

CHAPTER 1

INTRODUCTION

A. Background of the Study

EFL is the most important international language in that used as tool for communication between different countries and the different between had mother tongues. Matsuda (2012) states that English is as an important language to learn because it provides people with new international opportunities that were available to them to use English in the future. In learning English students must learn four English language skills, namely listening, speaking, reading and writing. From these four abilities, Richardson and Morgan (2018) states that writing is the most complex communication process activities in art.

The writing has a sentence structure that has a good grammar, spelling, punctuation are key in written communication, it is clear to understand that writing could be used in writing various text. To achieve that, all students had must self-confidence in which language learning was a developmental process to explore themselves for the better. The existence of self-confidence is one of the pedagogical factors of students to be able to encourage themselves in the process of wanting to learn a foreign language that must be generated from students because students think that foreign languages is very difficult to learn and learning English is unimportant. The contributing factors to build students' self-confidence Marie Pavlou (2018:11) defined there are seven factors to build students' self-confidence such as childhood, society, media, spirituality, friends and family, relationships, work environment.

According to Zurqoni (2012), the teacher serves as a facilitator in encouraging students' confidence in learning more English. In the teaching and learning process, teacher must plan guidelines in teaching a class to achieve teaching goals. The education is one of the pillars of intelligence that must be possessed by every nation in the world, the pillar of intelligence would produce nation children who are intelligent, innovative and creative and far from

ignorance. The education is a bridge created for an advanced nation with strong guidance for education.

The education has a learning implementation plan (or known as *rencana pelaksanaan pembelajaran* or RPP). The learning implementation plan is designed to provide opportunities for students to develop their potential that they have and the RPP provided not only for elementary school but for various levels of school such as junior high school, senior high school and university. Which, they will have competent abilities, both in terms aspects of attitudes, knowledge and skills prepared to work internationally. In line with the plan for the implementation of learning in education the learning process might be developed by following a curriculum that contains a set of plans and rules set by the government and the ministry of education regarding the objectives, contents, and teaching materials that would be used as teaching guidelines to achieve certain goals. Mulyasa (2013: 65) suggests that the government established since 2013 the implementation of the 2013 curriculum as a further step in developing a competency-based curriculum (or known as *kurikulum berbasis kompetensi* or KBM) and the school-based curriculum (KTSP). Through the development of the 2013 curriculum, it is hoped that it can produce generation that was productive, creative and innovative through strengthening knowledge, skills and integrated attitudes.

The school-based 2013 curriculum this time used a scientific approach. Vygotsky (1954) states that learning by using scientific approach is learning process designed to describe participants so that the students active build concepts, laws or principles through stages, to formulate problems, find problems, find or formulate hypotheses, collection of data by finding techniques, data analyzing, drawing conclusions and communication the concept, the law or principle that was "found". In this scientific approach process give to learning solve the problem in activities observing, questioning activities, experimenting activities, associating activities, and communicating activities. Scientific approach uses problem-based models and finding problems in order to development concept of thinking skills in solving a problem done by students as long as they received learning material. In addition, the 2013 curriculum have also

determined all subjects as learning plans, one of which English language material presented by the 2013 curriculum with text, both oral and written, such as a text that was interpreted as a language unit that functions to express contextual meaning and is accurate to the social and cultural context (*Kemendikbud*, 2013). English language learning that had four language skills that students have in this globalization era, namely listening, speaking, reading and writing skills (Dalman, 2013: 3). There are four skills that related to one another. One of the skills that must be emphasized in students is writing skills.

Langan (2010: 12) define writing is a process of thoughts, develop ideas, opinions and feelings expression in paper. The writing and composing have the same process, it was having ideas, thoughts, feelings and opinions of others or themselves that are expressed in the form of written media (Djuanda 1997: 35). one of the types of text, namely text description, the text had criteria to explain an object, place, animals or person in detail to the reader or listener, so that it could be seen or felt. To make a good writing it.

Kane (2000:352) defined that description is about sensory experience-how something looks, sounds, tastes. The biggest is about visual experience, but description also deals with other kinds of perception. In the scope of English subjects at the senior high school/vocational high school level, the descriptive text of types could be categorized as being able to stimulate students' creative processes in learning foreign languages easily. So, it allows students to think critically about their own writing. It is a beautiful day is the subject matter that must be applied to the 2013 SMP curriculum in odd numbers of semesters to raise students' confidence in English. Stibravy and Muller (1988) state task oriented technical writing assignments that are found to have a positive effect of a significant increase in self-confidence, an overall improvement in communication ability.

Based on the previous research, Martiansyah (2018) stated his research "a correlation between self-confidence and essay writing achievement" shows there is significant put on higher achievement to students' self-confidence in their essays. So, students' self-confidence

give a dominant result on writing achievement. So, the teacher must give a lot of encouragement such as give motivation and be more creative in teaching. So, the students feel comfortable and more interested in learning English. Kholik (2017) stated in his research “the correlation between students’ self-esteem and their writing ability at the second grade of SMAN 1 Pringsewu” shows the positive correlation shows that the higher the student's self-esteem, the higher their writing abilities. Mansor Fahim (2011) on his research “the relationship between self-esteem and paragraph writing of Iranian EFL learners” can find a positive relationship between English language proficiency, self-esteem, and paragraph writing.

From the above researches, the scholars both only explain to investigate students’ self-confidence performer their writing skills, but the present research focuses on the students’ self-confidence in demonstrating their writing skills being developed using the scientific approach. Students’ self-confidence was very important in developing writing skill, Brown (2000) states no victorious cognitive and affective action can be carried out without several level of self-esteem, self-confidence, knowledge of herself and confidence in her own writing skills activity.

B. Scope and Limitation of the Study

The scope of this research is teaching EFL students’ self-confidence. The limitation of this research was writing descriptive text. This implementation time can be done in “Descriptive Text” materials in 9th grade of SMP Hang Tuah 1 Surabaya a junior high school.

C. Statement of the problem

Based on the background of the study and the limitation of the study, this research will focus on two questions, there are:

1. How is the EFL students’ self-confidence in applying the scientific approach to writing descriptive text?
2. What factors contribute to the students’ self-confidence in learning how to write a descriptive text by using the scientific approach?

D. Objectives the Study

In line with the statement of the problems, the objectives of this study are:

1. To describe how the EFL students' self-confidence is in applying the scientific approach to writing descriptive text.
2. To describe what factors contribute to the students' self-confidence in learning how to write a descriptive text by using the scientific approach.

E. Significance of the Study

This study had many benefits for teachers, students, researchers and readers. They are:

1. For the teachers

This research is expected give the teachers more information about how to encourage the students to improved self-confidence and the factor contribute students' self-confidence in their writing.

2. For the students

This research is expected to give encourage in students to be confident in their work and faced the problem about writing skill such as study more, addition vocabulary and always improved every mistakes that did. And always believe that end of the result.

3. For the researchers

This research is expected to provide new knowledge and new experiences that have been studied to shared with other researchers. The other researchers could continue this research by changing it into quantitative research or used to change to another object but still has the same purpose. Because learning of English with confidence will be able to make students want to know more and want to try various problems to solve.

4. For the readers

This research is expected to give the readers with new knowledge about self-confidence because everyone must have confidence to achieve the goals they want, many of factors that have discussed in this study. It was very influential factors in developing students' interest in learning foreign languages in competition in this globalization era.

F. Definition of the Key Terms

To clarify the key terms used in this study, several definitions will be explained below. The researcher included the definition below to make it easier the reader to understand the terms of the reader that is not known before and facilitate the purpose of this study. There are:

1. EFL Students

According to Collins (2019) English as a foreign language (EFL) is the teaching of English to people whose first language do not English. EFL is an ellipsis for “English as a foreign language”.

2. Self-confidence

Self-confidence is an attitude or feeling that has ability to believe themselves to do something that is in accordance with it-self wishes and take responsibility for it-self behavior. The kinds of characteristics are feeling free and having high enthusiasm to solve many problems to the emergence of motivations Lauster (1978).

3. Scientific approach

Vygotsky (1954) states the Scientific Approach is the process of approach that uses problem-based methods in teaching and learning activities, such as observation, questioning, experimenting, associating, and communicating. The learning was carried out by students and teachers. This approach is expecting to make students can critical thinking, logically, and objectively in accordance with existing facts or real.

4. Writing

The writing is one of communication tool in form of text that represents language with signs and symbols. Pasand and Haghi (2013) mention the writing is important skill. It is the process of idea, opinion, or thought and feeling that someone has and expressions that are expressed in from of written that have a clear grammar.

5. Descriptive text

According to Anderson and Anderson (2003:26) descriptive text is a type of text that aims to explain or describe something like a person, animal, place, plant or object, and the describe is the form, characteristic feature or character. This text gives information clearly

and the fact about an object that described to the reader and serve in writing.

6. Contributing factors of self-confidence

Marie Pavlou (2018) states the contribute factors that have influence students' self-confidence to increase confidence in building healthy mindset, building healthy life, and building good work performance to avoid worry and depression.