

CHAPTER I

INTRODUCTION

A. Background of the Study

Language in the world is very diverse, ranging from the native language, the local language, and the official language. The diversity of languages in the world among nations is not difficult for us to communicate, because in this world there is one language that occupy the international language, namely English.

English is the language that is used in all countries in the world, including in Indonesia. English is the third language after Indonesian and local languages, because language in Indonesia is very diverse and occupied the Indonesian national language Homeland.

In English language, there are integrated skills to be mastered such as: speaking, listening, reading, and writing. Among those skills, writing is considered the most difficult skill since it involves several components including contents, vocabularies, rhetoric, grammatical structure, and mechanics, such as punctuation and capitalization.

According to McGarrell et. al. (2008: 03) writing is an important skill and is often considered a key factor in gaining corporate and personal success. The purpose of writing is almost always to satisfy the needs of a potential reader. However, the process of writing can also bring both pleasure and clearer thinking on a topic to the writer. Instructors in college and university courses require

students to write different assignments (e.g., formal reports, critiques of books or films, research papers) so that students can demonstrate their knowledge of, and thinking on, a particular subject.

It is not easy to teach English in schools. especially teaching writing skill, they need to be more active to provide various strategies. More strategies can motivate students to be more interested in English teaching and learning process especially in writing skill.

The researcher found problems at the eight grade of students in MTs Muhammadiyah 2 Jenangan Ponorogo. There are some issues that have been a researcher observed at this school. Among them are: very low interested students because teachers sometimes just told to read, looking for the word difficulty, and work on the problems. The teacher explained only by preaching, the remaining students asked if there were not understood. It looks monotonous and boring because teachers do not use the preferred teaching strategies students.

From the problems above, the researcher decides that it is necessary to conduct Classroom Action Research at MTs Muhammadiyah 2 Jenangan Ponorogo. To make the students interested in English, especially in writing. The teacher can use Content Based Instruction (CBI) approach to teach English. In Content Based Instruction Approach, teacher will give students how to make writing easier. Students can express their life and generatif their ideas with a writing. Teacher must always be a guide to all students to make them interested to write.

According to Stoller (in Pessoa et. al. 2007: 103) Content-based instruction is intended to foster the integration of language and content, viewing “language as a medium for learning content and content as a resource for learning and improving language”. In addition, content-based instruction is beneficial because classroom tasks provide a context for language learning, are more cognitively demanding, and reinforce the existing school curriculum.

By CBI, students are expected to get easier in learning writing. They are able to share their ideas in a piece of writing. There are various ways to organize the sentence in a piece of writing. One of various ways is a descriptive writing. According to McCarthy (1998: 05) Descriptive writing is that domain of writing that develops images through the use of precise sensory words and phrases, and through devices such as metaphor and the sounds of words. the terms of descriptive writing rightly makes us think of wonderful poetry, of vivid story paragraphs that help us see settings of forests or seascapes or city streets, of passages that show us people acting, speaking, and feeling in ways that make them believable and real to us.

The writer thinks to solve the problems above especially at eight grade students of MTs Muhammadiyah Jenangan Ponorogo by conducting an entitled “Improving Students’ Writing Skill by Content Based Instruction Approach the Eighth Grade of MTs Muhammadiyah Jenangan Ponorogo in the Academic Year of 2015/2016”.

B. Research Problems

Based on the background of the study above, the statement problems of the researcher are:

1. Does content based instruction approach improve the students' writing skill at the eighth grade of MTs. Muhammadiyah Jenangan Ponorogo in the academic year of 2015/2016.
2. How can content based instruction approach improve students' writing skill by the eighth grade of MTs. Muhammadiyah Jenangan Ponorogo in the academic year of 2015/2016.

C. Objectives of the Study

According to the research problems above, the objectives of the study will be formulated as follows:

1. To find out whether the content based instruction approach improve the students' writing skill at the eighth grade of MTs. Muhammadiyah Jenangan Ponorogo in the academic year of 2015/2016.
2. To find out how content based instruction can improve the writing skill by content based instruction approach the eighth grade of MTs. Muhammadiyah Jenangan Ponorogo in the academic year of 2015/2016.

D. The Significance of the Study

The result of the study is expected to bring some significance and contribution in teaching and learning English as follows:

1. For the English teacher:

The result of this study is expected to help English teachers to overcome the students' difficulties to write descriptive text.

2. For the students:

There are many advantages of this study for students. First, this study helps the students in gaining their motivation in learning English especially in writing skill. They learn with their style and share their ideas freely. Second, the students learn how to live together in a term as real society. Next, the students learn that people have variation characteristic and background.

3. For the school :

In this study, there are strategies that can be used when the school find difficulties in learning writing and how to overcome those problems.

4. For the researcher:

This study gives a new input and experience for the researcher to improve their technique in learning English.

E. Scope and Limitation

To simplify the problems clearly and to avoid misunderstanding and in order to avoid the large discussion, the writer limits the problems of the research as follows:

1. This study is focused on the implementation of Content Based Instruction Approach to improve the eighth grade students' writing skill especially in descriptive writing.
2. This study is conducted at MTs Muhammadiyah Jenangan in the academic

year of 2015/2016.

F. Definition of Key Term

Content Based Instruction Approach is realized in two classrooms and the relationship between teachers' talk, classroom tasks, and students' language development (Pessoa et. al., 2007: 103)

Writing skill is an expression of the low esteem in which people hold their own practical knowledge, and a symptom of low individual and collective professional self-confidence (Altrichter et. al., 2005: 188).

