

CHAPTER I

INTRODUCTION

A. Background of the Study

English as the first foreign language in Indonesia needs to be learnt by the students. Teaching English in Indonesia is focused on increasing the students ability to communicate. The skills involved are speaking, listening, reading and writing. Writing is one of the important skills in teaching English. It always occupies a place in most English language courses. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. Thus, students needs writing occupies an equal role with the other language skills.

The students must have good capabilities to write well in writing. Moreover to write essay or story, they must know the steps in writing process and aspects of writing. The students should be able to organize the idea to construct the sentence using correct punctuation and spelling. Besides they must be able arrange their writing into cohesive, coherent paragraphs and texts.

According to Nunan (1993: 8)

Writing emerged in societies as a result of cultural change which creates new

setting monitoring what has been written and researching for language used to express exact meaning. Because writing is complex the teachers take various strategies in teaching the skill, in order that the students are motivated to learn it.

Otherwise, there were many problems appear in the teaching writing learning process. First, it relates to the condition of the students who have limited vocabulary that will make them unable to write English during writing class. The students also get difficulty to start writing. Second, the students also get difficulties in grammatical structure, so they are confused to produce a good paragraph. Third, there is no high motivation to learn since the students have limited knowledge to express their idea.

In teaching writing at SMP N 3 Wonorejo English the teacher teaches using traditional method that makes the students passive. They asked the students to read the task, open the book exercise and then do the exercise. The teacher gives materials, like reading dialog, text from hand book, and completing the tasks. They are not enjoyed learning since the students have little opportunity to express their written ideas. The students have limited vocabulary. The students do not know the function of this language exercise. So, the students are not interested in learning writing process. They become passive and feel bored in learning writing. Therefore, the English teaching learning process is not effective.

From the problems the English teacher changes the method to teach the students with new method in improving the students writing skill through

contextual teaching and learning. The teacher can be creative to manage the class so that the students are active and interested in involving in the teaching learning process. The teacher does this in two ways, namely using short simple sentence and saying them frequently. The students can better understand about things when they experience, the material that will be taught with situation in the real world and helps the students to make relationship between their knowledge and apply in their daily activities.

Based on the background above, the researcher is interested in conducting a study entitled THE IMPLEMENTATION OF CONTEXTUAL TEACHING LEARNING IN TEACHING WRITING TO THE SEVENTH YEAR STUDENTS OF SMP N 3 WONOGIRI.

B. Problem Statement

Based on the background of the study, the research questions are formulated as follows:

1. How is the implementation of Contextual Teaching Learning in teaching writing to the students in SMP N 3 Wonogiri? Specifically the study aims to answer the following questions.
 - a. What is the objective of teaching writing?
 - b. What are the materials of teaching writing?
 - c. What are the evaluations of teaching writing?
 - d. How is the process of contextual teaching learning in writing class?

2. Practical benefit

- a. The results will help the teacher in solving the problem or the difficulties in teaching class.
- b. The result will help the students in increasing their writing ability.

E. Limitation of the Study

The researcher makes limitation of the study as follows:

1. The implementing of contextual teaching and learning in teaching writing to the seventh year students of SMP N 3 Wonogiri.
2. The source data is the seventh year students of SMP N 3 Wonogiri.

F. Research Paper Organization

The researcher makes an organization of this research paper in order to make an easy understanding in research paper. This research paper is divided into five chapters.

Chapter I is introduction. It includes the background of the study, problem statements, limitations of the study, objectives of the study, benefit of the study, and research paper organization.

Chapter II is review of literature which consists of previous study, the notion of contextual teaching learning, the component of CTL, strategies of CTL, classroom model of CTL, notion of writing, notion of writing skill, method in teaching writing, types of writing, contextual teaching learning in teaching writing, theoretical framework, strategies in writing, principles of teaching writing.

Chapter III is research method. This chapter deals with type of research, subject of the research, object of the study, data and source of data, method of collecting data and technique for analyzing data.

Chapter IV is research finding and discussion the implementing of contextual teaching and learning in teaching writing and describes the strengths and weaknesses of teaching writing to students.

Chapter V is last chapter presents conclusion and suggestion that is followed by bibliography and appendix at the end of research paper.