

CHAPTER I

INTRODUCTION

A. The Background of the Research

The existence of language through years has been learned by people for ages. With language, the communication can be easily done. It is not only literal communication but our comprehending of learning something by looking every subject and aspect. The good communication can bring a good comprehending in it.

From that, people started to master some abilities for gaining the purpose with learning and teaching which they are two relating jobs. By learning something and then delivering it, people can transfer their ability for a bigger purpose. Language as the one of the most basic role for every knowledge should be mastered because it is the prior of daily basis. Clearly, it can be said that learning language can be useful for keeping the existence of knowledge.

In learning English, the universal language, there are several aspects that are put properly such as listening, speaking, reading and writing. Indeed, both learner and teacher also need to know about the system like grammar, pronunciation, handwriting, spelling, and so on. English learners usually tend to study only several aspects without paying attention to other aspects.

In Indonesia where people lie to focus in speaking aspect rather other aspects, the writer found an interesting thing that emerged. Children nowadays

as young English learners with their good ability in speaking have a lack of others English aspects. Many of them are not good at writing.

There are several cases that carry the reason. Children have several stages in learning English. When they are learning new words, they need to know how to pronounce and write the words in once. They also need to know about the meaning or using the context of words properly.

The writer found an emerged case in recount text which did by one of international school student. She should retell the story that she watched about dinosaur by writing into a good paragraph. In this recount text below, there is the ambiguity between phonics and spelling system in English words. From picture 1, it can be seen that there are several words with misspelled letters. The words like *a poun*, *moutin*, *theet* should be written as *upon*, *mountain*, *teeth*. It proved that the student is good in listening and remembering the whole story which tends to English sound but when they are trying to write the words, they keep switching the letter.

Another case is the mechanics writing. Children are easily to speak up their idea directly but do not know how to shift it into proper writing. They sometimes do not use proper word and punctuation for every sentence wrote. For instance, the sentence *Once a poun time in a tropical forest on top of only moutin. Trapped inside old vulkanis, lived the last ever group of large, ferocious dinosaurs* showed that there are several mistake was made by the student. Besides the spelling, it can be seen that the student deems the first phrase as sentence so she put incorrect punctuation. It leads to misperception of

the developing structural idea. Readers later will be misunderstood about the writing text. The writing text will show an inappropriate idea.

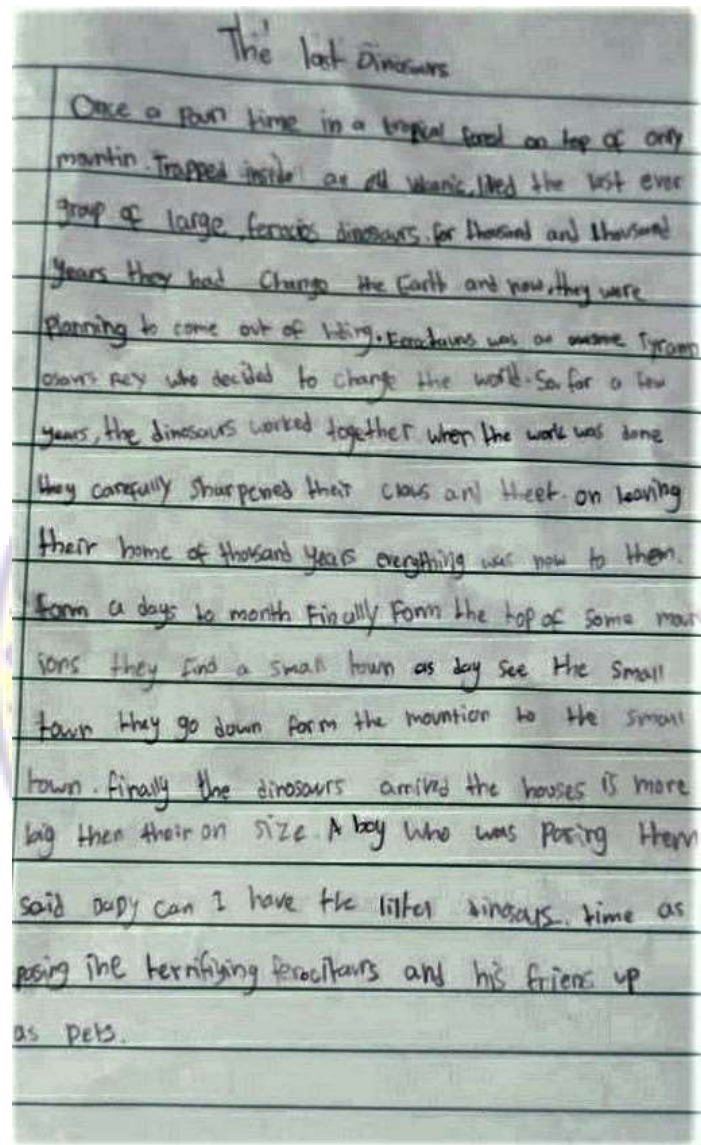


Figure 1.1 International school student recount text

It is clearly seen that the reason of young English learners problem is coming from how to switch speaking form into writing form as Burns and Siegel (2018) said that one of the main problems for many learners, both in

first and second language learners, is knowing how to shift their writing from the forms of language that are used in speaking to the more formal requirements of the written medium (p.8).

As the teachers that consider themselves as well as practitioners and take a charge in learning the competence, they need to be more actual to communicate the material. These days, many teachers apply any idea for delivering a variety of field area. It should be noted when trying to comprehend a subject, every aspect that fulfill a whole subject itself and diminish some misunderstood that might be seen needs to be known.

In Indonesia where there are many changing circumstances, especially in education curriculum from past to now shows that the transition of pedagogies for learners has moved swiftly along with the changing environment. Even if the historical perspective is taken, it has been known that the fact is less simple nor slowly. Moreover, the changing of environment also gives another pedagogical enter to Indonesia education system.

Proof of those, Indonesia government still tries to develop a new method for education purpose which always tends to change from time to time. For that reason that might be held in somewhere else too, teachers have to draw strategy on every range model since it is largely known there are so many students with their own characteristics should get more concerned.

Teachers as the people who develop and carry out the material basically have benefit by utilized everything well-reliable source of learning and teaching. With taking many possibly method to bear, they can be more

responsive to students' purposes. Delivering best method is the concern which teachers need to do. Drawing a proper method is also needed to bring pleasant condition in learning process for young English learners. Hence the writer cited Richards and Rodgers (2001) who proposed the framework of language teaching methodology to see clearly how the method should be drawn as seen below,

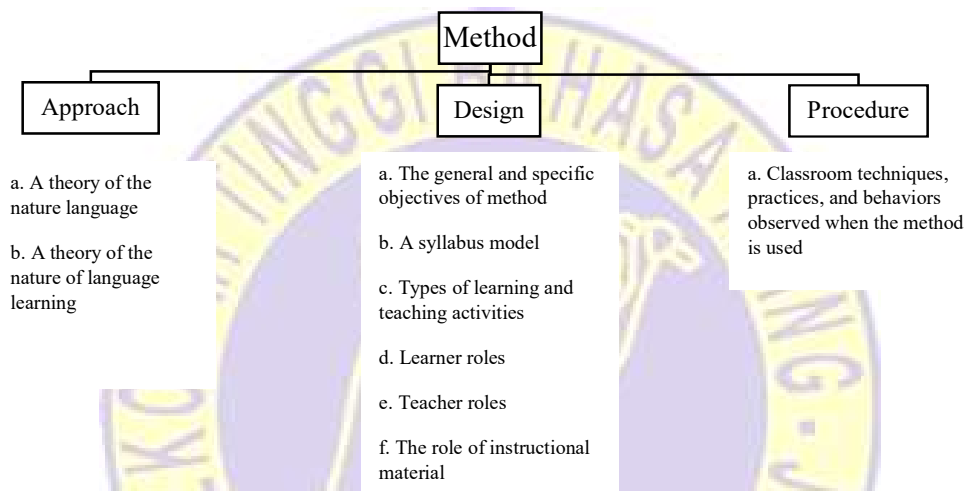


Figure 1.2 Summary of elements and sub-elements that constitute method (Murcia, Brinton, & Snow, 2014, p. 3)

It is briefly seen that method is a set of procedure programs that teachers have to do in order to gain the target, in this case the young English learners. In addition, Larsen (2000) said with applying 'language teaching method' to mean a coherent set of links between actions and thoughts in language teaching will lead to a variety of techniques, some of which will be new (p.1). Furthermore, Kumaravadivelu (2006) stated that teachers try to derive a "method" of their own, it call an eclectic method (p.169).

Based on the problems that presented above, the writer found the young English learners in prestigious course that has the similar problem and want to use the different collaborative practices due to fulfill and build up their ability in other English aspects. The writer would like to increase the students' writing ability through eclectic method since the English learners need this aspect due to fulfill every English aspect especially in their school academic. Hence, writer chooses *The Use of Eclectic Method for Improving Students' Writing Ability in EF Teens and Kids – Kalimalang* as the title of this research.

B. The Scope of the Research

In this research, the writer will focus on writing skill of the students at EF Kalimalang. The choosing of location tends to the environment itself. Most of students who take a course in EF are coming from international school with a lack of writing ability. This research focused on analyzing eclectic method and finding the effectiveness of using eclectic method in order to increase students' ability in writing especially in their academic writing for school purposes.

The data will be taken from students that are in front runner class. This research used two ways to get the data such, pre-test and post-test. The research will begin by seeing the result of their writing ability in order to know how far their writing ability and which weak point that the writer can fix it. In this research, there will be 30 students in total to be observed. The writer chose 30 students due to the time limit. Secondly, the writer will try to give the collaboration procedures that students need as a key role in the process of

understanding the dynamics in effective writing instruction. The writer will give several tests and immediately check their score in post-test section and put them all on the data. After that, the data will process by using quantitative method. This method is used for discover the facts or truth of values object.

C. The Question of the Research

To lead and limit the problems, the writer found two problems that would be deconstructed. These problems can be followed in these questions:

1. How is eclectic method applied in EF Teens and Kids Kalimalang?
2. Does the eclectic method improve the writing ability of the students at EF Teens and Kids Kalimalang?

D. The Objective of the Research

Related from those problems that just mentioned above, the objectives of the research are described as the following:

1. To know the way of Eclectic Method is applied at EF Teens and Kids Kalimalang.
2. To find out that eclectic method can improve students' writing ability in EF Teens and Kids Kalimalang.

E. The Significance of the Research

1. The Researcher

- a. The research will enlarge researcher's teaching knowledge in every curriculum system.
- b. The research will give fully comprehension about the eclectic method.
- c. The research will give the researcher new perspective about what is eclectic method and its implementation.

2. The Reader

- a. The research will enlighten readers thoroughly about teaching methodology.
- b. The research will give a clearly understanding about eclectic method.
- c. The research will give more knowledge of every field in education system.

3. The Institution

- a. The research will give the contribution for teaching methodology.
- b. The research will give the information for the institution about further methodology in post-modern using eclectic method in writing ability.
- c. The research will contributes in the comprehended of children needs in English learning.

F. The Systematic of the Paper

The systematic of the paper means to present the paper in well-edited compositions. This paper is divided into five chapters as follow:

CHAPTER I explains the background of the research, the scope of the problem, the questions of the research, the objectives of the research, the significance of the research, and the systematic of the research.

CHAPTER II mentions the definition of technique of teaching English, eclectic method, four square writing method, writing skill, and action research.

CHAPTER III consists of time and place of the research, population and sample, method of the research, instrument and variable of the research, and technique of data analysis.

CHAPTER IV presents Data Description, Data Analysis, Data Interpretation, and Data Discussions.

CHAPTER V concludes the research that writer had done and suggests what it needs for next improvement.

