

# **Chapter 1**

## **Introduction**

This chapter will discuss about the gist of this research. Starting from English in general, learning English in school, the reason why the writer conducted this research and the method used in this research to solve the problem.

### **1.1 Background of the Study**

Since English becomes an international language and it is spoken almost all over the world, learning English becomes important too. Because English is dominating the major aspect in life such as in education, bussiness, world news and communication. Thus, as young generations, we should realize that learning English is necessary for our future. To learn English there are some aspects that we should be mastered. For mastering English we need to learn about four aspects such as; listening, speaking, reading and writing. As a result of learning English properly, we can get better future.

Lately, learning second language especially English language for senior high school is less attention in Indonesia. Based on the 2013 curriculum syllabus of senior high school about learning English (see the appendix III), in the syllabus we can see the time allocation for learning English is two hours per week. It means the students only have a day for learning English in the regular school. That law will make students assume that learning English is not that important for them. Then, it will effect to the students' motivation of learning English.

Further, the students do not have enough time to learn English properly either in mastering receptive skill (reading and listening) or productive skill (speaking and writing).

Those aspects are necessary in learning foreign language. In this study the writer will intend to teach about one of a productive skill which is writing skill. According to DePorter and Henarcki in Dewi (2006) stated that desire to write is similar with desire to speak, to communicate our thinking and to experience to other, at least to show who we are. Therefore, the students need to practice writing skill for making easy communication through written form. The lack of writing skill occurs when students do not practice writing skill regularly. Based on writer's experience when the students' got an idea and they started to write in the middle of the process they lost the idea then they did not know what the next steps to write. Sometimes, the students do not know how to transfer the idea into English language from mother language. Therefore, the students need to know how to practice their writing skill properly.

Based on previous study in SMA Negeri 1 Ngemplak by Nofi Yulianti in 2014 the teacher did not give enough writing practices both in the classroom and outside the classroom. In teaching writing, the teacher at least needs three meetings to get the students to come to the productive stage. It could be inferred that the students lacked of writing practice.

Due to students' issue of writing, the writer will apply one method namely contextual teaching and learning to overcome the saturation of the students and make students more active in writing English. This method will encourage the students to be easier while writing English text. Based on this method the knowledge or ideas come from students' daily basis. Therefore, the students will easy to write and easy to find the topic for writing. According to Suyanto in Marpaung (2017) stated that CTL is a method of teaching and learning that relates materials and classroom activities to real situation and actual experiences. It is focusing on the learning process leading to creatively, critically thinking, and problem solving, analyzing and being able to apply their knowledge in their daily basis.

## **1.2 The Identification of the Problems**

According to the background the writer has some students' problems in learning English, especially in learning writing English text. The first is students' motivation of writing. Some students are thinking that writing English is not important to be learnt. But in fact, writing is important as another skill of language. According to Fredericsen and Dominic in Dewi (2006) stated that writing as a communicative process because writing tends to occur within a communicative framework that involves the writer, the message, the shaping of the message to accord with how the writer perceives its reception, sometimes a real audience and sometimes a response to the message. Therefore, writing becomes one of major skill while we learn foreign language especially English.

Because of learning to write, we will easy for Seeking a job which require English skills. Nowadays, many jobs which require English skills and writing is one of them. Therefore, students should learn English well and implement it to real life.

The second problem is students lack of practicing their writing skill, as a result there is no matter improvement of writing skill for students. Due to lack of practicing, students are hard to write the ideas into written form. Not only that case but also students' struggle is about transferring the language. For example, students hard to discover what tenses should be used for certain English text. To avoid this problem, the teacher has to tell to them about generic structures of certain English text. It will help students easy to figure out about the tenses and the rules of writing an English text during the class activity.

The third problem is about the method. According to Richards in Tebai (2017) method is the phases in which the theory is put into practice. Choosing the right method will help the process of learning to be better. Therefore, the writer intends to implement the contextual teaching and learning method to develop students' passion of writing English text.

### **1.3 Limitation of the Problem**

This research focuses on the implementation of contextual teaching and learning method towards XI MIPA 6 at Senior High School of Pasundan 2 Bandung academic year 2018-2019 in learning writing analytical exposition text class. The theme of the text will be about the latest issue like students' addiction of using social media (Instagram). This is one of currently issues in students' real life and that will make students easier to write.

### **1.4 Research Problems**

Based on the background of the study there are some problems, which can be formulated after identifying the use of contextual teaching and learning method towards the second grade students of Senior High School of Pasundan 2 Bandung academic year 2018-2019. The problems can be stated as follows:

- a. How are the procedures of learning based on 'CTL' method in writing exposition text class?
- b. What are the results of using 'CTL' method in learning writing exposition text?
- c. What are the students' opinions relate to the topic by using contextual teaching and learning method?

## **1.5 Objectives of the Study**

Related to the research questions above the writer draws the objectives and the are:

- a. Knowing the procedure of learning process in the class based on 'CTL' method.
- b. Finding the results of using 'CTL' method in learning writing exposition text.
- c. Finding the students' opinions relate to the topic by using contextual teaching and learning method.

## **1.6 Significances of Study**

### 1.6.1 Theoretically

The finding of this study will give the benefit towards students to encourage their motivation to write the text especially the English texts. Using 'CTL' method will help them easier for framing the idea. This method will lead students to find the latest issue which relate to their real life. In this study the writer emphasizes how to write an English text which is Exposition text; analytical exposition text. Using contextual teaching and learning method will enrich the teachers and students' knowledge in improving their writing skills.

### 1.6.2 Practically

Generally, the readers can gain more knowledge on Contextual Teaching and Learning method in term of improving their writing skills. Also, triggering teachers and students to practice more on writing English.