

CHAPTER I

INTRODUCTION

The first chapter discusses the introduction of the research. This chapter provides some information related to the background of the study. This chapter elaborates background of the study, problem statement, scope of the study, objectives of the study, benefit of the study, and paper organization.

A. Background of the Study

Communication is very important for our life. We use languages for communicating and talking to each other everyday. Nowadays, we do not need only one language but also we need more than one language for our conversation. If we master other languages like English language, we will not find any problems when we meet foreigners. As we know, English as one of the international languages is used by many countries all over the world as a means of communication.

Out of the four language skills, writing is the most difficult skill to master. Writing can be encouraging and motivating in communicating and can add important material to our thinking. Richard & Renandya (2002) in Fauziati (2010: 45) state that writing is the most difficult skill to learn for foreign students. Writing skill is an important skill that must be mastered by the English learners. The facts show that students' ability to write is far from expectation. Students feel that writing is a difficult skill to master.

As Heaton (1989: 5) states writing skills are complex and sometimes difficult to teach, not only the grammatical and rhetorical device but also a conceptual and judgmental element. That statement was supported by Hedge (1988: 5) who stated that writing is more complex than speech. Compared with speech, effective writing requires several things: high the organizational level in the development of ideas and information; high level of accuracy so there is no ambiguity of meaning; the use of complex grammar devices for focus and emphasis and careful, grammatical vocabulary choice patterns, and sentence

structure to create a style that matches the subject materials and end-users. That means there are many aspects that should be controlled by students to produce good writing. They should be able to thrive and set the idea, select the vocabulary correctly, and use the appropriate grammar to build the correct sentence. Hughes (1996:91) mentions five aspects of writing, namely: grammar (an element of writing which deals with a set of rules to have a writer construts sentences that make sense and accepable in English), vocabulary (it deals with a list of words and their meaning; mechanics, that is the convention in writing which is related to punctuation, spelling and capitalization), fluency (which refers to the easy and the style of the composition; and organization that is the logical sequence and cohesion or the flow of ideas being put in to written language, to make unified constribution to the whole paragraph).

Writing can be taught to students using a variety of methods. Because writing is an active process that requires students to be actively involved in the learning process. One of the methods that can be used is Active Learning. It is a learning activity involving students for activities such as writing, reading and discussion. Active learning is a learning model that involves more learners in accessing the various information and knowledge to be discussed and learned in the learning process, so that they gain plenty of experience that can improve their competence. Active learning is a learning model that aims to improve the quality or quality of education by empowering students actively in the learning process. Indeed, the active learning model is a concept that is difficult to define, because all the ways of learning contain elements of learner activity. However, they must return to the characteristics of liveliness that reflect the active learning itself, the intellectual and emotional involvement of the teaching-learning process, the assimilation of cognitive accommodation in the attainment of knowledge, action and direct feedback on writing skills and rewards and internalization and the establishment of attitudinal values.

Many researchers try to find the best approach and learning model to improve students' ability, for example is contextual teaching and learning.

According to B. Johnson, Contextual Teaching and Learning (CTL) is an educational process that aims to help students see meaning in the academic material they are learning by connecting academic subjects to the context in their daily lives, that is with their context. personal, social, and cultural. Students gain the freedom of learning, and the portfolio also provides wider opportunities for developing and motivating students. This assessment does not necessarily have numerical value, but rather views the student process as an active learner.

From the explanation above it can be concluded that the relevance of active learning and contextual learning is in the concept that makes students more active in learning. According to Sugiyanto Jonhson (2007), Contextual Learning is an educational process aimed at helping students see meaning in the academic materials they learn by connecting academic subjects in the context of their daily lives. To facilitate students in writing students have some keys or aspects to learn, namely grammar, punctuation, and spelling. Good writing allows their authors to communicate their message with their readers or teachers. In active learning activities we can also use contextual learning methods.

This research took place at SMP N1 Kalijambe, Sragen. This research is intended to know the learning process which takes place in the school and how the process of contextual teaching and learning applied in the school. Researcher does research on the school because she sees that the school has been using teaching and learning contextual method. Students can follow the lesson easily. In this case, the reseacher observed the second grade. This research is in accordance with Sagala (2003:88-94) nd Sitinjak (2002:3-8) theories, namely the inquiry, questioning, constructivism, modeling, learning community, authentic assegment, reflection.

Based on the ideas above, the researcher is interested in knowing the reality empirically and conducting a research entitled: “ **Teaching Writing Using Contextual Teaching and Learning in 2nd Grade Junior High School at SMP N 1 Kalijambe, Sragen** ”.

B. Scope of the Study

With reference to the background of the research, the researcher focuses on how the learning method used by the teacher. In this study, the researcher want to know the process and teaching and learning contextual teaching and learning process takes place in SMP N 1 Kalijambe, Sragen.

C. Problem Statement

Based on the background of this study, researcher formulates the general question as follows:

How is the implementation of Contextual Teaching and Learning in teaching writing at 2nd Grade of SMP N 1 Kalijambe, Sragen? Specifically, the problem is stated in the following subsidiary questions:

1. What is the objective of using Contextual Teaching and Learning in teaching writing at the 2nd Grade of SMP N 1 Kalijambe, Sragen?
2. What are the materials used in implementing Contextual Teaching and Learning in teaching writing at the 2nd Grade of SMP N 1 Kalijambe, Sragen?
3. How is the procedure of Contextual Learning and Learning in writing skills at the 2nd Grade of SMP N 1 Kalijambe, Sragen?
4. How are the media used in the application of Contextual Teaching and Learning in teaching writing at the 2nd Grade of SMP N 1 Kalijambe, Sragen?

D. Objectives of the Study

In general, this study is to describe the implementation of Contextual Learning in teaching writing Class II SMP N 1 Kalijambe, Sragen. Specifically, it is to:

1. Describe the purpose of using contextual learning in teaching writing in in 2nd Grade of SMP N 1 Kalijambe, Sragen.

2. Describe the material used in the use of contextual learning in teaching writing in 2nd Grade of SMP N 1 Kalijambe, Sragen.
3. Know the procedure of Contextual Learning and Learning skill of writing in 2nd Grade of SMP N 1 Kalijambe, Sragen
4. Identify the media used in of contextual learning in teaching writing in 2nd Grade of SMP N 1 Kalijambe, Sragen.

E. Benefit of the Study

Each study is expected to contribute ideas and benefits to the education and learning of English in general and especially writing skills.

The results of this study are expected to have several benefits as follows:

1. Theoretical benefits

The results of this study can be used as a reference in doing other research, especially research on teaching writing skills.

2. Practical Benefits

a. Benefits for students

- 1). Students can learn better process of contextual teaching and learning.
- 2). Students can find new ways in learning writing .

b. Benefits for teachers

1. Teachers gain more concrete knowledge about the application of learning to write with a contextual approach.
2. Teachers can apply a contextual approach in learning, especially learning to write.

F. Research Paper Organization

The researcher organizes this result in order to make it easier to understand. There are 5 chapters in this research; they are explained below.

Chapter I is introduction and consist of the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study.

Chapter II is underlying theory which consists of previous study and theoretical review. Theoretical review consists of the notion of writing skill, aspects of writing skills, processes of writing, general concepts of teaching writing, classroom procedure in teaching writing.

Chapter III is research method which consists of type of research, data and source of data, technique of collecting data, credibility of the data and research paper organization.

Chapters IV is finding and discussion.

Chapter V is conclusion and suggestion