

CHAPTER I

INTRODUCTION

This chapter provide the background of the research, research question, objective of the research, hypothesis, limitation of the problem, significance of the research, definition of key terms, and the organization of the research.

A. Background of The Study

Writing is a language skill which has to be mastered by English learners. The teaching of writing in our educational setting is slightly neglected for many years since more communicative teaching methods emphasize speaking rather than writing. According to Utami (2014:1) the writing culture in Indonesia is in fact still poor. Nowadays, the demand for writing in academic areas is increasing due to the impact of globalization. EFL students become more motivated to be able to write well in order to continue their education, participate in the academic world, and apply for the job.

Writing is not a skill that can be acquired by people naturally. Lenneberg (in Brown 2001: 334) states that human beings universally learn to walk and to talk, but that swimming or writing are culturally specific learned behaviors. people learn to write if we are members of a literate society, and usually only if someone teaches whit them. Besides, writing is also considered as a very complicated skill to learn. It involves a complex cognitive activity in which the writer should be able to organize some specialized skills at the same time, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter

formation. Therefore, there is no doubt that EFL students find writing as a difficult skill to master because the process demands them to use many cognitive and linguistic strategies.

Whereas at the moment the curriculum use in schools is the 2013 curriculum, curriculum subjects must be followed by all students in one education at each unit or level of education. In Education Language is a very important part of human life to communicate, expressing ideas, feelings of opinions either individually universally. In line with the basic concepts and principles of learning, learning in the 2013 curriculum use scientific approach or scientific process-based approach. Permendikbud No. 22 of 2016 stated that to strengthen the scientific approach, it is necessary to implement disclosure-based learning/ discovery/ inquiry learning. In addition to the scientific approach, learning models can be applied, including: (1) Project-based learning, (2) Problem-based learning, (3) inquiry/discovery learning.

One method which is suitable for teaching especially to the 2013 curriculum is called Discovery Learning Method. Discovery Learning Method is a method where students are given a chance to observe, think, ask, and discover the material by themselves. The role of the teacher is a facilitator and informant.

The applicability of learning mode in carrying out the task of learning. The teacher such as motivator in upgrade interest and giving the push with reinforcement for potential the students in creative and creativity of learning to

students. Using communicative approach because for giving the current guidance leaning took in the place.

Communicative approach based on the idea that learning successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural knowledge will be used, and this will allow them to learn to use the language. This approach is commonly used in many schools in Indonesia; this approach is considered to improve students' abilities easily for students to understand the material to be taught. However, the communicative approach is the approach used in the language teaching and learning process to communicate well.

The writer examines students often make some mistakes in writing their structure language. This error usually occurs because the learning method is not in accordance with the students. Thus, that students do not understand.

In this research, the writer tries to apply the discovery learning and communicative approach through the picture series method to improve students' writing skills for student achievement in writing skills.

The writer is interested in conducting this research with the title “The Use Of Discovery Learning And Communicative Approach In Teaching Writing Descriptive Text”.

B. Research Questions and Hypothesis

1. Research Questions

- a. Is there any significant difference between discovery learning and communicative approach?
- b. How are the implementation of discovery learning and communicative approach?
- c. What are the students difficulties discovery learning and communicative approach?

2. Hypothesis

The hypothesis is a process which involves several logical steps for conducting statistical analysis of quantitative research

Null Hypothesis

- a. (H₀) : There is no significant difference between communicative learning and discovery learning approach in students writing ability.

C. Objectives of the Research

According to the formulation of the research questions, the objectives of this research focuses on:

- a. To find out if there is significant difference between Discovery learning and communicative approach.
- b. To describe the implementation of a Discovery learning and communicative approach.
- c. To find out the students difficulties in writing.

D. The Scope of the Research

There are many ways to improve writing descriptive text. However, the writer only focus on communicative approach through the picture series method to make it easier for students to think in writing descriptive text. This study also focuses on the implementation of discovery learning to find out the difficulties and improvement of students in writing descriptive text into a project of students in writing skills.

E. Limitation of the Problem

This research limits investigation only on writing ability. The focuses on the component of writing, contents, organization, vocabulary, language use, mechanics. The limitation of this research have six times of conducting the data namely pre-test, three times treatments, and post-test. Besides, the sample quantity of this research is two class consists of thirty students.

F. Significances of The Research

There are some benefits of this research to the students, teachers and other researcher, as follows:

1. Pedagogically

This research can be useful for the English teachers to create a various strategy or approach in teaching and learning English. The result of this research is expect to help teachers to improve the students writing skill in descriptive text using picture and picture techniques through communicative approach and discovery learning.

2. Theoretically

The writer can be result of this research give new learning process and useful information for the teaching students writing skill through using picture series method. Thus, that expected to provide for future researchers who want to make research whit the same case.

3. Practically

The conduct of the research will increase the writer's knowledge and experience in improve students writing skill.

G. The Definition of Key Term

1. Communicative Approach

The Communicative Approach is a learning model that places students in small groups with diverse backgrounds and students are expected to be able to interact and work together in groups to achieve common goals.

2. Discovery Approach

Discovery learning is one of the 2013 curriculum approaches, Discovery learning is an approach that is carried out students can solve problems with guidance and direction of the teacher, it is expected to be able to think critically, the steps in this approach are observe, question, explore, communicate.

3. Writing

Writing is one of the most important skills in English. Writing is an activity of recording something of the type of text that is in English subjects.

H. Organization of the Research

To present system systematically this study is organized into five chapter

Chapter I: Introduction

This chapter provide the background of the research, research question, objective of the research, hypothesis, limitation of the problem, significance of the research, definition of key terms, and the organization of the research.

Chapter II: Literature Review

This chapter covers some related theories that relevant to this study. The theories are conducted from other experts and researchers with related literature that the writer use in investigating research problem.

Chapter III: Research Methodology

This chapter is the methodology and procedures used for data collection and analysis. It consists of research design, research methodology, data collection techniques and analysis.

Chapter IV: Result and Discussions

The chapter contains an analysis of the data and the result.

Chapter V: Conclusion and Suggestion

The chapter offers a summary and discussion of the researcher's findings, implications for practice, and recommendations for future research.