

THE EFFECT OF USING ACTIVE LEARNING ON STUDENTS' WRITING ABILITY AT SMP MUHAMMADIYAH 1 JEMBER IN THE 2015/2016 ACADEMIC YEAR

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ABSTRACT

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Writing is one of the important and difficult skills of English language that must be mastered by students. Active learning is a method can be used in teaching writing skill. Estafet Writing as a technique in active learning was applied to know whether or not there is a significant effect on it.

The problem that should be answered in this research is formulated as follows. "Is there any significant effect of using active learning on students' writing ability at SMP Muhammadiyah 1 Jember in 2015/2016 academic year?". The research objective is intended to investigate whether or not there is a significant effect of using active learning on students' writing ability. Based on the research problem and the related literature, the hypothesis of this research is described as follows: using active learning has significant effect on students' writing ability at SMP Muhammadiyah 1 Jember in the 2015/2016 academic year.

The kind of this research is an experimental research. The research design is quasi experimental design nonrandomized pre-test and post-test control group design. This research is using cluster random sampling lottery, and based on the result of lottery, class VIIC as experimental group and class VIID as control group. Each group consist of 31 students. To collect the data, the researcher uses subjective test in procedure text writing test. In order to analyze the data, students' writing score, the t-test formula is used.

The result of the research showed that the mean score of pre-test result of experimental group was 51.62, post-test was 72.70 and the difference was 21.08. The mean score of pre-test result of control group was 48.75 post-test 54.16 and the difference was 5.41. Besides, the result from t-test formula was 5.68 and the degree of freedom (df) was 60, whereas the t-table at 5% significant level for df=60 is 2.00. It indicates that the value of the t-test in this research is higher than value of t-table (5.68>2.00). So, null hypothesis (Ho) is rejected. Thus it can be concluded that “there is a significant effect of using active learning on students’ writing ability at SMP Muhammadiyah 1 Jember in the 2015/2016 academic year”.

INTRODUCTION

Writing is productive skill in which someone shows his/her thoughts through written words. Writing is an activity to convey meaning by selecting words and putting them together in a written or printed form (Fairbairn and Winch, 1996). Brown (2001) argues “writing is thinking process”. In other word writing can be said as a complex skill dealing with transferring opinion or ideas into language by selecting word and putting them together in written or printed. Therefore teaching writing skill in the classroom is important for the students.

There are no clearly defined approaches to teaching writing in FL. When writing is taught in the FL classroom, it is usually incorporated into the overall goals of lesson. For example, if the focus of instruction is narrating past events, students may study past tense, and the writing assignment might require them to tell about something they did in the past. Therefore, an examination of approaches to FL teaching in general provides the best insight into how FL writing is taught.

Writing as a process to get product is influenced by some elements such as vocabularies, grammar, mechanic, and form (organization) Hughes (2003). In writing English subject, students have to know and understand those elements. Students have been learned kinds of text in writing skill. They should produce written simple functional text in the recount text, narrative text, news items, procedures, and descriptive text.

Related to writing text, some students got problem to write it. According to Richard and Renandya (cited in Trong 2011), the problem are (1) difficult in generating and organizing ideas using an appropriate choice of vocabulary and (2) putting such ideas into an intelligible text. The students difficult in generating and formulating ideas to construct the text based on the accepted generic structure (Rahmawati, 2015).

Teaching writing can be implemented by Active learning method. Bonwell and Eison (1991) states that active learning is involving students in doing things and thinking about what they are doing. Students must engage in activities that involve

reading, writing, discussing, or problem solving. In other word, active learning is any learning activity engaged in by students in a classroom rather than listening passively to teachers' instructor.

Estafet writing is a part of active learning method. According to Syathariah (2011) Estafet writing is one technique of active learning or learning by doing which aims to students associate learning as a fun activity. It means that estafet writing is a kind of teaching technique used by teacher to help the students participate actively by expressing one's ideas after another continuously based on the topic given. The result of estafet writing shows that the students were motivated to write because the students can develop a text which they find in their friends sentence which they continue. Use estafet writing, it will significantly improve the quality of study time. Therefore, the researcher wanted to apply active learning method especially estafet writing technique to know the segnificant effect on students' writing ability of the writing procedure text.

RESEARCH METHOD

Participants

The participants of this research consisted of 62 students of seventh grade students of the SMP Muhammadiyah 1 Jember in the 2015/2016 academic year. The kind of this research is an experimental research. The research design is quasi experimental design nonrandomized pre-test and post-test control group design. The experimental group was 31 students, and the control group was 31 students.

Instrument

The instrument which was used to collect the data needed in this research was writing test. The test form was subjective test consist of one question. The students asked to write a procedure text based on theme given. Regarding with the validity, the researcher used content validity which the researcher made the test based on the Institutional level curriculum (KTSP 2006) where the research was conducted. While the reliability of the test was analyzed by using Alpha formula. The researcher found that the reliability of the test was 0.75.

Procedure

Two classes were taken to conduct this research. One group was treated as control group and the other was treated as experimental group. Before the treatment was given, a pre-test was established to both groups. And the post-test was given after 4 meetings of teaching and learning process. The experimental group was taught by active learning method, and the control group was taught by a conventional method (teacher-centered learning). The teaching procedure in experimental groups is explained as followed:

1. Before starting the lesson, the teacher explain the topic will be taught.
2. The teacher divide students into group consist of 4-5 members.
3. Teacher ask one of the member to write first sentence related to the material.

4. Then teacher ask the first member to give his/her book to the second member to continuing his/her sentence.
5. The second member continue the previous sentence until the last member. After the students finish their sentence, the book back to the first member.
6. After all have done the teacher and students correcting the task together.
7. At the end, the students write the result of group discussion in the right form.

RESULT AND DISCUSSION

In general, to collect the data of the research, pre-test and post-test were given to both experimental and control group. The result of pre-test and post-test of both groups described as follows:

Table: Comparison of the control and experimental group's scores

Class	Score		
	Pre-Test	Post-Test	Difference
Experiment	51.62	72.70	21.08
Control	48.75	54.83	6.04

From the table above it was known that the result from t-test formula, and the result showed that the t -value was 5.68 with 60 degrees of freedom. In this case, 5% significance was used whereas the t -table at 5% significant level for $df = 60$ is 2.00. It indicates that the value of the t -test in this research is higher than value of t -table ($5.68 > 2.00$), so the null hypothesis was rejected.

Prince (2004) states that active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing. Estafet writing is one technique of active learning method which aims to students associate learning as a fun activity (Syatariah, 2011). It is a technique that involves students learning together. This technique aimed to make students more active during the teaching and learning process. The students participate actively by expressing one's ideas after another continuously based on the topic given. Writing activity using this technique make students more active because they have to write at least one sentence. Work in group make the students easier to write because they can help each other among their group. One reason that working in a group in which everyone has the opportunity to work with other people's texts is a helpful way of enabling the development of writing skills, is that it is always easier to detect problems in other people's writing than it is to detect them in one's own (Fairbairn, 2011). Besides that, there was no difficult things in teaching writing by active learning method. In the other words, those who learn English by using active learning method get better scores in writing procedure text than those who are not taught by active learning method.

From the discussion above it can be concluded that experimental group got better in writing ability than control group. It means, teaching writing using active learning method was more effective to develop the students' score in writing ability.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the data analysis, the scores of students who were taught by using active learning method on writing ability were higher than the scores of students who were taught without active learning method. It can be concluded that "there is a significant effect of using active learning on students' writing ability at SMP Muhammadiyah 1 Jember in the 2015/2016 academic year".

Suggestion

Active learning method could give a significant effect to the students' procedure text writing ability, so the English teachers are suggested to apply this method especially estafet writing when they teach writing skill. Teachers are also expected to be able to provide more interesting technique. So, the students will have fun in the teaching learning process. The result of this research can be used as input or reference to conduct a future research dealing with a similar problem by using another design, such as classroom action research to develop students' procedure text writing ability by using estafet writing at Junior High School. For the future resercher if use subjective test, the scoring writing test must be done by collaborate with the teacher or other researcher.

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