**CHAPTER I**

**INTRODUCTION**

* 1. **The Background of the Research**

In this era, there are many kinds of languages used by people, such as Indonesian, English, French, Spanish, and so on. The important one is English because it is the international language in which people need to learn more about that. Therefore, English has a main role as a tool for communication with other people whether in a business or education environments. Every country uses English as Second Language and Foreign Language. English Second Language is taught to someone who is living in a predominantly English-speaking country. Meanwhile, English Foreign Language is taught to someone living in a non-English-speaking country, such as Indonesia, Vietnam, Japan, and so on.

Indonesia is one of the countries that consider English as the foreign language. It has been taught to students in every school. Thus, the objective of teaching English must be emphasized to help students in the learning process.

English has four skills which have to be mastered by every student such as listening, speaking, reading, and writing, and the difficult one is writing. Writing is one of the skills that should be mastered by the students. Writing is a

productive skill. It is very useful for students because it can convey their ideas through their minds into the written form. So writing is very important to learn for students. Based on the fact, writing skill has crucial role. It has many rules in very single word that would be written. Writing is not only developing the ideas into the paper but also attending the rules of the writing process carefully.

Graham and Perin (2007: 9-10) state that writing has two benefits: (1) it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence; and (2) writing is a means extending and deepening student knowledge; it acts as a tool for learning subject matter.

Writing is not just arranging words into sentence, linking the sentence into paragraph, and ordering the paragraph into a text. It also requires grammatical and lexical knowledge, understanding in applying the grammatical knowledge. Some of these are generally taught at an elementary level, such as spelling, punctuation, capitalization, and grammar.

In learning writing, someone has to understand vocabulary, grammar, spelling, punctuations, and others that are related to the writing process. On the other hand, in teaching students writing, it needs to produce the language through written. The students have to be able to choose the words or diction and then arrange them into acceptable sentence or good sentences.

There are some factors the students might think that writing is difficult. First, they find difficulties in gathering and organizing their ideas in a paragraph unity. Second, students do not have much idea of what to write and how to start writing. In fact, they waste too much time thinking about what they are going to write. Third, students are afraid of making errors. Most students only focus on not making errors–spelling, grammar, and punctuation. Grammar, spelling, and punctuation are also important parts in writing, but the most important part is how the writers can give clear view through their writing.

In learning writing, procedure text is one of the kind of texts taught to the students. This text is designed to present how something is accomplished through a sequence of action or steps. The purpose of this text is to give the information. Procedure text is learned not only at the school but also it is found in the daily life. Students can find procedure texts in game rules, cooking recipes, and using ATM (Automatic Teller Machine). Those are helpful for the students in learning procedure text because it is easy for them to get as information about the text to complement the learning material that they have learnt. Therefore, if they are asked to write a recipe or instruction to make something, they will try to recall the information that they have gotten from their environment, and then they are able to write the information.

Based on the pre-research when the researcher asked one of the English teachers at the school there were a lot of students who have difficulties in writing English. The first, the students have limited vocabulary which can be seen from their difficulties in choosing the diction and arranging the sentences. The second, they had difficulties in exploring and expressing their the ideas. Sometimes they were confused on what they would write into the paper.

Based on the problem, the researcher has found some techniques to improve writing skill especially in writing procedure text, and the good one is through Contextual Teaching and Learning approach (CTL).

Johnson (2012:15-23) state that Contextual Teaching and Learning (CTL) Approach is an approach which helps students understand what they are learning by connecting their subject with their lives context. CTL approach emphasizes students’ interest and experiences, so the students are easy to understand the material.

Bern and Erickson (2001:2) state that teaching techniques associated with CTL as follows: cooperative learning, problem-based learning, work based learning, project-based learning, service learning and react strategies.

Crawford (2001) state that REACT strategies in CTL approach can help students improve their learning. These strategies include relating, experiencing, applying, cooperating, and transferring. The REACT strategies are elaborated as follows. (1) Relating can help students to create their own knowledge by relating the topic discussed with their experience; (2) experiencing is useful for the students to lean the new concept; (3) applying motivates students to use the concept in solving the problems (4) cooperating encourages students to develop their cooperative and communication skills and build their self-confidence; (4) transferring helps students to use the knowledge in a new context in their life.

* 1. **The Identification of the Problem**

Based on the background above, the researcher identified the identifications of problem as follows:

1. The students have difficulties in gathering and organizing their ideas in a paragraph unity.
2. Students do not have much idea of what to write and how to start writing.
3. The students’ writing ability are low.
4. The students have limited vocabulary..
	1. **The Limitation of the Problem**

Based on the identification of problem above, the researcher limited the research on the students find difficulties in writing a procedure text.

* 1. **The Problems of the Research**

In order to make the problem clearly, the writer formulate the problem of this research is formulated as the following: “Is there any significant effect of using Contextual Teaching and Learning (CTL) on students’ achievement in writing at MTs Hifzhil Qur’an Islamic Center Medan?”

* 1. **The Objectives of the Researcher**

With reference to the problem above, the objective of the research is: “To investigate the significant effect of using Contextual Teaching and Learning (CTL) on the students’ achievement of writing skills at MTs Hifzhil Qur’an Islamic Center Medan”

* 1. **The Significances of the Research**

The findings of this study are expected to be useful for:

1. Evaluation the students’ achievement, especially the grade VIII students’ achievement of MTs Hifzhil Qur’an Islamic Center Medan in 2019-2020 academic year in writing skill.
2. Improving the teacher of English method in teaching English, especially, in teaching writing skill.
3. Increase the students’ knowledge especially in writing skill.
	1. **Hypotheses**

Ho = There is a significant effect of Contextual Teaching Learning (CTL)

 on the students’ achievement in writing skills.

Ha = There is no significant effect of Contextual Teaching Learning (CTL) on the students’ achievement in writing skills.