CHAPTER 1

INTRODUCTION

This chapter discusses (A) background of the study, (B) problem of the study, (C) objective of the study, (D) significances of the study, (E) hypothesis and (F) the criteria for testing the hypothesis.

A. Background of the Study

As social beings, people interact and communicate each others. They use a tool named a 'language' to speak with other people. According to Algeo (2010, p.2), a language is a system conventional vocal signs by means of which by humans beings communicate. Through language people can talk and understand each other, even with people from other country with different culture and nation. It means that a language plays an important role as a means of communication and social interaction among people, even people around the world.

There are various languages in this world and one of them is English. Even, nowadays English becomes a global or international language. According to Hutchinson and Waters (1986, p.6), English becomes the accepted international language of technology and commerce, it creates a new generation of learners who know specifically why they learn a language, wanting to learn English. Therefore, learning English as a language can be said as the key or the way for facing global competition.

Learning English language means trying to get a good mastery of the competence or basic skills in listening, speaking, reading and writing. Writing can

be meant as an act of a person in using language in the form of written presentation. As a required skill, a good mastery of writing skill needs a good knowledge of language elements (vocabulary, grammar and phonology). As Richards and Renandya (2002, p.303) state that the skills involved in writing are highly complex, because language learners have to pay attention to lower level skills of spelling (phonology), punctuation, word choice, grammar and so on.

Among four basic skills, Richards and Renandya (2002, p.303) say that writing is the most difficult for learners to master. The difficulty lies not only in generating and organizing ideas, but also translating ideas into readable text. It is also complicated for some students with lack of language elements. For example, students do not know how to organize ideas well, choose suitable words, and how to write sentences well. So they can't make a good writing. Their writings are not comprehensible. They got low English lesson score, especially when doing writing task or assignment, especially in writing recount text assignment. It brings them to the situation when they are less motivated, less active and not interested in doing writing task since the writing activity in the class.

These problems above also happened to the eighth grade student in SMP PTI Palembang, where the writer saw directly the fact that they were less motivated, less active and not interested in doing writing task since writing activity in the class, it is caused by many students seemed difficult to generate and organize ideas to start writing, and it is also caused by less knowledge of language elements, such as (1) limited vocabularies, (2) misuse in grammar and (3) error in spellings (pronunciation) before it. At the same time, the same problem was

experienced of one teacher who teaches in eighth grade of SMP PTI Palembang, she finds two difficulties as follows, they are: (1) finding an instruction as a way of language teaching to help her students since writing activity of in the class, especially when doing exercises to write recount text, (2) providing interesting materials (content) for students in order to increase their motivation in doing writing task so that they are more active since writing activity in the class.

The solution for solving the problems that was faced by students and teacher is by applying Content-Based Instruction (CBI). CBI can help teacher provide students the content (materials) language learning that relevant to students' interest and learning style, which is instead of grammar and vocabulary items in teaching program. In addition, Content-Based Instruction (CBI) could be a potential solution for teacher in finding instruction in teaching and learning process in the classroom, especially in improving students' skill in writing recount text. According to Shih (1986, p.623) as cited in Heo (2006, p.29) CBI can be effectively used to teach writing. Besides it, this teaching way also can improve learning by increasing motivation students, building interactive communication between teacher and students, so students participate actively in the class.

Because of some reasons above the writer does a research on the eighth grade students' skill in writing recount text by using Content-Based Instruction (CBI) at SMP PTI Palembang.

B. Problem of the Study

The problem of the study in this research is formulated in the following question: Does the implementation of Content-Based Instruction (CBI) method

significantly improve the eighth grade students' recount writing at SMP PTI Palembang?

C. Objective of the Study

The objective of this study is to find out whether or not the implementation of Content-Based Instruction (CBI) method significantly improves the eighth students' recount writing at SMP PTI Palembang.

D. Significance of the Study

There are two parts of significance of study: theoretical significance and practical significance. From the objective of the study, there are some benefits that expected by the writer, as follows:

1. Theoretical significance

   The result of this study is expected able to be used as a reference source to find out the effective way in teaching English Language, especially teaching writing skills.

2. Practical significance

   a. Providing English teacher in SMP PTI Palembang a solution to improve the students' ability, especially students' skills in writing recount text. In the form of instruction as a method of teaching, and interesting materials (content) for students.

   b. Increasing students' motivation in doing writing in order to make them participate actively.

   c. Becoming an experience for the writer himself in teaching English that may be used to teach in the future life.

E. Hypotheses

According to Fraenkel, et al (2012, p.83) the term hypothesis refers to a prediction of the possible outcomes of the study. There are two types of hypothesis; the null and the alternative to the null. Muijis (2004, p.16) defines the alternative hypothesis is the one output that researchers want to be true, the null hypothesis is the opposite. Meanwhile, Kothari (2004, p.186) says that a null hypothesis represents the hypothesis we are trying to reject, and alternative hypothesis represents all other possibilities.

1. Null hypothesis (H0)

   There is no significance improvement on the eighth grade students' recount writing at SMP PTI Palembang by using Content-based Instruction (CBI).

2. Alternative Hypothesis (Ha)

   There is a significance improvement on the eighth grade students' recount writing at SMP PTI Palembang by using Content-Based Instruction (CBI).

F. Criteria for Testing The Hypotheses

The null hypothesis would be rejected and the alternative hypothesis would be accepted whenever the result of t_{value} of t_{test} calculation is higher than t_{table} and the level of significance is lower than $\alpha = 0.05$ (95 % of confidence level). It means that there is a significant progress or improvement on students' achievement.