

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The use of English is widely spread in the world of international business so much so that the English language has become the standard in the world of education and business (Yoneda,2014: 24). It means that English is used by common people around the world, because English is one of international language. English is very important to learn because English is used in many countries around the world and became one of the languages to be learned so that everyone can communicate with other people in our countries. English is considered as the first foreign language in Indonesia. Many people learn English because it will be useful for them, in some ways, for international communication. English has been taught as one of the compulsory subjects especially in junior and senior high schools. Even now English is taught at elementary school as local content subject. Teaching English must cover four language skills namely: listening, speaking, reading and writing. The four skills have the important influence in teaching language and must be done equally. Writing is one of the important language skills that must be mastered in learning English.

Writing is a skill which is not only helpful in writing English, but also useful to improve considerably. In English learning classroom, the teacher aims at developing four skills of her/his learners' ability to listen, speak, read, and write. Writing includes the four skills above because writing is also important skill in the learning purposes. "It is an important tool, which enables man to communicate with other people in many ways", (Herrero,2007:1). To students, good at writing will bring many benefit. Firstly, writing is a good way to develop their ability in using vocabulary and grammar, increasing the ability of using language. Secondly, writing is an essential tool to support other skills.

The researcher had done pre observation in the 9th grade students of MTs N 1 Mranggen to find out the problems faced by those students in writing. Most students still thought that English was difficult. They often found it difficult to write in English because they were not confident in their ability and afraid to make some mistakes even though they had a lot of vocabularies. When they were asked to the task of writing, they were reluctant to do so.

From the questionnaires given to students, the researcher identified several problems that the students faced. The first was about grammar. They found it was very difficult to adapt to the grammar, as in Indonesian language. Because of the difficulty in understanding grammar, most students found it very difficult to write good sentences. They were also confused to arrange sentences grammatically when they wrote English sentences. Secondly, it was about ideas. Most students did not know what to write. In writing, almost every student translated what they wanted to say from Indonesian into English. In addition, the students were not confident (lack of motivation) when they wrote English without preparation. The students were confused to start writing, because they did not use English in daily activities with friends or teachers, gave thank, asked for something, etc.

To overcome those problems, the researcher used an approach in order the teacher allowed students to learn English optimally. According to Archer and Hughes (2011: 122), explicit strategy instruction is an approach in teaching that is designed specifically to support students learning. Explicit instruction assists with student's cognitive processes. Explicit instruction does not change students' ideas rather than it assists the development of ideas.

Besides that, she also applied self-directed learning (SDL) where the users have a role as decision makers to determine their own learning and accept their responsibility intact, though they may need help and advice from the teacher.

Self-directed learning referred to build teaching and targeting conditions to meet individual learning needs. In self-directed students are directed to be at a level that is

responsible for their own learning. They have the opportunity to follow a curriculum tailored to their own needs. By evolving their own pace and taking the initiative to learn (Zumbrum et.al, 2011:7). There is an increasing recognition of the importance of self directed learning in higher education. As well as learning facts and concept specific domain, students are expected to make responsibility for managing their own learning, requiring them to learn a variety of skills cognitive and meta-cognitive transferable that will allow them to learn to be successful in the future.

Based on the explanation, the researcher extended a research entitled the implementation of explicit instruction and self-directed learning to teach students' writing skill.

1.2 Reason for Choosing Topic

The researcher chooses the topic for her study based on the following reasons:

1. The researcher found that the students still have some difficulties to arrange the sentence in completing writing form. The students got trouble in the writing process, they did not know how to write well. They also got difficulty to express the ideas, opinions, and feeling in a good writing.
2. The students needed encouragement to write their own writing. The students had lack of motivation in writing activity. They thought that writing is a boring lesson. Moreover, the researcher wants to make the writing as one of interesting lesson, so she practices procedure text to make the students were accustomed to the writing activity.

1.3 Statement of the Problem

The research questions / statements of the problem were:

1. Is there any significance difference on students' writing between using explicit instruction collaboration procedure text with self directed learning and without explicit instruction collaborated self directed learning?
2. What extent to which is the effectiveness of explicit instruction and self-directed learning to teach the students' writing skill in procedure text?
3. What are the students' responses about the implementation of explicit instruction and self directed learning to teach the students' writing skill in procedure text?

1.3 The Objective of the Study

The objectives of this research were:

1. To know the significant of explicit instruction and self directed learning in teaching writing of procedure text.
2. To find out the extent to which the effectiveness of the implementation of explicit instruction and self directed learning in teaching the students' writing skill of procedure text.
3. To know the students' responses of explicit instruction and self directed learning in teaching the students' writing skill of procedure text.

1.4 Significance of the Study

The significance of this research were:

1. Hopefully, of this research will be useful for the teachers to use explicit instruction and self directed learning students' writing skill.
2. The result of this research will be useful for the students to learn how to their writing skill.
3. The researcher hopes that the result of this final project is able to develop English teaching and learning process of writing.

1.5 The scope of the Study

The researcher limited the scope of the study, in the following case:

1. The researcher limits the study to the actions of individuals. She also limited research on students' learning problems.
2. The subjects in this study are students of IX of MTsN 1 Mranggen in the Academic Year 2016/2017.

1.6 Outline of the Study

This research contains three parts with the purpose of facilitating the reader to understand the research this writing is organized as follows:

Chapter I consists of background of the study, reason for choosing topic, statement of the problem, the objective of the study, significance of the study, the scope of the study, outline of the study.

Chapter II is a review of the relevant literature which describes all the literature material to be obtained from several books, journals, and other sources of reference. The first is the definition of writing include the importance of writing. Furthermore, the definition of learning methods and the implementation of the procedure of writing the text as well as advantages and disadvantages. The last was the definition of students' facilitators and explain which consists of the type and execution.

Chapter III is a research methodology. It consisted of the design of the study, the research object, methods and data collection instruments, data analysis, and research procedures.

Chapter IV is the research findings and discussion. It consists of all data that were found by the implementation of the methods and the analysis of the result data.

Chapter V is the conclusion and suggestion.