

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching is an activity of transferring knowledge to the students, and learning is the activity which is done by the students based on the teacher's instruction. Teaching English includes four skills, namely listening, reading, speaking, and writing. According to Richard and Lockhart (1994:29) teaching is a complex process which can be conceptualized in a number of different ways. It is defined as interaction between the teacher and the students as far as it is related to impart the knowledge to the students, to cover almost every aspect of education which the students are expected to learn from a teacher and which the teacher will teach them using all the teaching techniques and aids available to teach. This includes motivation, encouragement, and character building of the students.

Writing is a method of representing language in visual or tactile form. It is generally agreed that writing is the most difficult skill for foreign language learners (Fauziati, 2010:45). According to Ghaith in <http://www.nadasisland.com/ghaith-writing.html#activities>

writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

Richard & Renandya, (2002) in Fauziati (2010:45) state that:

writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text.

Writing can be taught to students using various methods. Since writing is an active process which require the students to be actively involved in the learning process, one of the methods which can be implemented is Active Learning.

According to Bonwell & Eison (1991:22) active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem based learning, and the use of case methods and simulations are some approaches that promote active learning.

In Active Learning, teacher should be active and creative. She should also be able to manage the class well, so the students can participate activity in the learning process. As stated bis Mazarin (1999:58), in Active Learning teacher is a facilitator of learning, therefore, a teacher does not operate under the traditional concept of teaching, but rather is meant to guide and assist students in learning for themselves picking apart ideas, forming their own thoughts about them, and owning material through self-exploration and dialogue.

According to Krishnamurti (2003:65), teachers who facilitate personal growth in students are unique, extraordinary, worthy of the dedication. It

requires a self assurance, a willingness to share self, to care, to begin a journey, then launch the student on a personal quest which may not be shared; to send the student beyond the teacher, perhaps with the student never realizing or appreciating what was given. It is that unqualified and indefinable difference between training and education, bossing and leading, telling and teaching.

SMP Negeri 5 Boyolali is a Junior High School located in Boyolali. In SMP Negeri 5 Boyolali, English subject is the material that should be taken by all students. The writer's reason in taking SMP Negeri 5 Boyolali as the object of the research is because the students have some problems in writing skill. Based on the previous observation and interview, the teacher applied active learning in teaching writing learned, the writer is interested in searching the information about the implementation of the method.

From the explanation above, the writer will do a research entitled *The Implementation of Active Learning in Teaching Writing at the Eighth Grade of SMP Negeri 5 Boyolali in 2013/2014 Academic Year.*

B. The Scope of the Study

The study is focused on the eighth grade of SMP Negeri 5 Boyolali in 2013/2014 academic year. The writer focuses on the process of active learning in teaching writing at SMP Negeri 5 Boyolali.

C. Research Problem

Based on the background of the study, the problem statements are:

1. How is the implementation of active learning in teaching writing at SMP Negeri 5 Boyolali. Based the general research problem the writer specify the questions as follows:
 - a. What are the goals of teaching writing?
 - b. What are the techniques of active learning in teaching writing?
 - c. What are the procedures of active learning in teaching writing?
 - d. What are the media used of active learning in teaching writing?
2. What are the problems faced by the teacher in applying active learning?
3. What are the problems faced by the students?

D. Objective of the Study

The objectives of the study are to:

1. Describe the implementation of active learning in teaching writing at SMP Negeri 5 Boyolali, specially it is to:
 - a. Know the goals of teaching writing.
 - b. Know the techniques of active learning in teaching writing.
 - c. Describe the procedures of active learning in teaching writing.
 - d. Know the media used of active learning in teaching writing.
2. Describe the problems faced by the teacher in applying active learning.
3. Describe the problems faced by the students.

E. Significance of the Study

In carrying out this research the writer intends to explain theoretical and practical significance to the readers.

1. Theoretical Significance

- a. This research increase knowledge and perception about active learning in teaching writing.
- b. This research increase the understanding about learning English and teaching writing.

2. Practical Significance

- a. For the reader

The result of the research gives knowledge to the reader. The readers get new information after reading this research.

- b. For the teacher

The result of the research could be useful for English teacher in giving additional technique and method of active learning in teaching writing at the Eighth Grade of SMP Negeri 5 Boyolali.

- c. For the writer

The result of the research can increase larger knowledge about the learning process especially of active learning in teaching writing.

F. Research Paper Organization

The organization of this research are as follows:

Chapter I is introduction. This chapter presents background of the study, limitation of the study, research problem, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related theory. This chapter presents previous study, underlying theories that deals with component of teaching writing, active learning, and the use of active learning in teaching writing, and theoretical framework.

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

Chapter IV is research finding and discussion. The research finding describes the implementation of active learning in teaching writing at SMP Negeri 5 Boyolali, clarifies the problems faced by the teacher in applying active learning, and clarifies the problems faced by the students.

Chapter V is conclusion and suggestion. After chapter V, the writer presents bibliography, virtual reference, and appendix.