

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language as a main tool of communication is very important to learn. According to Cahyono (2010:115) language is used for communicative purposes. People use language to express their ideas. Besides that, by using language, people will be easy to interact with others in their daily life. There are many languages are used in the world, and every countries in the world has different language. One of language are used in the world is English. Nowadays, English is one of international language in the world. English used not only in education world, but also used in business and politics. However, English is very important to learn.

According to Ruth (2008: 180) in Hongkong, English is the most important foreign language to be learnt for historical, 'political and economical reasons (Johnson, 1998; Pennycook, 1995) and it has been a compulsory subjects in schools since the British colonial years. Even in some countries such as Singapore, Malaysia, and the other countries use English as second language. While in Indonesia, English is a foreign language.

In the education world, English has an important role. Even, English becomes the subject of National exams held by Indonesian government every year. English has been taught as the first foreign language in all levels of schools and language courses in Indonesia. Beside that, in modern time as now English is

taught from playgroup until the university. So students at the junior and senior level can understand English easily, because from the beginning they have been introduced English.

According to Cahyono (2009: 1) as stated in the Competence-Based Curriculum and the School-Based Curriculum (KTSP) for the SLTP level, the teaching and learning of English as a Foreign Language (EFL) aim to develop the students' skill in listening, reading, speaking, and writing. In this study, the researcher focuses on one skill. That is writing skill. Writing is one of four basic skills. It is very important in teaching and learning English.

According to Fitzgerald et.al (2007:243) writing is an extraordinarily complex activity that incorporates thought processes, feelings, and social interaction. Writing is also one media of communication. According to Brummer and Clark (2008:6) writing is a means of communication. As one media of communication, writing is very important, because it can help the people have a good socialization and interaction with other.

Writing is a skill that needs extra works to be mastered, because in writing skill there are several components that must be considered. The components are vocabularies, grammatical structure, punctuation and capitalization. Therefore students need a lot of practices to apply their writing skill.

Writing is important, but writing is difficult skill especially for students. The reason is because in writing the students must share idea from their brain on paper. It is not easy to translate concept in their brain to be a written language and they must also be clever to choose and to combine the vocabulary to create

something that is meaningful. The students also must pay attention to the grammatical structure, punctuation and capitalization. Moreover, the students assume that writing is a difficult skill because they must pay attention to many things.

Based on observations at SMPN 1 Balong, the students in the eighth grade of SMPN 1 Kec. Balong still find difficulties in learning writing. The researcher chooses that school as a subject research because the researcher know that the students in there have difficulties in making sentence or paragraph. It happens because they are rarely practice writing in the classroom and in the house. In addition, there are also some factors can cause that problem, such as lack of vocabulary, lack of English grammar understanding, and inaccurate in the use of punctuation and capitalization.

Besides that, students have low motivation in learning English. Students feel bored when study English, especially in writing skills. It happened because the teacher uses lecture method and only uses textbooks media in teaching and learning process. To solve this problem the English teacher are demanded to have good strategies not only can improve students' skill but also can motivate students in the learning process.

Actually, there are many strategies to make teaching and learning English more interesting, especially in teaching writing. A good method is needed to motivate students' ability in writing. Visual Auditory Kinesthetic (VAK) is one of methods can be used to solve students' problem in writing. This method combines three styles of learning (seeing, hearing and moving). Besides that, this method is

directly concerned with the learning experience and fun for students. Therefore, Visual Auditory Kinesthetic (VAK) is a device to help the students improving their writing skill, because it can motivate and facilitate the students to make sentences or paragraphs in writing skill.

From the explanation above, the researcher decided to conduct a thesis which discuss about the implementation of Visual Auditory Kinesthetic (VAK) in teaching writing to improve the students' writing skill at eighth grade students of SMPN 1 Balong in the academic year of 2014/2015.

1.2 Statement of the Problems

Based on the background of the study above, the statements of the problems are as follows:

1. Does Visual Auditory Kinesthetic (VAK) method improve students' writing skill in the eighth grade of SMPN 1 Balong in the academic year of 2014/2015?
2. How does the Visual Auditory Kinesthetic (VAK) method improve students' writing skill in the eighth grade of SMPN 1 Balong in the academic year of 2014/2015?

1.3 Purposes of the Study

Based on the statement of the study above, the purposes of the study are as follows:

1. To know whether Visual Auditory Kinesthetic (VAK) method improve students' writing skill in the eighth grade of SMPN 1 Balong in the academic year of 2014/2015.
2. To describe improvement of students' writing skill using Visual Auditory Kinesthetic (VAK) method at eighth grade students of SMPN 1 Balong in the academic year of 2014/2015.

1.4 The Importance of the Study

The researcher hopes this research give importance to:

1. English Teacher

This study can be an example for the teacher when their students find difficulties in learning writing. In this study there are strategies that can be used when the students find difficulties in learning writing and how to overcome those problems.

2. Students

The students are able to take much knowledge and experience about how the important of learning writing. Writing is not the difficult subject if the students can study hard and try to comprehend with their prior knowledge and always practice it both of school or at home.

3. Researcher

The researcher hopes Visual Auditory Kinesthetic (VAK) method can improve students writing skill and this result of research give solution in teaching writing.

4. The Next Researcher

The researcher hopes this result of research is useful and gives some information about research for the next researcher.

1.5 Scope and Limitation

To simplify this study the researcher gives scope and limitation as follows:

1. The study is focused on the students' difficulties in learning writing and the application of Visual Auditory Kinesthetic (VAK) method in writing teaching and learning process to improve the students' writing skill.
2. The study is done in the eighth grade students of SMPN 1 Balong in the academic year of 2014/2015.

1.6 Definition of Key Term

To make easier in understanding this research, the researcher defined the key terms as follow:

Writing skill : is a complex and sometimes difficult to teach, requiring mastery not only of gramatical and rhetorical devices but also of conceptual and judgmental elements (Heaton, 1990:135).

Visual Auditory Kinesthetic (VAK) :is three modalities of learning that is first developed by Neil Fleming

(2001) to show individual preference in the learning process, i.e. visual, auditory and kinesthetic.(Huda, 2013: 287).