

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In junior high school, students need to learn English as a foreign language. English is an important subject to learn as one of the subjects that are tested in the national examination. Every school has a different way to make students more interested to learn. The different way is intended to provide the students with a successful learning experience. The learning process can be defined as a reflective process that enables the learner to learn by the previous experience to understand and evaluate the present (Biggs, 1989). It means that the learners learn more about something based on their past experiences. Thus they assimilate new knowledge, skills or behavior if they are similar to the old ones or accommodate them if they are different from the former.

The learning process will be successful if it follows the fundamentals of learning. It is the goal for the learners to get the points of the lesson during the daily learning opportunities in the classroom (Heritage & Heritage, 2013). This has an implication in planning and teaching activities. The fundamentals of learning include making meaning, participating and contributing, and managing learning. Making meaning means a process of understanding the information or experience. Participating means giving more contributions. The last is managing learning. It means that learners should be able to manage their self-direction and initiative, such as by sharing and seeking for information in the learning

process. Based on the explanation above it can be said that the teacher plays a very important role in making the learning process effective.

The effective teaching is a teaching process that has an effective effect on the learner (Slameto, 2014). There are some components in an effective teaching, such as (a). a good material corresponding with the syllabus, which means that the teacher chooses the appropriate material corresponding with the syllabus used. (b). a good teaching technique: the teaching technique employed should be appropriate to the material used and students' need' and (c) the students' feeling in the teaching-learning process: to make the teaching and learning process more effective, the teaching and learning process should be enjoyable and make the students comfortable in following the learning process.

Beside paying attention to the three components above, an effective learning process can be successful when the purpose of the learning process is attained. The purpose of learning English is to make the students be able to use English. In Indonesia, English is a foreign language because most of Indonesians use their mother tongues as the first languages and Indonesian language as the second language.

English is a dominant language in the world (Crystal, 2003). It is an important language to be learned especially in this globalization era in which most international communications are carried out in English. So we need to be able to communicate in English, both spoken and written.

Learning English is an integrated process. There are four basic skills to be mastered by the students: listening, speaking, reading and writing. The four skills are very important to learn. Listening and reading are receptive skills while

speaking and writing are productive skills. Listening is the ability to listen to and understand conversations, news stories, etc. Reading is the ability to read and understand texts. Speaking is the ability to speak and is concerned with phonological system. Writing is the ability to write or produce something like a sentence, paragraph, and text.

In learning a second or a foreign language, writing is the most important skill to learn and should be mastered by the learner (Hyland, 2003). It means that the learners need to develop their writing skill well. There are five steps in writing process (Oshima & Hogue, 1997). The five steps are : (a). pre-writing: is a way to get ideas, (b). organizing: organize the ideas into a simple outline, (c). writing: write a draft and use the outline as guidance, (d). revising and editing: polish what did you have written, and (e). Final writing: write the final writing.

Writing is one of the most important competencies nowadays. It is one of difficult skills to be mastered by the students. In writing the learners are expected to master in linguistic, cognitive and socio-cultural competencies (Barkaoui, 2007). According to Carol Rinnert & Hiroe Kobayashi (2009), writing activity is a complex activity. In writing process, students do not just have to learn how write something, because writing includes thinking, sharing and writing process. One of the learners' problems in writing activity is that they cannot find or construct ideas so that they get confused when asked to write. It makes writing activity more challenging for English as a foreign language students because finding or constructing ideas is the first important aspect in writing process.

According to Nezakatgoo (2011), writing skill is difficult for the English foreign language learners to be master. Several problems in writing usually occur to beginner students. They usually find difficulty in the learning process. When they find those problems, some students may be able to solve their problems and some others cannot. The problems are ideas development and how to organize them into a good essay. Although some of them can write, they are often confused and face difficulties in grammar, vocabulary, and use of punctuations when they are writing.

Grossman (2009) states that the difficulties in writing are caused by two important factors. The factors are linguistic problems and limitation in writing skills. The problems cause the students to have a low writing achievement. To solve these problems it is important for the teacher to choose a good technique in teaching writing.

In the 2013 Curriculum the teaching and learning process is expected to be able to achieve the learning objective. But, in fact, it can not be realized well because of the teachers' habit of using conventional teaching at every meeting. Some teaching techniques can be used, especially in teaching writing. Cash, Ravenel, & Cash. (2014) state that in the EFL context, the teacher should optimize the learning process by using teaching techniques. One of the teaching techniques is learning cycle model. The learning cycle model is a set of learning cycles which consist of several important steps or phases that should be followed by the teacher and the students in the teaching and learning process.

Based on the explanations above, the researcher used a learning cycle model by Hyland (2003). The learning cycle model includes the four language

skills : speaking, listening, reading and writing. There are three steps in applying the learning cycle model in the teaching and learning process (Hyland, 2003). The three phases are (a) modeling a text, (b) joint construction of a text and (d) independent construction of a text.

The first phase is modeling a text: the teacher introduces and explains the model of the text and discusses it together with the students. In this phase, the students are engaged in following deconstructing, modeling and implementing the text in the real life. The students should also be able to explore the similarities, the differences, vocabulary use and the grammatical patterns related to the topic of the text. For the joint construction of the text, the students should be able to construct the text together with their friends and the teacher. In this phase, the teacher plays the role as a guide for the students. The purpose is to reinforce the students' ability about the generic structure and the purpose of the text. The last phase is the independent construction of a text. In this phase, the students are prepared for the independent construction of a text. The students should be able to write a text independently.

The learning cycle model has been implemented in some schools in Indonesia such as in Bali. One of the schools that have used this teaching technique is SMP Saraswati 1 Denpasar. Based on this fact, the researcher chose SMP Saraswati 1 Denpasar as the place of conducting this research. In the preliminary research, the researcher interviewed the English teacher and the eighth-grade students in the school. The purpose of the preliminary research was to know and to get more information that was needed for this research. The researcher asked some questions to the teacher about the lesson plans , syllabus,

and the process of teaching English in the classroom. The researcher also interviewed some of the eighth grade students about the teaching and learning process in the classroom.

The result of the interview showed the writing competency of the students was not good enough. Some students said that they had problems when they were writing. The students lacked ideas for writing, felt it difficult to write, and were worried to make mistakes in grammar, vocabulary, and the generic structure of a text.

Then, the researcher also interviewed an English teacher. The English teacher in SMP Saraswati 1 Denpasar said that the writing competency of the students was not good enough. She also explained how she taught in the classroom. The English teacher used the syllabus and lesson plans for preparing the teaching process. Based on the syllabus and the lesson plans, the English teacher used conventional teaching in teaching writing. She used the learning cycle model and did assessments only in the last part of the lesson. So that was why the result of the writing competency was not good enough. This fact was justified with the result of the observation which was conducted by the researcher during the teaching and learning process in the classroom. The researcher observed the teaching and learning process include the teacher and students' activities.

The result of the observation showed that the teaching and learning process was very teacher-centered. The implementation of the learning cycle model was less successful because the implementation was very teacher-centered. The teacher led all of the activities without allowing the students to assess their

writing. This made the students unable to compare their relative position with the criteria set for the quality of writing. This problem needed to be solved and one way of doing this is by using a teaching technique assisted by an authentic assessment.

A meaningful assessment involves authentic tasks and context (Nichols, Shidaker, Johnson, & Singer, 2006). Based on the 2013 Curriculum, the teaching technique is meaningful if it is assisted by an authentic assessment on its application (Permendikbud, 2013). There are four forms of authentic assessment: a. project assessment. b. performance assessment, c. self-assessment and d. portofolio assessment (Marhaeni & Kusuma, 2017). Project assessment can be used to know the students' ability in applying their knowledge (Marhaeni et al., 2017). Performance assessment is the ability to use the skill in a variety of an authentic context to solve complex problems. Self-Assessment is an assessment done by the students themselves to evaluate their achievements. Portofolio assessment is a procedure to collect information about students' development and their abilities from their portofolio documents.

Based on this research, the researcher used the learning cycle model adopted from Hyland (2003). This learning cycle model was based on the 2013 Curriculum which requires the students to be more active in the learning process and the learning process should be student-centered. According to Hyland (2008), learning cycle model makes it easier for the students to write because every process is very structured and is aimed to make the students be able to write independently. The use of the learning cycle model also helps the students to improve their writing competency independently (Dirgeyasa, 2016). The

implementation of the learning cycle model was done but it was not yet clear, especially at the eighth grade in SMP Saraswati 1 Denpasar. The writing competency of the eighth grade students in SMP Saraswati 1 Denpasar was not good. If it is less effective, it means that the implementation of the learning cycle model should be made more optimal.

In the present research, to maximize the use of the learning cycle model in the learning process, it was assisted by self-assessment. Therefore, the researcher combined the learning cycle model and self-assessment. The selection of self-assessment was based on the Government Regulation No. 19 of 2005 about National Education Standard (Presiden RI, 2005). The assessment can be used as a proof of whether or not the learning objectives are achieved. Therefore, an assessment should be done continuously and should not only be made in the final part of the. The researcher was interested to choose self-assessment because this assessment is continuously oriented to the learning process and the result (product).

The use of the learning cycle model does not only make the students able to write something but also to achieve and get the purposes of the writing activity (Dirgeyasa, 2016). Self-assessment is an assessment done by the students themselves to compare their relative position with the criteria which have been specified (Permendikbud No.66 year 2003). The combination of the learning cycle model with self-assessment is expected to be effective in improving the writing competency of the students. By using the learning cycle model assisted by self-assessment, the students are expected to learn step by step corresponding with the cycles.

The implementation of the learning cycle model assisted by self-assessment has a purpose to make an independent writer. Dirgeyasa (2016), states that the student can be said as to have become independent writers if they can motivate themselves to solve their problems such as to increase the willingness in writing activity so that the result will be optimal. Based on the explanation above, the researcher was interested to use this teaching technique because this teaching technique is new and has not yet been applied in all of the schools in Indonesia. The researcher also hoped that this strategy could make the students more interested in writing and improve the writing competency of the eighth grade students of SMP Saraswati 1 Denpasar.

This research aimed to observe the implementation of the learning cycle model assisted by self-assessment and to measure the effect of the learning cycle model assisted by self-assessment for the EFL students in SMP Saraswati 1 Denpasar. The combination of the learning cycle model and self-assessment is effective in the teaching and learning process, especially in writing class. This fact has been proven by the result of several studies.

From Qarareh (2017) did a research on the effect of using the learning cycle method in teaching science on the educational achievement of the six graders. The result showed that the learning cycle method was very good to use in the education field and the other subjects. Then, Hanuscin & Lee (2008) did a research on using learning cycle as a model for teaching and learning cycle to preservice elementary teacher. The findings showed that the concept of learning cycle model could help the teacher in conducting the teaching and learning

process, and the learning cycle model also made the learning process more interesting and could develop the students' achievement in a writing activity. □

Jumarah et al. (2013) did a research on the effect of self-assessment and self-concept on the students' writing competency at eighth grade of MTS Darul Aitam Jerowaru in academic year 2012/2013. The researcher looked at the effect of self-assessment only and the finding of this research showed that there was a significant effect of self-assessment on the students' writing competency. Paramartha (2012) did a research on the effect of self-assessment strategy and self-efficacy on the students' writing competency. the researcher especially looked at the effect of self-assessment strategy. The findings of the research showed that there was a significant effect of the implementation of self-assessment. By using a self-assessment strategy, the teaching and learning process became successful.

The important reason for the researcher to use the learning cycle model assisted by self-assessment was because this combination is new. It was hoped that the learning cycle model assisted by self-assessment could be an interesting teaching technique in the learning process. In Indonesia, there are still very few people who have implemented this teaching technique both for research and everyday teaching and learning activity in the classroom.

This research used a mixed-method research design with an explanatory sequential mixed method design. Creswell & Plano-Clark (2011) states, the mixed-method research design involves combining or integration of qualitative and quantitative research data in a research study. Based on the research background, the present research was conducted to observe the implementation of the learning cycle model assisted by self-assessment and the effect of the learning

cycle model assisted by self-assessment. The present research was conducting to the eighth grade students who learned English as a foreign language in ten meetings at SMP Saraswati 1 Denpasar. First, the researcher conducted quantitative research and the result of the quantitative data was justified with the qualitative data based on the result of the implementation of the learning cycle model assisted by self-assessment.

1.2 Problems Identification

Based on the research background above, there were specific problems encountered by the students and teacher in writing class as follows :

1. The implementation of the conventional teaching is not yet successful in increasing the writing competency of the eighth grade students in SMP Saraswati 1 Denpasar because the conventional teaching did not give chance for the students to know and evaluate their strengths and weakness in the learning process.
2. The kinds of vocabulary use, grammar structure, and punctuation use made the students confused and sometimes worried.
3. The assessment process of the learning process in EFL focused on assessing the tasks as the result of the learning process.

Based on the problems above, the writing class needed a variety of assessment techniques in learning to make students more interested and to know the writing skill of the students. Therefore, the implementation of the learning cycle model assisted by self-assessment was assumed to be able to

give a positive effect to the English foreign language students' writing competency in teaching and learning writing process.

1.3 The Limitation of the Research

Based on the problem identified above, this study was limited in two important aspects as follows :

1. The writing competency of the eighth grade students in SMP Saraswati 1 Denpasar.
2. The implementation of the learning cycle model assisted by self-assessment of the eighth grade students in SMP Saraswati 1 Denpasar.

1.4 Research Problems

Based on the explanation above, the researcher formulated research questions to make it easier to conduct this research. The research problems were as follows:

1. How is the learning cycle model assisted by self-assessment implemented in writing class participated by the eighth grade students in SMP Saraswati 1 Denpasar?
2. Is there any significant effect of the learning cycle model assisted by self-assessment on the eighth grade students in SMP Saraswati 1 Denpasar?

1.5 Research Objectives

The objective of this research was to answer the research problems above.

The objective of the study was categorized into two parts as follows :

1. To observe and explain the implementation of the learning cycle model assisted by self-assessment which is implemented in writing class on the eighth grade students in SMP Saraswati 1 Denpasar.
2. To investigate whether or not there is any significant effect of the learning cycle model assisted by self-assessment on the eighth grade students in SMP Saraswati 1 Denpasar.

1.6 Research Significances

The goal of this research was to provide meaningful research findings. The result of this research will be useful for both teachers and students of SMP Saraswati 1 Denpasar in the learning process ,especially in teaching writing and it can also be useful for the reader. There are theoretically and practical significances of this research.

1. Theoretically, this research is expected to support, contribute and be a guide for a teacher in teaching writing. The teaching strategy used can also be an improvement in the teaching. The findings of this research do not only measure the effect but also can be used to improve the writing competency of the students. This research would also present an interesting and new strategy in teaching writing for the modern era.
2. Practically, these research findings are expected for the English teacher, the students, and the other researchers. This research is expected to be

used as a reference for the English teacher in SMP Saraswati 1 Denpasar. This research can also be used as a new reference of strategy for the teacher in teaching writing in the classroom. This research also presents a new alternative teaching strategy for English teachers so that the teacher can make the class very interesting with the kinds of teaching assessments and make it easier for the the teacher to assess the writing skill of the students. The research findings also give a benefit for the students. This research is intended to measure the effect of the implementation of the learning cycle model assisted by self-assessment and to give feedback and support to the eighth grade students in SMP Saraswati 1 Denpasar in learning English as a foreign language students to improve their writing competency. Because by following this techniques, the students learn step by step corresponding with the cycle and can compare learning targets with their ability by doing self-assessment. For the other researchers, this research can be a reference for the next studies.

