CHAPTER 1
INTRODUCTION

This chapter presents background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of The Study

It is important to learn English in Indonesia because English is the International language and foreign language. According to Pandit Nehru in (Parel & Jain 2008: 6), “English is a big key on the modern world.” The place and position of teaching English in Indonesia is being taught as a compulsory subject at lower primary level. English is divided into two the big parts, they are: receptive and productive skill. Receptive skill consists of reading and listening while the productive skill consists of speaking and writing.

Reading is the most important activity in any language class. “Reading is the most useful and important skill for people” (Parel & Jain, 2008: 113). Because of reading the students not only have well understanding about the content of the paragraph but also increase their English components such as vocabulary and punctuation.

One of the most important communication skills that we can acquire is listening. According to Brown (2006), “Listening is a complex activity, and we can help the students comprehend what they hear by activating their prior knowledge.” Listening is a skill that must be developed through practice.
It is very important to learn speaking. Speaking is the basic skill that we need to be able to speak with confidence in order to get the better communication and transactions. Bygate has stated:

Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning (2000).

One of the basic skills in learning English as a foreign language is writing. Writing is considered as the most difficult language skill because writing charges the students are able to present their opinion or ideas by written and students need to follow several complex processes to make a good writing. Parel and Jain have stated, “Writing is the activity to express the idea or opinion and presents the sounds of language through visual symbols” (2008: 125).

Writing is an essential feature of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. The objective of teaching writing is to teach the students about how to construct a sentence, paragraph, and text. Because of teaching writing, the students have good understanding about how to write sentence, paragraph, and text. According to Harmer (2004: 34), “Teaching writing is about helping the students to communicate real messages in an appropriate manner.”

The teacher faced many problems of teaching writing. The problems that the teacher found are the students often use incorrect grammar, vocabulary, spelling, punctuation, and sentence pattern. It is because the students always write from bahasa to English language. It is the task of the teacher to solve the problem by
using suitable methods in teaching writing. “Teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students” (Liu & Shi 2007, in Westwood).

In facing the problematical of writing and to reach the objective of teaching writing the teacher not only used the appropriate teaching method but also in 2013 curriculum the government implement the scientific approach. According to Ministry of National Education (2013), “Scientific approach referred to learning includes observing, questioning, exploring, associating, communicating.”

First, observing has an objective in order the learning closely related to real context situations that faced in daily life. Observing fact process includes listening explanation activity, reading text, show the social function, structure of the text, the language elements, and the process of writing. The examples activities in observing includes listening or watching video conversation, watching simple movie, reading English story book, newspaper, magazine, brochure, banner, and poster.

Second, questioning as one of the process to construct the students’ knowledge in form of concept, principle, procedure, law and theory in order to have met cognitive thinking. The objectives are to make the students to have critical, logic, and systematic thinking. Questioning process can be implemented by discussion, group work, and class discussion.

Third, exploring is the activity to internalize knowledge and skill that just learned. The objective of exploring activity is to train the students’ language ability and express new knowledge that just learned through simulation, role play activity and other activity that structured.
Fourth, associating has an objective to increase the students’ thinking ability and scientific attitude. In the associating process the students can do the activities such as analyzing the text, grouped, making the category, summarizing, comparing various expression, text structure, language element, discussing the content of the text, and getting the feedback from the teacher.

Fifth, communicating is the activity to deliver the result of conceptualisation in oral or written form such as demonstrate, write, explain, correct the friend’s work, publish the result in magazine, school bulletin, learning journal, school blog, etc. The objective of this activity is to increase the ability of present all knowledge and skill that authorized or not.

The above description is based on theoretical consideration. Empirically the researches about teaching writing have been conducted by many researchers such as Indahyati (2008), Nurholela (2013), and Rahman (2013).

The research done by Indahyati (2008) showed that the techniques which are used by the lecturer in teaching writing are lecturing, giving model, analyzing, outlining, students teacher discussion, writing exercise, students conference and students’ comment on their peers’ writing. In addition, the lecturer mostly used the techniques of lecturing, exercising, and giving comments.

Another research finding is the research done by Nurholela (2013). The result of her research showed that the teacher of SMK Muhammadiyah 1 Malang applied modeling strategy, identifying strategy, and repeated practice and reinforcement strategy in teaching writing. In implementing those strategies, she presented the topics systematically which consisted of pre- activity, whilst- activity, and post-
activity. In implementing the teaching strategies, she faced some problems, namely limited facilities and the big size of class. To solve those problems, she used real example of materials to make the students interested in writing. For classroom management, she assigned the students into groups in order that they could learn through their friends, helped each other and sharpened their sensitivity toward others.

In addition, the result of the study done by Rahman (2012) showed that there were two kinds of teaching techniques in teaching writing such as using picture and using reading. For example, using picture of certain object and giving a key word to help the students elaborate their ideas. Moreover, the teacher gave the text to the students then they continued the missing text what was happening the next. In addition, the most dominant technique used by the teacher was using a picture.

Based on the previous researches above, all the researchers analyzed about techniques and strategies of teaching writing and there is no research about scientific approach in teaching writing. Based on the reasons that the researcher got from the previous research, the researcher wants to analyze about ”Scientific approach in teaching writing used by the English teacher at SMAN 4 MALANG”. The researcher chooses writing skill because writing is considered as the most difficult skill in learning English. Moreover, the researcher chooses SMAN 4 MALANG because this school has been implementing the new curriculum, it is 2013 curriculum. It hopes that scientific approach of teaching writing are given in this school.
1.2 Statement of the Problems

In this research, the statement of the problem is formulated in question as follows:

How is the implementation of scientific approach in teaching writing used by the English teacher at SMAN 4 MALANG?

1.3 Purpose of Study

Based on the question in statement of the problem, the purpose of study is:

To describes the implementation of scientific approach in teaching writing used by the English teacher at SMAN 4 MALANG.

1.4 Significance of Study

This research is expected to give theoretical and practical profit in teaching English. Theoretically, the result of this research is profitable in giving contribution for the development of English writing instruction. By describing the applied scientific approach in teaching writing, the existing theory of scientific approach in teaching writing will develop.

Practically, the result of this research provides information which is useful for the researcher, the students, and the English teachers in general. First, for the researcher, the result of this research will enrich the researcher’s knowledge as teacher aspirant especially in teaching writing. Next, for the students, the result of this research will enrich the students’ knowledge especially for writing skill. Lastly, the result of this research will make the English teachers in general make a better preparation and can implement the scientific approach in teaching English especially in teaching writing.
1.5 Scope and Limitation

In this research the writer chooses “Scientific approach in teaching writing used by the English teacher at SMAN 4 MALANG” which very interesting and important to be discussed. However, the scope of this study is focused on scientific approach in teaching writing used by the English teacher at SMAN 4 MALANG. Meanwhile, it is limited on one English teacher who teaches ten grade at SMAN 4 MALANG.

1.6 Definition of Key Terms

1. Scientific approach is learning to motivate the students capable in observing, questioning, exploring, associating, and communicating (Ministry of National Education, 2013).

2. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge causing to know or understand (Brown, 2000).

3. Writing is the activity to express the idea or opinion and presents the sounds of language through visual symbols (Parel and Jain (2008: 125).