

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

In the world of second and foreign language teaching, most professionals largely take it for granted that language instruction is naturally divided into discrete skill sets, typically reflecting speaking, listening, reading, and writing, and usually arranged in this order. That is, the primacy of speaking skills has remained unquestioned, at least in North America, for almost the entire past century, since the rise and preeminence of structural linguistics in second and foreign language teaching (Hinkel:2010)

Based on the principles of Bloomfield linguistic analyses and their applications to language pedagogy, the structural division of language teaching in the four skill areas has the learning objective of imitating the native speaker (Hinkel:2010). The continual separation of the four skills lies at the core of research and testing in speaking, listening, reading, and writing.

Some current approaches to teaching language, however, strive to integrate the four skills in pedagogy whenever possible. Integrated language teaching and various integrated pedagogical paradigms are usually associated with outgrowths of communicative teaching. Relative to its predecessor, the audio-lingual method, integrated teaching of the four skills represents a central innovation. On the other hand, in the U.K., the path toward integrated teaching of the language skills did not derive from a strong audio-lingual focus but rather from an evolution of older

situational and functional teaching methods that were developed prior to and concurrent with the structural method in the U.S. Current models of integrated language teaching are not without their shortfalls. Nor is integrated instruction appropriate in all contexts of language teaching and for all purposes of language learning.

Contemporary methods for teaching second and foreign languages in the U. S. and the U. K. have followed two distinctly different routes, primarily due to the divergent histories of the two countries during the second half of the 20th century. The reasons for separating or integrating the teaching of the four skills in the U. S. and the U. K. are reviewed in turn and in their historical contexts.

In the early 1940s and during World War II, a group of specialists under the auspices of the Linguistic Society of America were called on to develop effective, efficient, and intensive language teaching to members of the U. S. Armed Forces. Based on methods for linguistic field studies, and in keeping with the outline developed by Bloomfield (1942), Hinkel (2010) said the program worked with a wide range of languages, such as Chinese and Hungarian, and was designed for target language instruction in small classes of specially selected learners who were highly motivated.

The students were tutored by native-speaking informants together with linguists whose task was to interpret the structural, lexical, and phonetic patterns of the language for teaching purposes. The learners then drilled the elicited systematic patterns of spoken language to replace their first-language "habits" with second language behaviors (Mitchell & Vidal, 2001).

In this way, following the principles of structural linguistics in conjunction with the prevailing behaviorist learning theories, the primacy of speaking skills was established in a famously successful language-teaching program. The instruction in, and the learning of, spoken patterns was accompanied by similar structure-based teaching and learning of listening skills, needed for conversing in a target language. Learning to read or write in another language was not a focus of the linguistic analyses or of teaching simply because these skills were not expected of the learners in their practical and required language uses in the field.

Coulmas (2002) stated writing has been with us for several thousand years, and nowadays is more important than ever. Having spread steadily over the centuries from clay tablets to computer chips, it is poised for further dramatic advances. Although hundreds of millions of people are still unable to read and write, humanity relies on writing to an unprecedented extent. It is quite possible that, today, more communication takes place in the written than in the oral mode.

There is no objective measure, but if there were any doubts, the Internet explosion has laid to rest the idea that for the human race at large writing is only a 'minor' form of communication (Coulmas:2002). It is not risky to call writing the single most consequential technology ever invented. The immensity of written record and the knowledge conserved in libraries, data banks, and multilayered information networks make it difficult to imagine an aspect of modern life unaffected by writing.

'Access', the catchword of the knowledge society, means access to written intelligence (Coulmas:2002). Writing not only offers ways of reclaiming the past,

but is a critical skill for shaping the future. In Stanley Kubrick's 1968 motion picture '2001: A Space Odyssey' a computer equipped with a perfect speech recognition programs, which is even able to lip-read, threatens to overpower the human crew. This is still science fiction. In contrast, the ability of computers to operate in the written mode, to retrieve, process and organize written language in many ways surpasses unaided human faculties. Mastering the written word in its electronic guise has become essential. (Coulmas:2002)

Writing is one of the most important skills in studying English because not only is writing an academic skill, but it is also an important skill that translates into any career fields. However, many students at high school do not aware of the importance of writing skill and the number of high school students that is successful in learning writing is too small. In addition, there are a lot of mistakes in students' written works, this come from the less concentration on writing skill in most of students.(Huy: 2015)

From the ancient time, writing is an extension of human language across time and space. Writing most likely began because of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities. According to Robert Todd Carroll (1990), the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc.

Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near

and far distance past to speak to us. In fact, writing originated from the need of saving cultural values and human's spiritual. Such cases, writing skill is the best supportive tool for us. It plays an important role of our life.

Huy (2015) said although writing is an essential skill, many students at high school are not interested in it. According to Robert Todd Carroll (1990), many students were never required to learn proper spelling and grammar. These poor student come to think that "English" and "Writing" are nothing but spelling and grammar. To them, writing means inevitable failure. Good writing is sometimes they believe they will never be able to achieve, because they not only identify good writing with proper spelling and grammar etc. They are even not aware of the importance of writing skill in their learning. They often get low marks when doing the tests on writing skill and it affect their learning's results.

Huy (2015) said in fact, students often have many basic mistakes in written works about spelling, grammar, punctuation and organization. Besides that, learning writing at high school has many problems at the present such as lack of experienced writing skill teacher and lack of time to study, the time for teaching writing skill is not enough for students to improve their ability. In addition, students do not know principles of writing. The problems that students at high school usually have to face are the motivation to write.

The solution of those problems that the researcher will be reveal is creative writing. Creative writing is anything where the purpose is to express thoughts, feelings and emotions rather than to simply convey information, creative writing

will be focusing on creative fiction but poetry, (auto)biography and creative non-fiction are all other forms of creative writing.

Creative writing is writing that expresses the writer's thoughts and feelings in an imaginative, often unique, and poetic way. Writing is a form of personal freedom. It frees us from the mass identity we see all around us. In the end, writers will write not to be outlaw heroes of some under-culture but mainly to save themselves, to survive as individuals. (Wikipedia:2017)

This research will show the effect the creative writing to improve students' ideas and make them passionate to write what they have thought. Students in Senior High School mostly found that have stuck if they are have the task to write or make an essay in scientific style, the prefer to make comics and draw their ideas and make an imaginative purpose of writing. Among them, we found that they even can't get the ideas to starting their writing, and it makes them doesn't treat to write properly.

## **1.2 Research Problem**

Grounded on the background of study above, the research question can define as follow : How creative writing on ELT (English Language Teaching) can inspire students' writing activities at eleventh grade in eleventh grade of MAN 2 Ponorogo in academic year 2017/2018?

### 1.3 Objective of Study

According to the research problem of his study, the researcher gives attention to the aim of the study which to measure the use of creative writing on ELT (English Language Teaching) for Senior High School students' writing activities in eleventh grade of MAN 2 Ponorogo.

### 1.4 Scope and Limitation

This research concentrates in the measurement about how the creative writing applied in students' writing activities. The limit of this research is the students of eleventh grade in MAN 2 Ponorogo.

### 1.5 Significance of The Study

The result of this research will show the effect of creative writing to improve the students' ideas and make them passionate to write what they have thought and also emphasize their ability in writing.

### 1.6 Definition of Key Terms

To avoid misinterpretation and misunderstanding of the key terms, the researcher describes the definition about the key terms:

- Creative Writing : Having the power to create an imaginative, original literary production or composition ( Adele Ramet : 2007 )

- English Language Teaching (ELT) :The practice and theory of learning and teaching English for the benefit of people whose first language is not English. ( Collins English Dictionary : 2017)

