

CHAPTER I

INTRODUCTION

This chapter presents background of the research, problem of the research, objective of the research, operational definition, significance of the research, and scope of the research.

1.1 Background of the Research

There are four skills in English language which should be mastered by students, they are reading, writing, listening, and speaking. Students are hope to be able to master all of English skills. From the four skills above, writing is one of important skills to be mastered by students. It is supported on *Kurikulum Tingkat Satuan Pendidikan* (Education level Curriculum), English aims at developing students' competence to be able to communicate in English, both orally and written.

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). Writing is not only writing something. In addition, writing is a thinking process and it is more much than an exercise in transcription or copying.

Writing as a process to get product is influenced by some elements such as vocabularies, grammar, mechanic, and form (organization). 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).

Yet research covering more than twenty years suggests that alternative teaching methodologies that create active involvement from the students can contribute to their learning (Bonwell & Eison, 1991). Studies of active learning methods suggest that students who do more than listen by becoming actively involved by reading, writing, discussing and engaging in course content demonstrate more effective learning outcomes. 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. According to Syathariah (2011), estafet writing is a technique of active learning or learning by doing which aims to associate learning as a fun activity. It is a technique that involves students learning together.

To develop writing skill should use the method for English teaching and learning process. Numerous studies show that estafet writing is one of the effective ways to teach writing (Mustika, 2013 ; Fadilah, 2014 ; Kristiawan, 2015). Those studies show that estafet writing can be applied in English teaching

and learning process. Beside, there is Praeska (2014) from University of Yogyakarta prove that Estafet writing also had effect on students' German language writing ability. Based on the result research has explained above, it is necessary to know wheter the students who are taught by using estafet writing have better in writing, especially in writing procedure text. Therefore, a research entitled " The Effect of Using Active Learning on Students' Writing Ability at SMP Muhammadiyah 1 Jember in 2015/2016 Academic Year" will be conducted.

1.2 Problem of the Research

Based on the background above, 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 of SMP Muhammadiyah 1 Jember in 2015/2016 academic year?"

1.3 Objective of the Research

According to the statement of the problem, the purpose of the research is to investigate whether or not there is a significant effect of using active learning on students' writing ability at SMP Muhammadiyah 1 Jember in the 2015/2016 academic year.

1.4 Operational Definition of the Term

Operational definitions are a guideline to understand the key term used in the title of this research. The terms defined operationally are active learning method and writing ability.

1.4.1 Active learning

Active learning is a learning method that used estafet writing in which the students learning together. They make a group consist of 4-5 students, they have to make a procedure text based on generic strucrure (goal, material, and steps) and language feature alternately. It educates students to allow them to participate in the class. It also takes them beyond the role passive listener, note taker and allows the students to take some direction and initiative during the class. Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concern of an academic subject.

1.4.2 Writing Ability

Writing ability is a skill to express ideas, thoughts, and feeling to other people in written symbols. Writing ability in this research refers to the writing competency on composing procedure text. It cover the aspects of writing, includes grammar, vocabulary, mechanics, and form (organization).

1.5 Significance of the Research

The result of the research are expected to be beneficial both theoritically and practically elaborated in the following section.

1.5.1 Theoretical Significance

This research is expected to enrich the theory of teaching writing skill, especially writing procedure text by using Estafet writing. The finding of the research can be used as reference for who want to conduct a research in English teaching learning process.

1.5.1 Practical Significance

The result of the research are expected to give the students a new learning experience in procedure text writing by using estafet writing. Hopely the result of this research can be input for English teacher to use estafet writing on students' writing ability in writing English.

1.6 Scope and Limitation

This study focuses on the use of active learning method, especially implementing estafet writing on the seventh grade students' writing procedure text of how to make something at SMP Muhammadiyah 1 Jember in 2015/2016 academic year.