CHAPTER I
INTRODUCTION

This chapter represents the general introduction of the research. It includes the research background, research problem, aim of the study, and research significance.

1.1. Background

Writing is one of the four skills (Listening, Speaking, Reading, and Writing) or LSRW in language learning. It is the system of written symbols, representing the sounds, syllables, or words of the language, with different mechanisms - capitalization, spelling and punctuation, word form, and function. Writing is the skill that is used to express feelings, ideas, and opinions in writing form. It also is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously.

Purpose is the goal or aim of a piece of writing: to express oneself, to provide information, to persuade, or to create a literary. According to Durga & Rao (2018), the purpose of writing is to allow students to convey thoughts, ideas, and facts easily and clearly. Sapkota (2012) agrees with the statement he claimed that writing is the result of a thought process that is contained in written form. However, Kamengko, Ludji, & Neolaka (2021) state that student writing test results show limited progress on each writing which results in poor English due to teachers who are still using a traditional-based learning approach that dominates the teaching and learning process deprives students of the necessary practice. There are other reasons why students in Indonesia have problems with writing skills, namely lack of English grammar, lack of English vocabulary, and lack of writing practice. Nenotek, Tlonaen and Manubulu (2022) found that student difficulty is essentially composed of 4 indicators, namely thesis statement, related ideas, idea development, personal experience, illustration, facts, opinion, and use

description/cause and effect, compare/contrast. (Ariyanti, 2016). But there are several types of writing so in this study the author uses one type, namely descriptive writing. Description writing is writing that describes something based on the impressions of the author's observations, experiences, and feelings. Descriptive Writing is a way of developing writing by explaining pictures with appropriate sensory words and phrases either in writing or pronunciation (McCarthy, 1998).

In the world of education, the teaching and learning process does not only occur in schools only but in three centers commonly known as tri-education centers. Tri education centre is a place where children get good teaching directly or indirectly in family life (informal), school (formal), and community (non-formal). A person is said to learn if, in Him, there are activities that result in changes in behavior and can be observed for a relatively long time.

Contextual Learning (CL) is a learning method that aims to motivate students to understand the learning material they are learning by relating the material to their daily lives. Davtyan, (2014) states that Contextual Learning is a learning system that demands brain actions to get patterns that have detailed meaning. According to Suryawati & Osman (2017), contextual learning is the basis of constructivism philosophy, namely the philosophy of learning that is not just memorizing but must apply every material received. Alfriani (2018) agrees with that statement, she stated that contextual learning is a learning concept that helps teachers to relate the material being taught to situations that occur in the real world and encourages students to make connections between their knowledge and its application in everyday life.

This research is a follow-up study based on several previous studies that discuss the theory of Descriptive Writing. Most of the research is about the role of descriptive writing with the argumentative method. However, this study has a different focus from previous studies. This research is more specific on descriptive writing which is carried out contextually and has the main goal of sharpening students' skills in memorizing many vocabularies. While the previous research took place for general subjects. This research takes a new idea to investigate classroom management especially in teaching English classes.

Based on the background above, the researcher is interested in conducting research about, An Experimental Study on the Use of Contextual Learning Method in Improving Students' Descriptive Text Writing at SMP Swadaya Tarus.

1.2. Research Problem

The leading research question that the researcher proposes to pursue is: Does the use of Contextual learning improve student's ability in writing descriptive text?

1.3. Aim of Study

The study aims to find out whether Contextual Learning improves students ability in writing descriptive text.

1.4. Significance of Study

The findings of this study will be assumed as follows:

1.4.1. Implication

This study supports the theory of Rini (2016). Contextual teaching and learning are essential to be implemented for students since they can motivate and develop students'

ideas, they have new knowledge through the real condition in the learning process so the students' achievement in writing descriptive text will be improved.

1.4.2. Application

1.4.2.1. The Students

This study can be used as a new technique for students to use in order to improve their writing ability.

1.4.2.2. English Teacher

This study can be used as reference, new information, new insight relating to improving students' writing ability.