

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

Language is an important tool in communications. Bull Victoria (2008: 247) has stated that language is (1) the system of communication in speech and writing that is used by human being of a particular country, (2) the use of a system of sound and words to communicate by humans, (3) a particular style of speaking or writing. That means people can express their ideas, thoughts, desires and feelings by using language.

One of the international languages in the world is English. English is used by most countries among the world. Richards and Rogers (2000:1) said, “English was the most widely studied as foreign language five hundred years ago”. However, English has become the most widely studied as foreign language today and while it is not an official language in most countries but it currently become the most often taught as a foreign language. Studying English as a foreign language is getting more important. In Indonesia, English is considered as a foreign language and subject to be taught in schools. Base on the statement above, it considers as an optional subject or a local content materials to be taught in senior high schools and as a requirement subject to pass an examination even national examination.

One of compulsive language in Indonesia is English. One of the main aims of teaching English in the schools is developing the ability of communication of students. Te ability of communication involves the four skills: listening, speaking, reading and writing. The research particularly be focused on writing skills, because writing is considered the most difficult, challenging and complicated language skill to learn. Writing needs hard thinking to produce ideas, words, sentences, paragraphs, and compositions.

Richards and Rogers (2002: 303) stated that writing is the most difficult skill for second language learners to be mastered. This is because the difficulty is not only in generating and organizing ideas but also in translating these ideas into understandable text. One of the important skills to be mastered by the students is writing. Students use writing to communicate each other, as an ideas and emotional expression. When the students write their ideas and emotions correctly and creatively, it means they are communicating on paper in best purposes and ways.

Related to the previous statement, teachers had to be able to organize teaching-learning activities in the class. They had to master the materials, methods and also technique or strategy to make the students understand and apply writing matters in practice. A good technique can help the students understand in comprehending and mastering the lesson. There are a lot of methods and technique to get the English teaching effectively. One of the teaching failures is caused by an unsuitable method or technique in teaching learning process. Richards (2002: 15) identified that technique is implementation which actually take place in classroom. It is particular trick, strategy, or contrivance used to accomplish an immediate objective.

Based on the classroom observation, the most difficult skill to be learned is writing. The researcher has observed and found there are some problems faced by the students in describing person at the first semester 2017/2018 academic year in writing class, they are: first, they do not had idea to write. Second, they are still confused in organizing the writing. Third, they often do some mistakes with the lack of knowledge in vocabulary. The fourth, they are less critical in giving answer, comment or solution. These problems can be caused by some factors. The researcher assumed based on the experience during classroom observation activity, these problems appear was caused by method or technique in teaching writing, because some teachers taught writing just gave explanation and exercises. It makes students less comprehend, bored, less interest in writing.

These problems are important to be solved, therefore students get more comprehension in material of writing, students think that writing is an interesting and challenging skill, and English material can be continued in the next semester. To help students solve these problems, it need another more interesting technique in teaching writing. There are a lot of techniques in teaching writing. Willis (1996: 23) has stated that “task is an activity where the target language used by learners for a communicative goal in order to achieve an outcome”. The researcher would like to propose a method which is “Task-Based Learning (TBL)”.

Based on definition above, it can be summarized that Task-Based Learning is not just about getting learner to do task and then another. By TBL learners would probably become quite expert at doing tasks and resourceful with their language.

Based on the problems which has discussed previously, the researcher takes a title research **“IMPROVING STUDENTS’ CRITICAL THINKING OF WRITING EXPLANATION WRITING THROUGH TASK-BASED LEARNING IN SMA NEGERI 13 SURABAYA”** (A classroom action research in the second year of SMA Negeri 13 Surabaya).

### **1.2. Research Question**

Is Task-Based Learning effective to improve students’ critical thinking through eco-composition?

### **1.3. The Objective of the Study**

According to the background of the study above, the objectives of the study is: To know how Task-Based Learning is effective or not to improve students’ critical thinking.

#### **1.4. Significance of the Study**

The results of this study are expected to provide useful information for: First, for students, will give an input to the students, so students can improve their writing ability and critical thinking. Second, for English Teachers, it gives the alternative solution in teaching writing skill. Third, for institution of SMA Negeri 13 Surabaya, it can be beneficial regarding to improve the education quality.

#### **1.5. Scope and Limitation of the Problem**

##### **1. The Scope**

Teaching and learning process the implementation of using Task-Based Learning in teaching writing through Eco-composition in the class of SMA Negeri 13 Surabaya.

##### **2. Limitation of the Problem**

To make it deeper the problem was limited in the implementation of using task-Based learning in teaching writing through Eco-composition in the class of SMA Negeri 13 Surabaya, and the student's improvement in learning writing through Eco-composition.

## **1.6. Definition of Key Terms**

The following definitions are intended to give the same perception of the words or terms used in this research and to avoid the misunderstanding and in understanding. They are:

### **1.6.1. Writing**

Hendry Rogers (2005: 1) stated that “writing is one of the most significant cultural accomplishments of human being”. It allows us to record and convey information and communication and stories beyond the immediate moment. It means that writing allows us to communicate at distance, either at a distant place or distant of time.

### **1.6.2. Task Based Learning**

Willis (1996: 23) is defined that “Task” is an activity where the target language is used by learners for a communicative goal in order to achieve an outcome. Task-based learning in classroom activities are envisioned here in terms of tripartite division into what Willis refers to as the ‘pre-task’, ‘task cycle’ and ‘language focus’ components.

### **1.6.3. Critical Thinking**

Schafersman (1991: 1) stated “Critical thinking is an important and vital topic in modern education”. It involves thinking precisely and systematically, and following the rules of logic and scientific reasoning, among others things.

### **1.6.4. Eco-composition**

Orr w. David (2002: 13) stated that there has been a steadily growing void between the control of humanity over its environment and the lack of specific, general knowledge and attention about it among individuals. As advanced within the field of environment education, ecology, and the broader humanity respectively.

### **1.7. Organization of Writing**

This research consists of five chapters. Beginning from chapter one is introduction of the problem which consists of the background of the study, research question, objective of the study, scope and limitation of the problem, definition of key terms and the organization of writing.

Chapter two is about theoretical framework which consists of five subs: then the first is writing; consist of the definition of writing, the purposes of writing, and the steps of writing and explanation text. The second is task-based learning; consist of definition of task based learning and the framework of task-based learning instruction. The third is about Eco-composition, the forth is about critical thinking and the fifth is previous study.

Chapter three is research methodology which consists of the type of the research, research setting, research participants, research procedures, data collection and data analysis technique.

Chapter four is research finding which consist of description of data and interpretation of data.

Chapter five is conclusion and suggestion. It is about the researcher's summarizing about these problems and information for the readers.

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