

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is an International language that is used by many people in the world. Therefore, using English is the easiest way communication with people from other countries about many aspects in human life such as education, technology, science, business, economy, and politics.

In Indonesia, English is a foreign language. There are four skills in learning English language namely listening, speaking, reading and writing. These four language skills are necessary to be mastered. The users will be able to communicate well. To master and learn the skill are an obligation for the language learners. These four skills are the aim of the teaching and learning of the English as a foreign Language. One of them is writing.

Writing is one of the important communication tools. People use writing to express feelings and ideas, to communication with other and also have remembering facts and details. People need to learn writing in English, for occupational or academic purposes.

Based on writer's experience when we did the training teaching practice (PPL) in Senior High School (Sekolah Menengah Atas: SMA) writer found some problems found in the field when giving writing materials to the students,

especially in the report text. A report text is a text which describes things in general and then following by telling the shape, parts, behavior, etc.

The problem is almost fifty percent of the students still get low marks in writing. The second problem is that there are many errors in vocabulary, generic structure of report text and process of writing. Another problem is the students have low motivation and are not interested in doing the task since to writing activities are not interesting. Usually the students are asked to write sentences and paragraphs without being given some clue so that it is difficult for them to express ideas on a piece of paper.

So to solve those problems, the writer is interested use Contextual Teaching and Learning (CTL) strategy. This study is concerned on applying Contextual Teaching and Learning (CTL) in improving student's skill in writing report. According to Rusman, (2012: 190), Contextual teaching is teaching that enables learning in which student employ their academic understanding and abilities in a variety of in- and out of school context to solve simulated or real world problems, both alone and with others. In other words, Contextual Teaching and Learning (CTL) is a strategy which helps students relate the content of the subject matter to the real situation and motivate them to connect the knowledge and its application to their daily lives.

In applying Contextual Teaching and Learning (CTL), there are seven main components that should be considered, they are constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

These seven components are very useful for both teachers and students in teaching and learning report.

By using Contextual Teaching and Learning (CTL) in teaching report, it is assumed that students' skill in writing report will be improved.

B. The Problem of the Study

Based on the background above, it is necessary to formulate the problem of this research as: *“is the students' achievement in report writing improved if it is taught through Contextual Teaching and Learning (CTL)?”*

C. The Scope of the Study

This study is limited on improving students' skill in writing report through Contextual Teaching and Learning (CTL).

D. The Objective of the Study

The objective of the study is to find out to what extent Contextual Teaching and Learning (CTL) improves students' skill in writing report.

E. The Significance of the Study

The finding of this study is expected to be useful:

1. Teachers, it can be one of reference for teachers in teaching writing, especially in teaching report.
2. Students, it helps them to improve their knowledge of writing report.

3. Researchers, it can be basic information for them how to improve students' skill writing report.



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