

CHAPTER I

INTRODUCTION

1.1 Research Background

Writing is the ability that can help the writers explore their thought into the word in a meaningful form by the message. Writing is one of the basic skills in English. Writing is the skill to create the idea of students (Bown, 2004; Yulianti et al., 2019). Although writing looks easy it is not easy at all. Ramadhani & Lestiono (2015) explained that the most difficult skill is writing because the reader must understand and interpret what they wrote, the fact shows that students have weak skills in writing. Seven indicators in writing have to be considered, namely: 1) Title, 2) Topic Sentence, 3) Development, 4) Arrangement, 5) Grammar, 6) Diction, and 7) Mechanic. Adas and Bakir (2013); Sari and Fitriawati (2018) stated the student must have good knowledge in writing indicators to deliver good writing.

A descriptive text is a text that describes an object which is a person, animal, thing, place, procedure, etc. The most difficult text for students is descriptive text, that's why the descriptive text is requested to be mastered by students in secondary school in Indonesia (Noprianto, 2017; Fitriani et al., 2019). This research focused on the descriptive text, especially in a descriptive paragraph. A descriptive paragraph is the description paragraph of a person, things, animal, etc. Siregar & Dongoran (2020) stated a descriptive paragraph is a kind of

paragraph that has a particular function to describe an object and the aim is to describe to the reader. A descriptive paragraph is one of the writing materials for students. Indrayani et al. (2015) found in MA Al- Fata that the students are difficult to know the text organization in a descriptive paragraph.

Content and Language Integrated Learning (CLIL) is the approach of teaching and learning that not only explains language but also content (McDougald, 2016). Andreas (2004) cited in Dalton-Puffer (2008) stated CLIL has been implemented in language educational context for quite some years. CLIL does not only focus on the lessons they learn, it can also facilitate students' mastery of the target language to be achieved (Puspitasari, 2016). In addition to understanding the lessons they learn, they can also understand the content and interpret the lessons through content. Cristina & Martínez (2017) had studied the writing competency of secondary education students through CLIL and non-CLIL programs. The steps used to analyze students' writing production were: 1) Fluency, 2) Accuracy, 3) Grammatical Complexity, and 4) Lexical Complexity. The results of the CLIL program show that CLIL can have a positive impact on all aspects of the language being measured. Kusmayadi (2017) identified that the CLIL approach could be effective to improve students' writing skills. The subject of this research were 60 students of eleventh grade in the Senior High School in SMA Negeri in Kuningan. The output showed that CLIL was effective in improving students' writing skills.

In this research, writing using the CLIL technique in Junior High School was studied by the teacher and students, especially in *Sekolah Menengah Pertama Negeri 4 Busungbiu, Buleleng (SMPN 4 Busungbiu, Buleleng)*. The sample of this

research was used in one class only especially the 7B class with 32 students. Writing had been considered a difficult skill and a complex process. In Junior High School, students failed in writing were related to the complexity of the recursive writing process. The researcher did the observation, through the early observation, students were asked to write a paragraph. The output of the observation was about there were five students who had difficulty determining the suitable title of the paragraph, seven students had been difficulty making a topic sentence, ten students been difficult in developing topic sentence, fifteen students had confused to arrange supporting sentences coherently, thirteen students constructed un-grammatically correct sentences, six students had the struggle to determine the diction while they wrote a paragraph, and four students had the struggle to use a correct mechanic. It could be concluded that there were seven problems found of 7B class students in *SMPN 4 Busungbiu, Buleleng* namely: 1) Difficult to determine the suitable title of the paragraph, 2) Difficult to make a topic sentence, 3) Difficulty in developing topic sentence, 4) Confused to arrange supporting sentences coherently, 5) Constructed un-grammatical, 6) Struggle to determine diction, and 7) Struggle to use a correct mechanic.

1.2 Problem Identification

The above problems were also identified in EFL students in *SMPN 4 Busungbiu, Buleleng*.

1. Students had difficulty in determining the suitable title of the paragraph.
2. Students had been to make a topic sentence.
3. Students had difficulty in developing topic sentences.
4. Students had confused to arrange supporting sentences coherently.

5. Students had constructed ungrammatical correct sentences in writing a paragraph.
6. Students had been struggled to determine the diction they wrote a paragraph.
7. Students had been struggled to use the correct mechanic.

1.3 Research Question

Based on the problem identification above the following research question was stated were:

- 1) What are the steps in implementing the CLIL method in writing in *Sekolah Menengah Pertama Negeri 4 Busungbiu, Buleleng?*
- 2) What are students' writing output in writing paragraphs descriptive of person and procedure using CLIL in *Sekolah Menengah Pertama Negeri 4 Busungbiu, Buleleng?*

1.4 Research Objective

1.4.1 General Objective

The general objective was to analyze the steps and output of students' writing using CLIL in writing descriptive of person and procedure paragraphs at the seventh-grade students in *SMPN 4 Busungbiu*.

1.4.2 Specific Objective

The specific objectives were:

1. To describe the steps using CLIL in writing in *SMPN 4 Busungbiu, Buleleng;*
2. To know the output of students writing in writing descriptive of person and procedure paragraphs based on seven writing indicators in *SMPN 4 Busungbiu, Buleleng.*

1.5 Research Significance

The research results would be useful for the following research outcomes.

1.5.1 Theoretical Significance

The theoretical significance was to help the instructional process procedure and output writing using CLIL.

1.5.2 Practical Significance

Practical significance was directed to:

1. Help teacher's performance in teaching writing using CLIL seen from the seven writing indicators;
2. Help students' writing in descriptive of person and procedure paragraph using CLIL seen from the seven writing indicators;
3. Future researchers will be also benefitted as they will be able to study more.

1.6 Research Scope

The research subject was focused on seventh-grade students especially 7B in the academic year of 2021/2022 in *SMPN 4 Busungbiu, Buleleng*; The text covered only descriptive of person and procedure paragraphs.