

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole contents of the study including the background, research questions, aims of the study, the scope of study, significance of study, clarification of key terms, and contents of study.

1.1 Background

English plays an important role as a bridge to exchange information among countries in this globalization era. In Indonesia, English language teaching and learning has been implemented in schools' curriculum since 1954 with the old curriculum. It has even received a more special place in the current KTSP (*Kurikulum Tingkat Satuan Pendidikan* or School-Based Curriculum) (Emilia, 2011).

In KTSP, the teacher does not have to describe objectives and materials in detail for a teaching learning process in the classroom. Hence, the teacher is given freedom to use an approach which is relevant to the KTSP, for example the CTL approach.

One of the approaches that emphasizes the process and content of writing which was discovered by Dewey (1916) is a contextual approach. The contextual approach is a learning philosophy that emphasizes students' interests and experiences. The contextual teaching and learning (CTL) was developed by the

Washington State Consortium, which involved 11 universities, 20 schools and some education organizations in the United States (Hermana, 2010:56).

Contextual teaching and learning is also defined by many experts. Some experts define contextual teaching and learning as a concept that helps teachers and students to relate the meaning and real world situations towards the subject matter in the right way (Berns and Erickson, 2001; Johnson, 2002; Sears, 2002). The above statement appears to indicate that CTL motivates learners to take charge of their own learning and relate between knowledge and its application to the various contexts of their lives.

The contextual teaching and learning (CTL) which was applied in this research was based on Crawford's procedures: *Relating, Experiencing, Applying, Cooperating, and Transferring* (REACT) (Crawford, 2001). Contextual teaching and learning has been reported to be effective in developing students' skills in English. Some studies that used the CTL approach had been conducted in Indonesian students' classroom settings (see Harjani, 2005; Mulyadin, 2010; Minta, 2010; Wandasari, 2011). From their studies, it was revealed that CTL effectively improved students' comprehension, interests, and competence in writing and reading skills.

The papers mentioned above state that a learning process today still uses a teacher-oriented approach. Teachers transfer their knowledge to their students actively, meanwhile their students like an empty bottle filled continually with various kinds of knowledge which sometimes they do not understand. Teachers

should discover creative strategies to enhance students' interests to practice writing. Therefore, CTL can be implemented in this present study.

The CTL approach is considered to be used in teaching English, especially in teaching writing. Regarding this, Nydam (2000, cited by Johnson, 2002:279) and Tribble (1996:67) state that writing with context can make students able to develop analysis when they write a reasonable paragraph and make the readers give their expectation easier.

In other words, if the students know what to write, what the reader expects from the text, and which parts of the language system that are relevant to the particular task in a given context, then they will be able to develop their analysis in writing a reasonable paragraph and have a good chance to write something.

In Indonesia, the CTL approach is rarely used as an approach to improve students' writing ability. Based on the background above, this study used the CTL to discover the advantages and strategies used in the contextual teaching and learning approach to teaching writing. The significance of this study is about on how the CTL will help the second graders of junior high school to write a recount text and to observe their improvement in writing.

1.2 Research Questions

To specify the problems that were analyzed, this study was based on the following research questions:

1. What are the advantages of using the CTL approach to teaching writing?

2. What strategies are used by the teacher in the contextual teaching and learning approach to teaching writing?

1.3 Aims of the Study

The aims of this study are to discover:

1. The advantages of using a contextual teaching and learning approach to teaching writing.
2. The strategies used by the teacher in a contextual teaching and learning approach to teaching writing.

1.4 The Scope of Study

The scope of this study solely focuses on discovering the advantages and the strategies of using the contextual teaching and learning approach to teaching writing.

1.5 The Significances of Study

This study is expected to spawn theoretical, practical, and professional benefits in English learning.

1. Theoretical benefits

Theoretically, this study is expected to enrich the theories and methods in teaching recount writing using a contextual teaching and learning approach, particularly to second graders of junior high school.

2. *Practical benefits*

Practically, this study provides some information for practitioners on the improvement of teaching English methods for junior high school, and also for the readers who are interested in teaching writing.

A. The Students

- a. They can improve their mastery on English writing and they will be able to write better, especially writing recount texts.
- b. They will be able to express their experiences in written form.

B. Teaching English methods for junior high school

- a. To make a significant contribution to the English Language Teaching (ELT) methodology in which the CTL approach is used as an alternative in English teaching, for example teaching writing skill.

3. *Professional benefits*

In this perspective, the teacher, school, and even the writer will benefit from the results of this study.

A. The teacher

- a. The teacher can facilitate his or her students well in learning writing.
- b. The teacher can improve the method and approach to teaching writing.

B. The School

The results of this research can be used to improve second language teaching, especially in the teaching of English writing. They function to enrich methods for teaching writing.

1.6 Clarification of Key Terms

This part of the first chapter lists the terms used in this study along with their definitions as follows:

A. Contextual teaching learning (CTL) approach

According to Johnson (2002) CTL is a learning process which aims to help students to see the context of academic materials which is being learned by connecting the academic subject with contexts from students' social and cultural experience.

B. Students are people who learn the English subject in one of Junior High Schools in Bandung, especially second grade students.

C. Writing

Writing is particularly the most complex composing skill valued in the academy which involves training, instruction, practice, experience, and purpose (Grabe, 1996:5).

Writing in this study refers to task that requires the second graders of junior high school to learn to write something in English, mainly recount texts.

D. Recount

A recount text refers to inform somebody about something that happened in the past or present the sequence of events from a personal point of view and has a purpose to give detailed information about what and when of that event, for example someone experience (Anderson, 2003; Hornby, 2005; Tribble, 1996).

A recount text in this research means one of the texts that is taught in the second graders of Junior High School.

1.7 Contents of the Study

This study is organized into five chapters as follows:

1. **Chapter I** This section contains introduction, which discusses the background, research questions, aims of the study, the scope of study, significances of study, clarification of key terms, and contents of study.
2. **Chapter II** This chapter consists of theoretical foundations from the experts and researchers, which serve as a base for investigating the research problems.
3. **Chapter III** This section includes the methodology of the research which discusses the steps and procedures of the research, the instrument of the research and the reason for choosing the procedures.
4. **Chapter IV** This chapter presents the findings and discussions of the study after conducting the research and obtaining the necessary data in this section. It includes finding and discussion.
5. **Chapter V** This chapter contains researcher's interpretation of the results of the research in the form of conclusions and the suggestions in associating with the research.

