

# CHAPTER I

## INTRODUCTION

This chapter covers background of study, the research question, the objective of study, and the significance of study. This chapter is provided to give clear understanding of the facts that underlie the research in doing this study.

### 1.1 Background of Study

In order to be success and effective in communication in English, there are four language skills that need to be mastered, namely listening, reading, speaking, and writing. Mastering all the language skills is really expected because they cannot be separated since they are in unity (Mettaningrum, et al., 2013). A person can be said to be skilled when mastering those all four language skills. But, among those four language skills, Ratminingsih, et al. (2018) said that writing is a very important language skill that needs to be acquired by EFL students. This productive skill plays an important role as to make them able to create their own pieces of writing in different genre texts which are required by the curriculum. If people are good in writing skills, it will allow them to communicate their message, to share ideas, to arouse feelings, to persuade and to convince other people and become easy to reach and be reached by a far larger audience than through face-to-face.

Piscayanti (2010) stated that writing is a skill that is really important because it can help students to be more sensitive about social life around them. Besides, it also can be used to communicate their life to other as to share the

knowledge they own. Furthermore, it also helps them to remember, understand deeper, and think critically about the problem. That is why writing skills should be taught since early age. What the students see and hear can be recorded through writing and the experience can be shared to reader.

The purpose of teaching writing in high school level is to make the students be able to produce various forms of short functional text and essay. The text forms that should be generated are recount, narrative, procedure, descriptive, report, news, exposition, explanation, discussion, and review text. Unfortunately, achieving that purpose is not an easy thing.

In reality, the teachers still use conventional way with teacher centered approach, in which the teachers explain the topic verbally and then let the students write the topic. In this case, the teachers do more teaching and learning activities in the form of lectures. When attending the class, the students are limited to understand while taking notes, for those who feel they need it. The teachers seems to be the only source of knowledge, means that the teachers only provide one way information because what they want to achieve is how they can teach well. Therefore, it will only make the teachers smarter but the students only have experience of listening what the teachers said. The output produced by this learning approach result no more than students who are less able to appreciate knowledge, fear of opinion, do not dare to try which ultimately tend to be passive students and lack of creativity.

These phenomena happened in SMA Negeri 1 Kediri. Based on the observation done by the researcher, the students were not provided with a well guidance by the teachers. The teachers sometimes did not give any further

explanations or feedback about the writings produced by the students. They only focused on the grammar and vocabulary rather than the content, structure, and the ideas.

Based on interviews conducted with English teachers in grade XII at SMA Negeri 1 Kediri, the teachers claimed that they still used the lecture method in learning where students were only listeners so they weren't directly involved in the activities. Concerning the time and target material that is already in school, the lecture method is considered the fastest method of completing the teaching process. There was no variation in teaching and learning method.

As a result, the student wrote without concerning the component of writing, such as cohesion, coherence, and unity. Besides, the students were accustomed to receiving materials from the teacher and most of them just listening without asking anything because what was said by the teachers had been believed and no longer needed to be questioned as if the concept was absolute and should not be denied. Because of that, the students tended to be passive in learning process. Students felt saturated which caused them to have lack of critical thinking in writing. The learning process and the students became mindless or not intelligent.

A lot of researchers take those problems as the concern of their study. Therefore, they were inspired and try to found an innovative learning model. One of them was Mindful Learning. Mindful Learning is a learning that emphasizes peace of mind, sensitivity, and open mind which is first introduced by Professor Ellen J Langer, a professor of psychiatry at Harvard University. Mindfulness is a flexible state of mind in which people are sensitive to the surroundings, observing new things and being open to context (Langer, 2000). According to Baer, et, al

(2006), Mindful Learning is a learning model that emphasizes students to have capacity to: (a) observing: the ability to observe and to be aware of thoughts, feelings, perceptions, and sensations; (b) describing: the ability to describe in words; (c) acting with awareness: (d) non-reactivity: non-reactive attitude towards personal experience, and (e) non-judge: attitude without assessment of personal experience. Those characteristic can encourage the students' critical thinking.

Some studies show the effectiveness of Mindful Learning in improving learning. First, Ellen J Langer in 2000 made a research entitled Mindful Learning. This research describes the results of Langer's research on Mindful Learning that it enhances the sensitivity to context, perspective, and control of lives. In 2009, Yeganeh and Kolb by their research stated that Mindful Learning combined with Experiential Learning will encourage awareness of the present better and make students become sensitive to context. This learning generates the awareness gained from experience to gain new knowledge and new perspectives. In 2016, Wang and Liu's research concluded that mindful learning enhances the effectiveness of learning English as a foreign language in China. Still in the same year as Wang and Liu, Chase Davenport and Francesco Pagnini concluded that the application of Mindful Learning can increase opportunities for students to practice 21<sup>st</sup> century learning skills of creativity, collaboration, communication and critical thinking. The process of exploration, expression and exhibition encourages students to some way to get specific solutions and multiple solutions to some issues. In 2017, Piscayanti in her research stated that Mindful Learning is an effective tool to encourage students' awareness of learning, students' engagement with the context of learning as well as the students' flexibility towards new ideas in learning

Considering that Mindful Learning can offer greater benefits upon students' learning achievement and analyzing the characteristic of Mindful Learning itself, it is appropriate to be implemented in the teaching writing. By learning it in writing activity, the learning process it is predicted to be more conducive because it based on the characteristic of Mindful Learning that lead the students to be able to experience behavior or information as novel and fresh, notice new things, and open to uncertainty, to be able to view things or ideas from several perspectives, thereby broadening possibilities and critical thinking, to be able to attend the context of the new behavior or information and connect them as well, to be able to draw distinction and create new categories for understanding, and also generate their opinions, to be able to be presents in the moment. Those characteristic potentially encourage the students' motivation and interest in writing activity. Unfortunately, there is no study that show the effectiveness of Mindful Learning in improving students' writing competency in Indonesia. Therefore, the researcher is interested in investigating whether or not the implementation of Mindful Learning gives significant effect toward students' writing competency. In this research, mindful learning will be applied for specific genre of text which is review text. This study will be implemented on twelfth grade students of SMA Negeri 1 Kediri in academic year 2018/2019.

## 1.2 Identification of Problem

Based on the background of the problems outlined above, several problems can be identified as follows:

1. Teaching and learning activities are still teacher-centered so students are less active in learning.
2. The teachers do not involve students directly in the learning process.
3. Lack of variation in learning methods
4. Students felt saturated which caused them to have lack of critical thinking in writing.
5. The learning process and the students became mindless or not intelligent.
6. There is uncertainty whether or not Mindful Learning have significant effect toward students' writing competency.

## 1.3 Limitation of Problem

Based on the identification of problem above, this study was restricted to know the effect of Mindful Learning toward students' writing competency. There were two samples which were taken from twelfth grade students of SMA Negeri 1 Kediri in academic year 2018/2019. One group is an experimental group and treated by using Mindful Learning. Another group is a control group and treated by using conventional writing strategy. To collect the data, the instrument that was used is writing test. This study focused on students' writing competency.

#### **1.4 Research Problem**

Based on the background of the study above, the research question of this study can be formulated as follows:

Is there any significant difference in writing competency between the students who are taught by using Mindful Learning and those who are taught by using Conventional Teaching Technique at twelfth grade of SMA Negeri 1 Kediri in academic year 2018/2019?

#### **1.5 Objective of the Study**

Based on the research questions above, the objectives of this study are:

To investigate whether or not Mindful Learning gives significant difference on students' writing competency when compared with Conventional Teaching Technique at twelfth grade of SMA Negeri 1 Kediri in academic year 2018/2019

#### **1.6 Significance of the Study**

The result of this study is expected to be beneficial in the English language teaching quality and to contribute theoretically and practically.

##### **1.6.1 Theoretically**

Theoretically, this study is expected to give contribution toward English teaching strategy. Moreover, this study also provides a contribution to the theoretical insight in teaching English as Foreign Language (EFL), especially in teaching writing through the implementation of Mindful Learning. Besides, this

study also becomes reference and an alternative source in conducting similar research related to Mindful Learning.

### **1.6.2 Practically**

The result of this study is expected to be beneficial and give positive contribution to the teachers, the students, and other researchers.

#### **1. For Teacher**

Through this study, the teachers can enrich their knowledge about teaching writing strategies. It can provide them idea and inspiration on how to conduct teaching writing effectively by using Mindful Learning.

#### **2. For Students**

This study is beneficial for students and effective in helping them in writing. It is expected to create effective writing class that let students explore and develop their writing.

#### **3. For Other Researchers**

This study is expected to be reference or alternative source for other researchers who are going to conduct a similar research or even expand it any further.