*, English aims at developing students' competence to be able to communicate in English, both orally and writen. According to Hyland (2003) Writing is among the most important skills that second language students need to develop. It is why writing is important for students who were learned English course as second language.

Writing is progressive activity. When write something you have been already thinking about what you are going to say and how you going to say. writing is never one step action, it is a process that has several steps. According to Harmer (2007 : 112), writing is used a practice tool to help students practice and work with language they have been studying and writing activities like this are designed to give reinforcement to students. So, students should be mastered

writing skill because to force them to clarify their thoughts and explore their ideas.

But in fact, there were many students in SMK Darul Falah Jember can not make good sentence and paragraph. There are some problems which make students difficulties in writing ability. First, students are difficult to formulating, elaborate and explore their ideas. Writing is a difficult skill for many learners, even in their mother tongue. The writer has to know how to put a sentence together accurately, writing tends to be either more elaborate than speech with more lengthy construction. Writing is one of the important skills that language learners need to learn as an essential component not only for their academic but also later in their professional life. The second, English teacher does not give appropriate approach for their students. And the third, from observation with student, they are difficulties to recognize the general structure of the descriptive text.

From students' score in writing descriptive text of the tenth grade of SMK Darul Falah in the preliminary study were low. There were 4 students' got higher score above 75 as Standard Minimum Achievement (KKM). The other 37 students got the lower score. It means that, only 10% of the students fair in learning writing descriptive text.

So that way, in writing descriptive text students must know what is descriptive text, what tense and generic structure that are used in descriptive text. And students must know and can recognize the generic structure and the words in sentences and sentences into paragraph. So, we need appropriate approach for make students writing descriptive ability can improve. And the variety of

approach can be used by the teachers will make students interested and motivated in writing activities.

To improving writing skills in students, the teacher must found approach which is appropriate for students. In here, the researches try to improve writing ability of writing descriptive text to students, especially in descriptive text. Because in writing descriptive text students can explain, and explore their ideas and thoughts about something that they are like Smalley (2001) in this kind of text, the students are required to "list the characteristics of something and usually deals with the physical appearance of the described thing. To write well, teacher need one of the approaches that emphasizes the process and content of writing, which was discovered by Dewey (1916), is a contextual approach. In other words, teaching writing skill will easily if the teacher combining the material with their prior knowledge or the real situation. It means that, the teacher should used appropriate approach for teach writing skill.

One of the approaches that appropriate for students is Contextual Teaching and Learning (CTL). This approach was developed by the Washington State Consortium, which involved 11 universities, 20 schools and some education organizations in the United States Herman(2010 : 56). Sears (2003:9) states that CTL is a concept that helps teachers relate subject matter to real world situation. The CTL approach is considered to be used in teaching English, especially in teaching writing..To implement, there are five strategies proposed by Crowford (2011) as follows:

1. Relating

In relating, teacher link a new concept to something completely unknown to students. Caine& Caine (1993). Teacher helps students to make what they learned meaningful.

2. Experiencing

Students are learning by doing through exploration, discovery, and invention (Crawford,2001).

3. Applying

Teacher emphasizes to demonstration students knowledge with the context.

4. Cooperating

Students working in small groups can handle that complex problem with little outside help (Pintrich&Schunk, 1996).

5. Transferring

Transferring is a teaching strategy that we define as using knowledge in a new context.

Those studies show that CTL approach can improving in teaching and learning foreign language, helping students to construct their writing. Using CTL approach make students enjoy in writing.

1.2 Problem of the Research

Based of the background of the research, the problem of the research is as follow:

- a. How can the use of Contextual Teaching and Learning (CTL) approach improve the writing ability of writing descriptive text at the Tenth grade of SMK Darul Falah Jember, in the 2015/2016 academic year?
- b. How can the use Contextual Teaching and Learning (CTL) approach improve students' active participation at the Tenth grade of SMK Darul Falah Jember, in the 2015/2016 academic year?

1.3 Objective of the Research

Based on the problem of the research, purpose of the research are

- a. To improve the writing ability of writing descriptive text by using Contextual Teaching and Learning (CTL) approach at the Tenth grade students' writing ability at SMK Darul Falah , Jember in 2015/2016 academic years.
- b. To improve the active participation the Tenth grade students at SMK Darul Falah Jember by using CTL approach in the 2015/2016 academic year.

1.4 Operational Definition of the Terms

There are two terms that are needed to define operationally in order to provide clear illustration about the variables:

1. CTL

CTL is approach which is related the material and students' real life or their prior knowledge of students. CTL also emphasize students' interest

and activities. In CTL approach, there are five elements : relating, experiencing, applying, cooperating, transferring.

2. Writing ability

Writing is the way communicate by expressing feelings or minds in written form for giving information to the reader. In writing skill, students must reach five indicators, there are: contents, form, grammar, style, and mechanics.

1.5 Significance of the Research

This research is expected to be useful for the students, the English teacher, and other researchers.

1. The Students

Hopefully, the treatment given to the students is useful to provide them new learning experience in writing practice by using Contextual Teaching and Learning approach. And also the treatment is expected become stimulus for the students to improve their writing ability of writing through this approach.

2. The English Teachers

It is hoped that this research will be useful as an input that can be used by the English teachers to improve and develop their methods in teaching writing by using Contextual Teaching and Learning as an alternative media.

3. Other Researchers

The result of this research can give an input for other researchers who want to conduct further research in the similar topic, especially using contextual teaching and learning as instructional approach to improve the students' writing ability on the classroom action research.

1.6 Scope of the Research

This research focuses on improving writing ability of writing descriptive text through writing as process using CTL approach at Tenth grade Smk Darul Falah Jember in the 2015/2016 academic year.