

CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is the one of the most important communications tools in our life. Most people know that communication as the primary function of language. Without languages we cannot understand what the people said and we just only silent. Languages also joint us into the big community of people. We can speak easily and they understand what we say and we understand what they say. According to Cahyono said that, people learn language because of school curriculum, personal advancement, the requirement of the target language community, need for English for Specific purposes (ESP), cultural expectation, and other reason such as fun, tourism, and friend. (Cahyono, 2010:ix).

English is international language that is used in every country in this world and this is used for sharing the information with other people in the world. Here, we know that English is the important one. By using English we have good communication with other people from every country and we can understand what they said because we can speak easily. Because English is the second language that is used by all the people in the world.

For Indonesian learning foreign language is very important. Learning a foreign language is an integrated process that the learner should study the four basic skills namely: listening, speaking, reading, and writing. We use it to understand our world through listening and reading and to communicate our

feeling, need, and desires through speaking and writing. By having more knowledge about language skills, we have better chance of understanding and getting what we want and need from these around us.

One of the English language aspects which many students consider very difficult to study is writing skill. Writing is the one of English skill which has importance role. It is not only in formal situation but also informal situation. Sometimes, people cannot explore their ideas, feeling, and their opinion but they can express them through writing. Another problem are students have low motivation and not interest in doing the tasks that have given by the teacher. When they want to write the tasks, they do not give some clues. They only write what are the topics that have given and they are cannot express their ideas on piece of paper. The element of writing skills are, style, grammar, content, mechanics, and form. All of the elements need attention from the teacher. Because the entire element related to produce a good writing tasks.

Writing as a process of expressing ideas or thoughts in the words, should be done at our leisure. (Leo dkk, 2013:1). It's means that we should create product of writing such as a story or short sentence into paragraph, or novel, etc. Usually, we make the product of writing using our mind and our ideas to explore what should we write in our story or our paragraph. Writing is not an easy subject, but if we are doing it we also feel interest on it.

Writing ability cannot define in specifics definition because writing ability is the general approach of the people. Definition of writing ability according to the approaches to the teaching of writing, it is not plausible to find the writing ability

which is accepted and agreed among all researchers and practitioners of English writing. Since writing ability is multifaceted in its own right, any approach and accordingly its definition of writing ability cannot be thorough and comprehensive in its own right. Each approach and definition has its own advantages and disadvantages, depending on which side it mainly focuses on among complex aspects of writing. As a result, it is valuable to investigate each approach and definition (Yoen yi, 2009:53). Writing ability is not too far with writing skills definition but in writing skills there are many specific definitions but in writing ability only has general definition because writing ability is an approach of the student in teaching learning process.

Teaching students about how to make a good writing is very importance in classroom activity today. Because many students cannot explore their ideas into a good writing. The teacher has to employ a good method to provide inspirations of the students. It can motivate them to explore their creatively and their ideas through writing. The teachers should give motivation to the students for being smart and creative student in writing class. The teachers should use a good method and preparation in teaching students especially in writing class.

Here, the writer uses circuit learning method in teaching writing. This method is included into discussion model by problem solving and sense approach. By using Circuit learning method, the writer hopes that it can maximize the students writing subject. Because they also used mapping concept to easy their writing task.

Circuit learning is learning strategies that maximize the empowerment of thought and feelings with addition and repetition stock. (Huda, 2013:311). By this method, students can study easily. The students do not feel in bored and they can active in the class by discussing with their friends. They can change the ideas and they have many experiences in writing class.

Based on the observation, writing scores at SMP Muhammadiyah 3 Pacitan in the eighth grade of academic year 2014/2015 are students can accept and understand writing by themselves, but the students feel very bored because their teacher only gives the explains, task and drills without giving various model or method in teaching learning process. Students writing skill is less because the teacher do not make the active classroom condition and do not interesting to doing teaching learning process.

Based on the explanation above and the strong desire of finding the solution of this problem, the writer has motivation to do the research in the implementation of writing ability by using circuit learning method. It is hoped that this method can improve the students writing ability. Circuit learning is the sense and problem solving approach. Therefore, the researcher hopes that circuit learning method can help students in enjoying study.

1.2 Statement of The Problem

Based on the background of study, the statement of the problem of this research is: How does the implementation of circuit learning methods improve the students' writing ability in eighth grade of SMP Muhammadiyah 3 Pacitan 2014/2015 academic year?

1.3 Purpose of Study

The purpose of study is:

To find out the implementation of circuit learning method can improve the students' writing ability at eighth grade of SMP Muhammadiyah 3 Pacitan 2014/2015 academic year.

1.4 Significance of Study

The result of this significance of study is related for:

- 1) The students, it help students to get more practice in writing skill using circuit learning method, to motivate students in teaching learning process, to help students in enjoying study writing skill, and to increases their motivations to learn English and train bravely give the opinion.
- 2) The English teacher, it will help teacher in finding alternative strategies in writing skill, to apply and develop this research as a new method in teaching writing subject, and to give lesson for students in education process in active manner as one of ways.
- 3) The school, it can improving the quality of educational and develops teaching English at class, and to introduce the new condition of classroom teaching learning.
- 4) The researcher, it can add knowledge and give experience to the researcher about the advantages and disadvantages of using circuit learning method, to develop learning models that are effective, efficient, and fun to involve students actively in the process of learning English to improve students' in

writing ability, and as a real action to try gives solution in language teaching.

It becomes a source of consideration for the official institutional as an effort to produce better outcomes especially to increase student's writing ability.

1.5 Scope and Limitation

The study is focused on the circuit learning method to improve the students' writing ability.

The subject of this research focuses on the eighth grade of SMP Muhammadiyah 3 Pacitan 2014/2015 academic year.

1.6 Definition of The Key Terms

To make easier in understanding this research, the researcher defines the key terms as follows:

Writing is often a process of continuing discovery, as you write; you may suddenly switch direction or double back. You may be working on a topic sentence and realize suddenly that it could be your concluding thought. Or you may be developing a supporting idea and then decide that it should be the main point of your paper. (Langan, 2005:14)

Writing Ability according to Weigle is the ability to write effectively is becoming increasingly important in global community and instruction in writing is thus assuming an increasing role in second and foreign language education. (Cahyono, 2010: 103)

Circuit learning syntax is conducive and focus condition of learning situation, students make creative notes in accordance by the pattern of thought, concepts map, a special language, question answer, and reflection. (Ngalimun, 2012:178)