

CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language plays important roles in our life and it is a determinant key to success in learning of all subjects. English gives students ability to compete in global society. Therefore, the language is taught from kindergarten to university.

In the 2004 curriculum (competency based curriculum) at senior high school, Depdiknas states that the purpose of English subject is “to develop English communication skill in oral and written terms (listening, speaking, reading, and writing)”.¹ The statement can be interpreted that language or English as a primary subject is taught for some purposes. The purposes are communicative competences such as discourse competence, sociocultural competence, linguistic competence and strategic competence. In order to achieve these competences of English, an appropriate teaching strategy is needed.

In order to get perfect competence in using language, the four skills must be mastered. If one of them is ignored, it will influence other skills, because all of those skills are related to each other. As a result, the language learning process can not be reached completely. English is used in spoken and written. Communication is comprehension, and expression of information, mind, and feeling. Communicative competence should not be thought of as only an oral phenomenon. It applies to both written and spoken language². They are applied in language competences including listening, speaking, reading and writing.

The primary function of language is as a communication tool. Moreover, communication can be divided into two; verbal communication and

¹ Departemen Pendidikan Nasional, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MA*. (Jakarta: 2004.) p. 9

² Alice C. Omaggio, *Teaching Language and Context*, (United State of America: Heinle and Heinle Publisher, inc, 1986), p. 5

written communication. Both of them are important, but they are different. It may be stated that only educated people can communicate in written language, because it is very complex, not only in grammar but also in other aspects such as vocabulary, content, organization and mechanic which influence written language. Grammar is necessary in writing, where, in speaking, it is not so necessary, as long as the speaker and listener understand each other. In addition, writing is one of the difficulties which are faced by students.

Writing skill is one of important competences that must be mastered by students because we know that language is not only in spoken form, but also in written form. This skill is not merely focus on words, phrase, sentence pattern and grammar, but also focus on the idea of each paragraph. In order to reach writing ability, many experts of education try to reveal the problems of learning. To overcome the problems, they try to carry out different attempts to improve learning process. The curriculum, approach, method, technique of teaching and quality of teachers are always revised and improved in order to meet the goal of the teaching learning process.³

Many efforts have been made by Baitussalam Islamic Boarding School to improve student's competence. This institution creates English Language Movement Programs. English Language Movement Programs are programs that are made to help the students in learning English.

Writing skill can not emerge by dint of practice alone. An attitude that persist in some institution and among some educators is that one must learn to write before one can write. In this view, the most logical and practical way to turn nonwriters into writers is to teach them to write.⁴ There are five aspects in writing assesment: vocabulary, content, grammar, form, and mechanic⁵. Because of that, English Language Movement Program have been made some

³ Sobry Sutikno, *Belajar dan Pembelajaran*. (Bandung: Prospect, 2009), p. 20

⁴ Dana R. Ferris and John S. Hedgcook. *Teaching ESL Composition*. (New Jersey: Lawrence Erlbaum Associated Inc. Publisher), p. 34

⁵ Sara Cushing Weigle. *Assesing Writing* (Cambridge: Cambridge University Press, 2002), p. 114

efforts to improve students' writing skill, they are vocabulary enrichment, language repairs, and english composition.

Based on this view, the writer is interested in understanding English Language Movement Programs conducted in Baitussalam Islamic Boarding School which possibly influence students' writing skill. At this time, the focus of the study is the influence of students' activeness in English Language Movement Program to improve their writing skill. The writer predicts that the students will get high competence in writing if the students' be active in English Language Movement Program.

B. Reasons for Choosing the Topic

The writer chooses the topic because of the following reason:

1. Writing is one of four skills that must be mastered, but many students do not have enough capability in this skill.
2. Not all institutions have English Language Movement Programs which are aimed at improving student's English competence.
3. The writer chooses MA Baitussalam Mijen, because the writer assumes that the students there have enough ability in English knowledge. All students have to follow the English Language Movement Programs. One of the activeness that which is assessed every 3 month is vocabulary enrichment and writing composition test. Its aim is to measure student's proficiency in vocabulary, grammar and writing.

Based on to the title of this, the writer raises the following question: "Does students' activeness in English Language Movement Programs give positive influence on their writing skills?"

From this research the writer wants to find out the influence of English Language Movement Programs in their competence especially in writing skill.

C. Research Questions

Based on the background of the study above the writer states the following questions:

1. What English language programs are conducted at Language Movement of Baitussalam Islamic Senior High School?
2. How is the degree of students' activeness in English language movement programs?
3. To what extent does students' activeness in English Language Movement Programs influence their writing skill?

D. Objectives of the Study

The aims of this research are:

1. To describe the English language programs conducted at Language Movement of Baitussalam Islamic Senior High School?
2. To describe the degree of students' activeness in English Language Movement Programs?
3. To find out the extent to which students' activeness in English Language Movement Programs influence their writing skill?

E. Limitation of the Study

In conducting this research, the writer has limited the problem as follows:

1. The English Language Movement Programs conducted in Baitussalam Islamic boarding school.
2. The students' activeness in English Language Movement Programs at Baitussalam Islamic boarding school.
3. The influence of students' activeness on English Language Movement Programs to their writing skill.
4. The writing test will be seen from grammar and vocabulary aspects.

F. Significance of The Study

1. For the students

It will make the students motivated to join English language movement programs

2. For the teacher

The study could provide information to the teacher about the students' activeness in English language movement programs.

3. For the reader

The result of the study would be worth consideration when people try to improve their English learning and it would become reference for researchers of similar study

G. Definition of Key Terms

1. Influence

Influence is "to affect the way that someone thinks or behaves or to affect the way that something happens".⁶

2. Activeness

Activeness is "constantly engaged in action"⁷

3. Language Movement Programs

Before giving definition to Language Movement Program, the writer will break part of those words into two. Language is "the body words and systems for their use common to a people who are of the same community or nation".⁸ Movement is "a more or less organized effort by many people to achieve some goals"⁹. Programs are "activities that are planed systematically".¹⁰ Based on the definition of each word, the writer

⁶ http://www.macmillandictionary.com/dictionary/british/influence_13

⁷ Library of Congress Cataloging in Publication Data, *Western Unabridged Dictionary of The English language*, (New York: Portland House, 1989), 15

⁸ *Ibid*, p. 806

⁹ Kamus Gratis, <http://kamus.landak.com/mob/Movement%20cure>, 04-03-2010. 9:57

¹⁰ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2006), p.

concludes that language movement program is activity of language that is planned systematically to get some goals.

4. Writing skill

Writing is “production of the writer word that results in a text but the text must be read and comprehended in order for communication to take place”.¹¹ Skill is “ability”.¹² So writing skill are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

¹¹ Marriane Celce and Murcia Elite Olshtain, *Discourse and Context in Language Teaching*. (USA: Cambridge University Press, 2000), p, 142

¹² Peter Salim, *The Contemporary English-Indonesia Dictionary*. (Jakarta: Modern English Press), p. 1823