CHAPTER I

INTRODUCTION

This chapter present the Background of Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Research Question, the Objective of the Study, the Hypothesis, the Limitation of the Study, the Significance of the study, the Definition of the Key Terms and the Outline of the Study.

1.1 Background of the Study

Learning is an activity of delivering information from one part to the other part, this activity done to change behavior and knowledge of the learner, it can be made through interaction (Slameto, 2000). Learning can be done anywhere including school. In the school the process of learning is mostly conducted in the classroom, involving teacher and students. Theacher as a fasilitator and students as a knowledge constructor. Learning activity is done to deliver material and mostly conducted in a classroom by teacher to the students.

In order to be sucessfull in learning, there are several factor to be aware if either by teacher or students. Classroom environment, students participation, and students responsibility are identified to be primary factors affecting students' outcome of learning.

Classroom environment stimulates learning and makes both the teacher and students feel satisfied, which eventually leads to effective learning process. According to (Duffy in Bada, 2015) In constructivist learning environments, group discussion is considered critical for understanding. In the process of teaching and learning, students need learning environment in accordance with what student needs. It will make students feel comfortable and excited in clasroom when the teacher conveyed material. When the students already feel comfortable, it can make students become excited to follow the process of learning. Surely, the circumstances will be very nice and support students to get good achievement. Students

will show good performance and also be doing this part such as working on the exercises that make them become active as participants when the teacher gives a question.

Students' participation is an activity that students do in the classroom during teaching and learning process. It can be both physicallyand spiritually (Sastroputro, 1989). When students feel curious, they will continue to ask the teacher if the teachers'explanation can not be understood. Students who actively participate in the process of teaching and learning will be able to understand the material because the students are asked based on the patterns they are thought. In this case, they do not only wait for the explanation of the teacher, instead they build their own understanding about the material by their own experience. It will build powerful memory for students. Active students will have great opportunities in achieving good results. When students active in asking and answering questions from the teacher, they will learn the material better than the students who are passive. Students participation in classroom is very determining the understanding of the material. Therefore, it is necessary that students actively participate in the classroom in order to achieve the target of the learninga and that this is the responsibility of the students.

Students responsibilities are to complete class assignments on time according to the instructions given by the teachers, to bring to class all materials required for daily classroom use and to be in attendance at the beginning of the school day. When students arriving late are to report to the proper school authorities, asdesignated by their local school rules and during a class hour, students shall not leave a classroom without a pass from the teacher. Therefore, the students responsibilities are important to achieve the target of learning for the students.

A student also has a responsibility that should be undertaken in the process of teaching and learning. A student not only regains the rights as a student but also has a responsibility like to totally pay attention to teachers when the teacher is delivering material. The students have to carry out what the teacher instructs in the process of teaching, for

example doing the home work. Students who comply learning rules they will have bigger chance to get a good score. In addition, they will also be able to comprehensively understand the material from the learning.

Based on the situation of English learning in SMK N 1 Demak, English are thought thoroughly comprising the four skills ranging from listening, speaking, reading and writing. From those four skills, writing was reported to be the most problematic skill that the students find it difficult to deal with. Writing is one of the four English language skills which is used in a variety of purposes and produced in many different forms to convey people's thought. Writing is different from speaking where it needs to be consciously learned and cannot be practiced immediately. When people are writing, it is the process of ability about what they think and how theyy can develop it in written form. Whereas in conversation, people respond their interlocutors verbally to get information that is acquired naturally as a result of being exposed to it (Harmer, 2004).

With regard to the aforementioned discussion. This final project is developed to reduce the complexity of learning writing mode by students in SMK N 1 Demak. In order to improve students' quality of writing, constructivist learning method is going to the used and tested about "The Effectiveness of Using Constructivism Learning as an Approach to Improve Students' Writing Performance in Descriptive Text at SMK N 1 Demak "

1.2. Reasons for Choosing the Topic

Constructivist learning as an approach to improve students' performance was selected with the following consideration :

1. Using constructivism in teaching and learning activities are rarely applied in Indonesia. The researcher thought that this approach is simple and enjoyable to be used in teaching learning process.

2. Writing is difficult skill because it is related on detail. It is difficult because the students should know more about grammar, content, organization, and vocabulary to make good writing.

3. Learning activity needs more variation of approach in order to encourage students to be more independent

1.3 Research Question

Is constructivism teaching and learning effective to improve students' writing achievement?

1.4. Objective of Study

The objective of the study is to find out whether constuctivism is effective to improve the students' writing achievement in descriptive text, a student on the ten grade students of SMK N 1 Demak in the academic year 2018/2019.

1.5. Hypotheses

The Hypotheses of this study are as follows:

- H_0 (Negative Significant) :

There is no a significant difference in achievement between writing performance who are taught using constructivism teaching and learning and who are taught without using constructivism teaching and learning.

- H_I (Positive Significant) :

There is a significant difference in achievement between writing performance who are taught using constructivism teaching and learning and who are taught without using constructivism teaching and learning.

1.6. Limitation of the Study

Due to limited space, time, cost, and others this research will focused on finding only the effectiveness of using constuctivism as an approach of teaching writing to improve students achievement in the 10th graders of students in SMK N 1 Demak.

1.7 Significance of the Study

By looking at what is to do. This study is expected to contribute in developing the perspective of teacher regard to the use of constructivist as an approach. However it can be to teach

This study may give the following benefits for the fhurther researchers and the teacher. For the further researchers this research only limited to the effectiveness counstructivism learning as an approach, while that influence of performance are to much, such as students' environment, responsibility, attitide, psycologycal factors, etc. Aspect that have explained are expected to do advanced research.

1.8. Definition of The Key Terms

A brief definition of the key terms of this study is given in order to provide more clarity and avoid ambiguity. The key ters of this study are defined as follows:

1. Constructivism learning

Constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction." In other words, students learn by fitting new information together with what they already know (Bada, 2015).

2. Writing

Writing is an action process of discovering and organizing an idea and putting them on paper, then reshaping and revising them. So, writing is also a medium of communication on paper that has some steps to be done to get a good writing (Meyers, 2005).

3. Descriptive text

Descriptive text is a text which is created when the words are put together to communicate a message. Description is a type of written text, which has the specific function to give description about an object (human or non-human). Description contains describe of an object, it can be their habit and their activities (Hartono, 2005).

1.9. Outline of the Study

In this research, the writer provides the study outline to facilitate the reader in understanding this research. This research is divided into five chapters.

Chapter 1 is introduction. This chapter explains the Background of Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Research Question, the Objective of the Study, the Hypothesis, the Limitation of the Study, the Significance of the study, the Definition of the Key Terms and the Outline of the Study.

Chapter II is review of related literature. This chapter covers In this capter, the writer gives some theories which are related to this research. Those are Teaching English as Foreign Language, Constructivism learning, General Concept of Writing, Descriptive Text and the Review of Previous study.

Chapter III is research method. This chapter explains the Research Design, the Subject of the Study, the Variables of the Study, the Instrument of the study, and the Procedure of Data Collection.

Chapter IV Analysis of Result, discusses about the School Profile, the Description of Respondent, the Validity and Reliability Instrument of Research, the Pre-Test, the Treatment, the Post-test, and the Discussion of the Research Findings.

Chapter V discusses about the conclusion of the research and the suggestion for the readers, especially English teacher, students, and other researchers.