

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher will explain about background of study, statement of problems, purposes of the study, significance of study, scope and limitation and definition of key terms.

### **1.1 Background of Study**

Language is very important thing in our life. We can talk with other people by using language. We use and need language to communicate with other people in our country. We can use language to describe what we see, hear, feel, and think. The language is very useful for us and based on that reason we must learn and study it. We have to be a good communicator in order other people can understand what we say and want.

English is the foreign language that is taught at schools. Teaching foreign language means teaching a second language, that is teaching language after someone learns the first language. The second language means creating for student's part or their entire new language environment. English is international language, most among people in the world use English to communicate, to make a relationship, to get a good job, to study at university, and to do business in English all over the world. That is why it is important for the people to master English. It is to increase their knowledge and to face global competition. So, it is very

important to teach English to children as early as possible in order to prepare them facing the new era.

In Indonesia nowadays English has begun to be learned at elementary school but there are still many difficulties in learning it. The process of language teaching usually covers four skills; those are reading, listening, writing and speaking. According to Tarigan and Dawson (in Tarigan, 1986: 1), then each that skill related with process of basic language. People's language based on their mind. Skill only could be got and mastered with practice and exercises. Therefore, writing is the most important skill to be mastered, although most students say that writing is a difficult task to do because of its complexity. Such assumption appears to be true because it really requires many efforts, much time, and great attention of the writer towards the process of writing itself. However, writing is a fun activity for several people. By writing, they can express their ideas, facts, feeling, experience, and thought in written form.

According to Siahaan (2008 : 2) The written language skills called writing. It is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language she/he is writing to transfer the information she/he has in her or his mind to her or his readers effectively. The ability s/he has includes all the correct grammatical aspects of the language s/he is writing, the types of the information s/he is transferring, and the rhetoric's s/he is conducting in a communicative event too.

Many English classes in Indonesia are now attended by many young learners. For example, a class may consist of 30 – 40 students. As a result this class is not effective. The students tend to be bored, stuck, and noisy. Furthermore, if the class is attended by many young learners, the atmosphere cannot be supportive anymore. So the students can not improve their ideas in writing. According to Riddell in Kristiana(2014: 4) writing is a skill that is often neglected, partly because its relevance is not always clear, and partly because teachers do not always know the best way to approach it. So the difficulties of writing are not only come from the students but also come from the teacher.

However, the difficulties that students found in writing activity are the process to produce a good writing itself. The fact of students' difficulties in writing activity above also happened at the eleventh grade of SMK PGRI 1 Ponorogo. Almost all students have difficulty in writing activity. Furthermore, the method that applied in class by teacher might influence the student's achievement.

Generally, the teacher teaches writing just only by asking the students to write sentences, paragraphs or essay based on the material they have gotten, do the task individually based on their own creativities. So, most of the students are bored to that monotonous activities. These problems above are crucial in SMK PGRI 1 Ponorogo. Thus, the writer is interested in conducting the classroom action research to help and motivate them in increasing students' writing skill.

Teaching and learning by using traditional technique is just giving explanation without seeing anything not effective. It makes the students get bored, such as teacher only gives the lesson material and students answer the questions

or make a paragraph based on the book. Besides, the teacher also dominates in writing class activity. This teacher-centered technique makes class not interesting and fun. As a consequence there is a difficult students to accept the material of the lesson. Ideally, the success of teaching English in every level can be measured by the ability of the students to reach basic competence and indicator. It is usually measured by KKM (Criteria of Minimum Score). The Criteria of Minimum Score is 75.

Involve the use of learning cell method in teaching learning the researcher want to students get the ability about how to make good questions and answer from the text, making question and answer, the student can understand the content of the text.

Overcome the problem, the researcher tries to give solution to improve students' writing skill through learning cell method. Therefore, the writer will carry out research entitled "The Implementation of Learning Cell Method to Improve Students Writing Skill At the Eleventh Grade Of SMK PGRI 1 Ponorogo in the Academic Year of 2015/2016".

## **1.2 Statement of the Problem**

Based on the background above, the statements of the problem are:

1. How is the implementation of *Learning Cell Method* in teaching writing at the Eleventh Grade of SMK PGRI 1 Ponorogo?

2. Can *Learning Cell Method* improve the achievement of the Eleventh Grade of SMK PGRI 1 Ponorogo.

### **1.3 Purpose of the Study**

Based on the statement of the problem above, the purposes of this research are:

1. To know the implementation of *Learning Cell Method* in teaching writing at the Eleventh Grade of SMK PGRI 1 Ponorogo.
2. To know the students' writing improvement by using *Learning Cell Method* at the Eleventh Grade of SMK PGRI 1 Ponorogo.

### **1.4 Significance of the Study**

The significance of this study can be viewed from aspects as described below:

- 1) The teacher

This strategy can help the teacher to understand the way to handle the students in teaching writing using *Learning Cell Method* and it will give contribution to successful teaching learning English.

- 2) The school

It becomes a source of consideration for the official institutional policy as effort to produce better outcomes, especially in improving students' writing skill.

3) The students

This strategy is able to make the students easy to organize written product after they did the steps of Learning Cell Method. Even, it makes the students have writing addiction with their own creativity.

4) The researcher

It develops teaching method effectively, efficiently and fun learning which involve the whole students in English teaching learning process to improve students' writing skill.

5) The next researcher

The significant this research is to contribute useful information for the next researcher of teaching writing and gives experience for them to conduct their own research.

### **1.5 Scope and Limitation of the Study**

1. Scope of the study:

The study is focused on the application of Learning Cell Method in teaching writing to improve the students' writing skill.

2. Limitation of the study:

The writer limits this study only about teaching writing by using Learning Cell Method and focused at the eleventh grade of SMK PGRI 1 Ponorogo.

## 1.6 Definition of Key Terms

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

*Writing Skills* : is a personal act in which writers take ideas or prompts and transform them into self-initiated topics. In order to write well, learners need to incorporate the purpose or prompt into their own unique approach to writing (O'Malley and Pierce in Kristiana, 2014 : 8).

*Learning Cell Method* : is a form of cooperative learning in pairs, in which ask and answer question in turn based on the same reading material ( Aryani,et al 2007 : 89).