CHAPTER 1

INTRODUCTION

This chapter presents background of the study, problem statement, hypothesis, purpose of the study, significances of the study, scope and limitation and definition of the key terms. Each section is presented as follows.

1.1 Background of the Study

English as foreign language is important language that must be learned for students to communicate with teachers, friends or even another person from a various countries. In Indonesia, English is learned by students from elementary school up to senior high school. Teaching English in Junior high school covers the four skills, those are reading, listening, writing, and speaking. Each of skill must be mastered by the student as well as that they have learned. Thus, writing becomes interesting to be taught since it is challenging to students. Perkins (2005) said that teaching writing is the teacher ways to increase students’ ability to think critically in written form. It means that the appropriate way to teach writing is when teacher could increase students’ skill in written form.

Writing is necessary to be taught for students in Junior High School since it shares their ideas and it has challenging for students. Kroll (1990:8) states that writing is process of idea (planning, revising, and the like) into the final product (patterns of organization, spelling, grammar). It can be conclude that writing must be balance between process and product in order to increase the students ability and acquisition.
The subjects of writing skill in the second year of Junior High School are descriptive, recount, and narrative. The researcher will concern on writing descriptive text because it is important to be taught and it has basic to write text in the second grade of junior high school. Siburian (2013) states that writing descriptive text is the writer’s experience to portray a person, place, or things in order to make the reader visualize the topic. It can be conclude that writing descriptive text has the aim to give description of the object to the reader vividly.

Based on primely observation at second year of SMP Muhammadiyah 1 Malang, the students have difficulties to write descriptive text because they do not have ideas, lack in vocabularies, and coherence of the paragraph. Mardiyah et al (2013) states that the students got difficulties to develop their ideas, the use of vocabulary and grammar. It means that students do not have motivation to write since they have some problems in writing descriptive text.

Contextual teaching and learning (CTL) approach can be applied in teaching English, especially in teaching writing descriptive text. Since CTL focused on students’ involvement in the learning process so students could find out the material learned through the real life situation in order to apply knowledge in their life. Thus, the purpose of CTL is involving the students in the learning process and they will get ideas and add vocabularies because they already have real experience. According to Berns and Erickson (2001), CTL may occurs in the external activities such as, at home, school, internet, and workplace because it relates past experience and other current classes so students could have new knowledge. It means that
contextual teaching and learning may engage students in active learning process so they become active and creative.

Due to the contextual teaching and learning in writing descriptive text for the students in the second year of Junior high school, the researcher focused on people as an object in the learning process so it is about describing people in the classroom. Students describe people in a paragraph that appropriate with generic structure in descriptive text, such as identification and description. A descriptive text use present tense as the grammatical pattern which consists of identification and description (Suryana, 2012). On the other hand, descriptive text is the text which tells about object (place, person or thing) in description form and it has aim to make students exactly understand how to describe object as they have seen.

Based on the previous study by Yelmita (2010) about the effect of CTL to improve the students writing skill at SMP N 1 Kampar, there is a significant improvement before using CTL and after using it. She found that the average score of students in pre-test was 58.39 and in post test was 77.44 point. In addition, Rohman (2013) conducted a research about improving the students paragraf writing skill through the use of CTL approach, he found that CTL approach can improve the students’ paragraf in writing skill since the students are enjoyed in the learning process. It can be conclude that some previous researchers who are using CTL was successful in increasing students mean score in post test.

Based on the phenomenon above, the researcher is using CTL for solve those problem since this approach relates students’ experience and material in classroom.
Furthermore, Satriani et al (2011) states that CTL has some benefits for students. First of all, students are active since students involve in the real activities. It can motivate students to find the relationship between the material and the real situation. It assists students to across the real life. It helps the students to solve their problems. It provides students to discuss with their friends. Then, it helps students to summarize and reflect the lesson.

Therefore, the researcher intends to conduct an experimental research entitled: “The Effectiveness of Contextual Teaching and Learning to Improve the Students’ Writing Skill in Descriptive Text in the Second Year of SMP Muhammadiyah 1 Malang in Academic Year 2015/2016.

1.2 Statement of the Problem

The problem of this research is an attempt to answer the following research question:

Is Contextual Teaching and Learning effective to improve the students writing skill in descriptive text of the second year students of SMP Muhammadiyah 1 Malang in academic year 2015/2016?

1.3 Hypothesis

Based on the formulation of the problem above, the researcher hypothesizes as in the following:

1. Null Hypothesis (H₀). There is no improvement of students ability in writing descriptive text in the second year students of SMP Muhammadiyah 1 Malang.
2. Alternative Hypothesis (Hₐ): There is improvement of students ability in writing descriptive text in the second year of SMP Muhammadiyah 1 Malang.

1.4 Purpose of the Study

The researcher formulates the purpose of study as follows:

To know the effectiveness of Contextual Teaching and Learning to improve the students writing skill in descriptive text of the second year of SMP Muhammadiyah 1 Malang in academic year 2015/2016.

1.5 Significances of the Study

The findings of this study will be assumed as follows:

Theoretically, contextual teaching and learning is essential to be implemented for students since it can motivate and develop students’ ideas, they have new knowledge through the real condition in the learning process so the students achievement in writing descriptive text will be improved.

Practically, the findings of the present study are expected to give contribution for English teachers at SMP Muhammadiyah 1 Malang, for students in the second year at SMP Muhammadiyah 1 Malang, and for English Department as a prospective teacher.

1.6 Scope and Limitation of the Study

This study focused on Contextual Teaching Learning in order to improve students’ writing skill in descriptive text at SMP Muhammadiyah 1 Malang. It is limited for 60 students in the second year of SMP Muhammadiyah 1 Malang in academic year 2015/2016.
1.7 Definition of Key Terms

Here are the definitions of key terms in this study to avoid misunderstanding.

Those are:

1. Contextual Teaching and Learning (CTL)

   Contextual Teaching and Learning (CTL) helps students to construct new knowledge since students can connect their experience with teaching learning process so it called as active learning designed (Hudson et al, 2007).

2. Writing

   Writing is a mental process of expression idea and it has meaning in communication (Barnet, 1992).

3. Writing Descriptive Text

   Writing descriptive text is the process to describe an object and it should consist of generic structure, such as: identification, description, and solution (Purna, 2014).