

CHAPTER I

INTRODUCTION

This chapter, consist of: Background of The Research, Research Question and Hypothesis, Objective of the Research, Scope of the Research, Significances of the Research, Definition of Key Term, and Organizations of the research.

A. Background of The Research

English is an International language which usually used all the peoples in the world, because it is used by the people in the world as the first, the second or foreign language. Since english considered as the international language learn english become a needed for everyone. Lewis (2007: 9) states English is useful because an international language for most people in Indonesia, english as language are taught in institutions or school.

According to Baker (2001: 6) claims there are four language skills in english, they are : listening, speaking, reading and writing. Writing can be defined as the process of transforming thought into teaching writing (Tiwari, 2005: 120). In other words, writing also the process to expressing ideas. When writing is send as the product, the attention is placed on the final product of writing such as the essay, the report, the story or what the product should “look” like (Brown, 2001: 335). The writer found some problems face the students in writing class, the students had lack of writing skill, it happened because in the learning process, the students were lazy, and felt afraid in writing process, also they did not care about the structure of language, and did not pay attention when

the teacher explained the lesson. So the students got less opportunity to interact actively and to explore their ideas in teaching and learning process. The teacher's also had not a good media and approaching in teaching writing and learning process.

In the 2013 curriculum system in Indonesia emphasizes on the modern pedagogical dimension activities by using discovery learning. In principle, the learning activities in the 2013 curriculum system of educational process provided the student to develop their ability. The establishment of curriculum 2013 was based on law No. 20, 2003 about national education system and government regulation at No. 32, 2013 about national education standard. It means that in the 2013 curriculum the teacher is as a guide of the students to find out something new in the discovering, as what the process of discovery learning has include. According to Education and Culture Minister discovery learning is to encourage and to inspire to the students to think critically, analytically, and precisely in identifying, understanding, solving the problem and applying the materials.

In English language teaching, there are many kinds of the methods used by the teachers and two of them are discovery learning and communicative approach. In the discovery learning model the students learning by discovering and investigating themselves, so the result that will get is permanent and memorable in their mind, it is unforgettable to the students, by using discovery learning the student could be analyze and try to solve the problem by themselves (M. Hosnan, 2014: 282). And the next approach or model one of using by the

teacher is communicative approach. According to Graham (1996: 265) communicative approach is the method to make the learners can use the language to communicate appropriately in real context. Based on the statement above, the writer assumes that the communicative approach is the approach that emphasizes the acquisition of linguistic to make the student have the communicative competence appropriately in real context.

Based on the statement above, the writer is interested to conduct the research entittled **“COMMUNICATIVE APPROACH AND DISCOVERY LEARNING FOR TEACHING WRITING DESCRIPTIVE TEXT”**

B. Research Questions and Hypothesis

Research question

According to Kaswan & Suprijadi (2013: 1) a research question is a research problem in a question or problem someone would like to investigate.

The research questions in this research are :

1. Is there any difference between students' who are taught by using communicative approach and those who were taught by using discovery learning?
2. How is the implementation of communicative approach and discovery learning in teaching writing?
3. What are the students' difficulties in writing class through communicative approach and discovery learning text question?

Hypothesis

Sugiyono (2011: 96) defined hypothesis as “the tentative answer to the formula of the problem.” Based on the literature review above in this research, that are :

H_o = There is no significance differences between writing skills using communicative approach and discovery learning.

C. Objectives of The Research

According to the research question above, the objectives of this research are :

1. To find out the significant the differences to the students' writing skill taught by discovery learning and communicative approach.
2. To know the implementation of discovery learning and communicative approach in teaching writing process.
3. To know what are the students' difficulties in writing class taught by discovery learning and communicative approach.

D. Scope of The Research

The problem in this research would be focus on the comparison study of the students' writing ability through discovery learning and communicative approach at seventh grade Junior High School at MTs Al-Basyariyah which use the 2013 Curriculum.

E. Significances of The Research

1. Pedagogically

The findings of the research will give more explanation needed by English teacher especially how to improve the students' writing through picture. This means that picture can improve the students' writing skill. They will enjoy and are more interested in teaching learning process in their formal school after they get more knowledge from this research.

2. Theoretically

The result of this research can be used as a method to improve students' writing skill in the school the result of this research can be functioned as information and references for further researchers related with the field. And the result of this research can be used as one of the references in contributing a research on English language teaching, specially to increase their writing skill.

3. Practically

Can be known that there are many ways and methods to improve researcher's English skill. For the students the research can improve their writing skill be better and also with this method they can get more knowledge not only in English education, but also in social relationship. They can interact or communicate with their friends.

F. Definition of Key Terms

1. Communicative Approach

Communicative approach defined as the function joint efforts the teachers, students, and the classroom environment. In this case one of the characters failed to act accordingly, it would not be possible to meet what the approach dreamed or to meet either short or long term intentions.

2. Discovery learning

Discovery learning can defined simply as a learning situation in which the principle content of what is to be learned is not given, but must independently discovered by the learner, making the students an active participant in his learning.

3. Teaching

Teaching is well-nigh the point of the whole educational enterprise and establishment aimed at producing student learning.

4. Teaching Writing

In teaching writing there are some strategies the teacher should be consider in teaching writing. They are the way of the teacher get students to plan, the way teacher encourage the students to draft, reflect, and revise, the way teachers respond to their students writing.

5. Writing

Writing is process and that we write is often heavily influenced by constraints of genres, then elements have to be present in learning activity.

6. Writing Ability

Usual function of an introduction in academic writing is to tell the reader what issue is being raised and what the justifies the writer in raising it.

7. Writing Process

Writing is a form of problem solving which involves such processes as generating ideas, which to write, planning, goal, setting monitoring and evaluating.

8. Descriptive text

Description is about sensory experience how something looks, sounds, tastes. Mostly about visual experience, but description also deals with other kinds of perception.

9. Picture

Pictures are photographic (representation of people, places, and things in the form of two dimensional that sometime in the form of sequential pictures.

G. Organization of The Research

This paper is organized into five chapters and formulated as follow:

Chapter I: Introduction

This chapter discusses about background of the research, research questions and hypothesis, objective of the research, scope of the research, significant of the research, definition of the key terms, organization of the research paper.

Chapter II: Literature Review

This chapter presents a literature review that includes theoretical framework and previous study of the research.

Chapter III: Research Methodology

This chapter contains Research Methodology. It consists of research method, research design, population and sample, instrument, data collection technique, and data analysis.

Chapter IV: Results and Discussion

This chapter discusses about data collection, data analysis and discussion. The results and discussion are presented based on the data that has been analyzed.

Chapter V: Conclusion and Suggestion

This chapter presents the conclusions and the suggestions of the research.