

## CHAPTER I

### INTRODUCTION

This chapter presents the general account of the study. It covers background of the study. Formulation of the problem, Objectives of the research, Significant of the Research, Limitation of the Research and Definition of the operational term.

#### **A. Background of the Research**

Writing is in essence a more conscious process than speaking, spontaneous discourse is usually spoken, self-monitored discourse is usually written (Halliday, 1985). Writing as productive skill that involve thinking skill and has many rules such as, grammar, spelling, cohesion, coherent, and the style of writing in the process of writing. Generally, people who master writing in English and has good written language, they have good competence in English also. It is become as benchmark for people that master in English language, create many benefits in social life, as Urbanova and Oakland (2002) state that the written language is nowadays an important social and educational function and its status has a high social prestige. Writing has a unique position in language teaching since its acquisition involves practice and knowledge of other three language skill, such as listening, reading and speaking. Moreover, people should involve three factors when they practice writing, they are: Psychology, linguistic, and cognitive factors. Such as Bryne (1982) argues writing is transforming our thoughts into language and it is very complex skill that requires both physical and mental activity. Moreover, writing is not easy nor spontaneous; it requires mental effort. Bryne (1982) divides the problems that make writing difficult into three categories.

The first category is psychological problem, caused by lack of interaction and feedback between reader and writer. The second category is linguistic problem which occurs because in writing one has to keep communication open through own efforts and to ensure the choice of sentences structure in order the text can be understood. The third category is cognitive problem since writing has to be taught through formal instruction.

Writing skill need more time and practice to achieve mastery level. Raimes (1983) states that writing usually requires conscious effort because the author agree how to compile sentence and read again what was written. There are several interrelated components namely, content, organization, grammar, syntax, diction, purpose, audience, and author's process. Moreover, as Richard and Renandya (2002) state that Writing is the most difficult skill for second language and foreign language learners. It is become the biggest reason that this productive skill is very important to be mastered by student in Senior High School in Indonesia which learning English as a foreign language. The importance of the mastery of writing skill is quite reasonable for EFL (English as a Foreign Language) learners in Senior High School. In the context of school settings, writing skill is more crucial to be mastered by students because they are required to have knowledge adequately in order to produce specific writing genre as essays, summaries, critical review and research papers (Dudle-Evans & St. Joun (1998). Students in Senior High School expected to be active, creative and innovative in writing. Glenn et al (2003) said that Writing is teachable. It is an art that can be learned. The student learns to master writing skill start at the first grade, it is expected they could produce their own writing. Teaching writing should be interesting and simple, the students not only understand the theory.

but they can practice after they learn. Teacher have to find out the method or approach which can stimulate the students to pour their ideas in the text.

Nevertheless. in teaching learning activity there are difficulties that faced by students in writing activity.

Many students who have studied for six or more years of second language or foreign language are still unable to express themselves in clear, correct and comprehensible manner in target language (English) through four skill especially in writing skill. From the results of interview about the problems of writing faced by Senior High School students was found that most of Senior High School students got difficulties in writing skill. The students had problem in writing, such as lack of vocabulary, less experience and motivation to write. (as cited in River, 1981)

The prompt which teacher gave when writing activities reduce their creativity (as cited in Ikrima, 2014). The teacher as facilitator in implementation of Curriculum 2013 are obligated to bring the student to more active, solve their problem and stimulate their ideas in writing activity. To familiarize students in writing since first grade, teacher have to accustomed them to express their opinions and ideas in written language. Not only that it could bring more benefit such as, student more confident with their writing, learning writing at the next level will be easier and more structured. Therefore, the teacher demanded to make various innovation to explores the potential of students through a meaningful learning process which is expected to be able to achieve the objectives. That is become a challenge for English teacher to solve the problem and looking for the exact model or strategy or approach that appropriate in writing activity in curriculum 2013. The model or strategy or approach has been communicative, simple, can stimulate the ideas and can be applied in daily activities.

Adult learning theory (Andragogy) refers to the practice of teaching and educating adults (Knowles, Holton, & Swanson, 2005). Adult learning method is the way to organize the students in order to learn both of theory and practice (Anonym, 2006). Teaching learning activity in education formed by flexible tool which can help students learn efficiently. Adult learning accumulating the knowledges and experiences of the learner to create the new knowledge and experience. The principle of adult learning is learner centered, which offer the learner release their creativity, ideas, opinion freely based on their experiences. Malcolm Knowles (1970) introduce an approach that could be used in adult learning, it is called by Andragogy approach. Andragogy as the art and science of helping adults learn. His concept of andragogy is based on the assumptions that adult continue to learn in their lives and that they learn somewhat differently than children (pedagogy relates to children) (Knowles, 1970). There are four assumptions which are the base of the concept by Malcolm Knowles (1970), they are: (1) The learners' self-concept, (2) The Role of Experience, (3) Readiness to Learn, (4) Orientation to Learning. The implementation of andragogy approach is beneficial for teaching learning adult students by applying the assumptions from the Malcolm Knowles. Because the purpose of this approach is encouraging the students to be able to think rationally, has skill to try independently, improve their passion.

However, beside Scientific approach that can apply in teaching senior high school student, Andragogy approach also can be implemented in senior high school level. Even though, they are not adult learner yet in term of age. But, their physical growth almost in adult stages. State Senior High School Puri in Mojokerto implemented the Andragogy Approach in teaching learning activity.

The students in SMAN 1 Puri in Mojokerto has accustomed in writing their opinions, comments, and ideas without prompt from the teacher, it is purposed to make students enjoy in writing. From that habit, some of them has their own writing. It is supported by the curriculum which is implemented there, emphasize to develop the students more active and creative.

From those issues, the researcher was interested to conducted a research related to the Senior High School Students in an English class to found out the implementation of andragogy approach in writing activity for first grade Senior High School students.

### **B. Formulations of the Problem**

Based on the background of the study above the problem statement to achieve the target as follow:

1. How is the implementation of Andragogy approach in writing activity for first grade Senior High School students in Mojokerto?
2. How are the students' responses when learning writing using Andragogy approach?

### **C. Objectives of the Research**

The general objectives of this research were to know the process implementation of andragogy approach in writing activity for first grade in senior high school students. Based on the previous problem statement.

The specific objectives of study were:

1. To describe the implementation of Andragogy approach in writing activity for first grade of senior high school students in Mojokerto.
2. To find out the student's response when learning writing using Andragogy approach.

#### **D. Significant of the Research**

##### a. Theoretically

The implementation of Andragogy approach in writing activity for first grade of senior high school student in Mojokerto was appropriated. Most importantly, by this approach it is believed that learners have the potential to become self-motivated and self-directed, rational, and emphatic to participate in collaborative discourse and to become capable of exercising individual agency and to act reflectively (King & Wright, 2003; Merriam, 2004; Mezirow, 1991, 2000)

##### b. Practically

This research was significant for several reason. First, the result of this research is expected to be useful for the English teacher references about using adult learning approach in Senior High School that might be appropriate. For example, the implementation of Andragogy approach in writing activity for first grade of senior high school students in Mojokerto. It is expected to can increase the creativity based on student's experiences in writing activity. Second, it is expected explain briefly the common reason of how teacher implement Andragogy approach in writing activity. And finally, this research is expected to be meaningful information for further research in the future for better understanding about usefulness of Andragogy approach in writing activity and the

limit to reveal the ideas and creativities in writing can be avoided for better teaching writing process in the future classroom.

#### **E. Limitation of the Research**

The target of this study was investigated how the implementation of the Andragogy as approach to teach English for the first grade of senior high school students. Where the limitations of the study are limited to the research subject and object.

##### **1. Subjects**

The research subject would be limited to one science class in the first grade of Senior High School students.

##### **2. Object**

The research object would be limited on the implemented Andragogy approach for first grade of senior high school students is appropriated.

#### **F. Definition of the Operational term**

The writer would describe again two variables as explained before, those are:

##### **1. Writing activity**

Rivers (1981) states Writing is conveying information or expression of original ideas in a consecutive way in the new language. Writing is a productive process to release what people thought by the text. In writing activity people can

write their expression, ideas, opinions, planning, visions, or anything else by their own language.

## 2. Andragogy approach

Knowles (1970) said an approach that could be used in adult learning, it is called by Andragogy approach. Andragogy as the art and science of helping adults learn. His concept of andragogy is based on the assumptions that adult continue to learn in their lives and that they learn somewhat differently than children (pedagogy relates to children). Andragogy is a one kind of approach in teaching-learning process, majority it uses to teach adults learners. The application of this approach based on the student's experiences.