

The Implementation of Active Learning In Teaching Writing at The Eighth Grade of Smp Negeri 5 Boyolali In 2013 / 2014 Academic Year

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ABSTRACT

This research aims at describing active learning in teaching writing at the eighth grade of SMP Negeri 5 Boyolali in 2013 / 2014 academic year. The objectives of this research are : (1) to describe the implementation of active learning in teaching writing at SMP Negeri 5 Boyolali consisting the goals of teaching writing, the techniques of active learning in teaching writing, the procedures of active learning in teaching writing, and the media used of active learning in teaching writing. (2) to describe the problems faced by the teacher in applying active learning. (3) to describe the problems faced by the students.

The writer uses descriptive research. The subject of this research are the students and the English teacher of the eighth grade of SMP Negeri 5 Boyolali in 2013/2014 academic year. The writer gets the data of this research from event, informant, and document. The methods of collecting data are interview, observation, and analyzing document.

The results of the analysis show that (1) the implementation of active learning in teaching writing at SMP Negeri 5 Boyolali, consists of the goals of teaching writing are as follows: the students are expected identify the genre of the text, the students are expected able to make one genre of the text, and the students are expected able to give answer based on the question from the text; the techniques of active learning in teaching writing are as follows: question and answer, scrambled sentence, and group discussion; the procedures of active learning in teaching writing are as follows: observing, questioning, collecting information, and communicating; and the media used of active learning in teaching writing are as follows: students material's book, laptop, projector, and LCD. (2) the problems faced by the teacher in applying active learning are as follows: managing the class, the lack of media, and there are still teachers who can't operate media of teaching learning. (3) the problems faced by the students are as follows: limited vocabulary, too many task and exercises in writing activities, and not all students liked active learning technique.

Key Word: *active learning, writing, teaching-learning process, techniques, problem*

Introduction

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. 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.

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.

Teaching learning processes using active learning in the class especially in teaching writing, the teacher has to master in teaching learning process and has to mastering in manage of the class. In fact, in the classroom activities in teaching learning process sometimes can't run well. The teacher has to have some of perocedure in teaching writing, it can help the teacher to manage the condition of the class during teaching learning process run. One of procedure used by the teacher are the teacher decided learning contract, explain material and do activities in the class.

According to Mazarin (1999:58) teacher is a facilitator of learning, therefore, is a teacher who 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.

Research Method

The writer uses descriptive research. The writer describes the implementation of active learning in teaching writing at SMP Negeri 5 Boyolali, the problems faced by the teacher in applying active learning, and the problems faced by the students.

In this research, there are some methods of collecting data. They are interview, observation,

and analyzing document. In this case the data are taken from the source by employing interview, direct observation, and document analysis. In interview, the writer collects the data by asking the student opinion about the implementation active learning in teaching writing at the class. The writer also interviews the teacher who uses active learning in teaching writing. The teacher gives much information about active learning.

In observation, the writer does the observation directly toward the implementation of active learning in teaching writing at the eighth grade of SMP Negeri 5 Boyolali in 2013/2014 academic year. The writer had direct interaction with the students to know the result of the implementation of active learning in teaching writing at the class. And in analyzing document, the writer collect the form of the data is the English material such as handbook, some pictures, news, and other material used by the teacher taught English in SMP Negeri 5 Boyolali. The writer also includes, of the result of assignment of the students during teaching-learning writing.

Finding and Discussion

In this section the writer show and discuss the research finding during the observation in English teaching learning processes at SMP Negeri 5 Boyolali.

The main point in this chapter is to describe the implementation of active learning in teaching writing. The data description is divided into some points of view that the implementation of active learning in teaching writing, the problems faced by the teacher in applying active learning, and the problems faced by the students. The writer focuses on The Implementation of Active Learning in Teaching Writing at the Eighth Grade of SMP Negeri 5 Boyolali in 2013/2014 Academic Year.

1. The Implementation of Active Learning in Teaching Writing

Based on the observation, the writer finds the implementation of active learning in teaching writing such as the goals, techniques, procedures, and media.

a. The Goals of Teaching Writing

From research that occurred in the class about the implementation of active learning in teaching writing process it

can be concluded that there are some goals of teaching writing. From the interview with the English teacher, the writer notes that the goals of teaching writing in Junior High School level are as follows: the students are expected identify the genre of the text, the students are expected able to make one genre of the text, and the students are expected able to give answer based on the question from the text.

b. The Techniques of Active Learning in Teaching Writing

In implementing active learning in teaching writing at the class, the teacher has to master and understand active learning. Besides the teacher has to use techniques that are appropriate with curriculum and situation of the students. From the observation and interview with the English teacher, there is always problem occurred in the class about active learning in teaching writing. It can be concluded that all students can't follow active learning activities in the class, so the teacher has to use variation technique and appropriate technique. The techniques used in the class are as follows: *question and answer, scrambled sentences, and group discussion.*

c. The Procedures of Active Learning in Teaching Writing

In the implementation of active learning in teaching writing, the teacher is only facilitator in the class and also be a manager in the class. The teacher have to mastering of technique and the teacher expected also mastering the procedure of technique because in implementation must be following the procedure to help teacher in active learning in teaching writing.

Based on the explanation with the English teacher above about the teaching technique, she explained that in every meeting in the class, she always use different technique. Depend on the materials and situation in the class. The observation was done four times on Monday, May 5th, 2014 - Wednesday, May 14th, 2014. Here the

writer describes some activities and explains in details about the steps done by the teacher and students during teaching-learning process.

Based on the observation, the teacher English used procedures: *observing, questioning, collecting information, and communicating.* All of them have to appropriate with the curriculum and syllabus. The teacher also use some techniques like question and answer, scrambled sentence, and group discussion. Beside, the teacher also used media and material related with lesson plan. So, the teaching-learning process of active learning in teaching writing can successful.

d. The Media Used of Active Learning in Teaching Writing

In implementing of active learning especially in teaching writing, media is important in the teaching and learning process. Besides uses good media in teaching are influences the result of learning in the class. The media used in teaching writing process are as follows: students material's book, laptop, projector, and LCD.

2. The Problems Faced by the Teacher in Applying Active Learning

Based on the reserach finding, the problems faced by the teacher in applying active learning are as follows: managing the class, the lack of media, and there are still teachers who can't operate media of teaching learning.

3. Problems Faced by the Students

The problems faced by the students are as follows: limited vocabulary, too many task and exercises in writing activities, and not all students liked active learning technique.

Conclusion

Finally, the writer presents the result of the data which have been collected from observation and interview in conclusion. After do the interview, direct observation, and document analysis the writer draws summarizing are as follows : (1) the implementation of active learning in teaching writing at the eighth grade of SMP Negeri 5 Boyolali in 2013/2014 academic year. a) the

goals of teaching writing are as follows: the students are expected identify the genre of the text, the students are expected able to make one genre of the text, and the students are expected able to give answer based on the question from the text. b) the techniques of active learning in teaching writing are as follows: question and answer, scrambled sentences, and group discussion. c) the procedures of active learning in teaching writing in the class are as follows: observing, questioning, collecting information, and communicating. d) the media used of active

learning in teaching writing. There are students material's book, laptop, projector, and LCD. (2) the problems faced by the teacher in applying active learning are as follows: managing the class, the lack of media, and there are still teachers who can't operate media of teaching learning. And (3) the problems faced by the students are as follows: limited vocabulary, too many task and exercises in writing activities, and not all students liked active learning technique.

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