

# CHAPTER 1

## INTRODUCTION

### **A. Background of the Study**

As one of the four language skills, writing has always occupied a place in most English language courses. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. Traditionally, in curriculum practice, a distinction has been drawn between the activities that focus on products and the activities that focus on process.

In the traditional way of teaching writing, which focuses more on the product, very little attention is paid to help learners develop their ideas in the process of making meaning. No wonder that writing activity becomes dull, dry, and boring (Leki, 1996) in Fauziati (2008: 141).

Cooperative Learning method is considered to give a chance to the student to be involved in discussion, student has courage and critical thinking and is willing to take responsibility of his or her own learning. Although it is considered as an active role for students, it does not mean that teacher in the classroom is not participating. In the learning process, teacher has role as designer, facilitator, and guide in the learning process. One of Cooperative Learning here is Decentralized Basic Education (DBE).

DBE is a cooperative learning developed by USAID (United States Agency for International Development). This method gives a chance for the students to develop their way of thinking, holistically, creatively, objectively and logically in their group discussion. It has a purpose to make and build environment which support the effort to repair the quality of education program for teenager and to prepare the students of junior high school, and also the students who have been dropped out from the school to enter the work life and to develop the society by giving them chance to study.

(<http://inovasipendidikan.net/inovasi.html>).

According to Leki (1996) in Fauziati (2008: 142), the purpose of teaching writing is “to catch grammar, spelling and punctuation errors”, but the process of teaching writing does not mean simply having students do grammar exercise in writing. It no longer means having students manipulate unfamiliar text that have no special meaning for them. Instead, the students are writing about, and most especially, what they really want a reader to know. This desire on the part of the writer to communicate something is very important, because it is much more difficult for the students to write if they have no interest at all. By implementing an appropriate method, teaching writing would be more effective for students to increase their writing skill

Considering the fact above, the writer wants to conduct the research entitled: **THE IMPLEMENTATION OF DECENTRALIZED BASIC EDUCATION (DBE) 3 IN ENGLISH TEACHING WRITING SKILL OF SMPN 3 COLOMADU IN 2010/ 2011 ACADEMIC YEAR**

**B. Problem Statement**

Based on the background of the study, the writer states the problems of study is how is the implementation of Decentralized Basic Education (DBE) 3 in the English teaching of writing skill at SMPN 3 Colomadu in 2010/2011 academic year?

**C. Objective of the Study**

The objective of the study is that the writer intends to describe the implementation of the DBE 3 in the English teaching of writing skill at the student of SMPN 3 Colomadu.

**D. Limitation of the Study**

In this research, the writer focuses on the implementation of Decentralized Basic Education (DBE) 3 in English teaching writing skill of SMPN 3 Colomadu in 2010/2011 academic year.

**E. Benefit of the Study**

The writer hopes the study give benefits as follows:

**1. Theoretical Benefit**

The purpose of this study is that the finding of the research useful, especially for the teachers who teach English at SMPN 3 Colomadu. It also gives consideration for teachers of English at SMPN 3 Colomadu and other English teachers.

## 2. Practical Benefit

The research useful both for teacher and the writer herself. For teacher, it can improve their knowledge of the implementation of DBE on the English teaching writing. For the writer, she has a broader understanding of the implementation of DBE on English teaching-writing process.

## **F. Research Paper Organization**

This research paper is divided into five chapters, they are described as follows:

Chapter 1 is introduction that consists of background of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is dealing with review of related literature that presents previous study, teaching writing, problems in teaching writing, the roles of teacher in teaching writing, and Decentralized Basic Education (DBE) 3.

Chapter III is research method. This chapter is dealing with type of the research, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is the result of the research. It describes research finding and discussion.

Chapter V is conclusion and suggestion followed by a list of the primary bibliography and enclosures at the end of the research.