CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

In learning English, students at English Department have to master four basic skills: listening, speaking, reading, and writing. Writing is the one of four skills that people find hard to learn.

As people deliberaty form writing in particular genres, people remake or further understand relationships among ideas. The use of metaphor or the structure of poetry, for example, demands a writer to form, choose and associate ideas in new ways. Since written language needs an elaboration and articulation of knowledge there is a "problem solving" (Klein, 1999 in Boyd, 2009) as we seek to make a logical message to plan our writing to represent that message better. John (1997: 12) states that teachers' role is to help students develop strategies to have a start, to have a draft, to revise and to edit. Teachers also have to know which technique should be applied in teaching writing so that students can easily learn writing.

A technique to teach writing is cooperative learning. In a private university. Cooperative learning, which is sometimes described interchangeably with 'collaborative learning' (Barkley, Cross & Major, 2005; Richards & Rodgers, 2001 in Tamah, 2015) basically brings up to the purpose of small groups where students work together to maximize their own as well as peer's learning which is often problem-based (O'Brien, Milles, & Cohen, 2008 in Tamah,

2015). Group presentation which is cooperative oriented is able to assist students to consider that working together and supporting one another is advantageous for the good of presentation skill improvement and also their future career (Doyle, 2008:115 in Tamah, 2015). The student-centered classroom is the teacher leaves it to the students and the teacher does not lecture the whole materials. A group of students leads the lecture with their power point for others. The teacher helps the students to maintain the flow or even the group which explained the theory to their peers in the other groups. The time given of presentation is 20 – 25 minutes per group. At the end of the meeting, the teacher summarizes the whole presentation given by the students (Tamah, 2015).

It is important to know the perception of students in Writing D class about group presentation used in teaching learning activity. Rock (1983) states that perception is the mental portrayal of external exposure and events that is correlated to the stimuli inciting our sense of organs. Knowing students' perception, a teacher can also know that group presentation is effective to be used in teaching writing.

This research is conducted to know students' perception on student centered learning in Writing D class. In the other non-Writing and previous Writing (Writing A, Writing B, and Writing C) classes, the teacher-centered classroom instruction is used in teaching learning activity more than student-centered learning instruction. Teacher-centered is a learning process where a teacher is the one who actively explains the materials.

1.2 Statement of the Problem

What is students' perception on student centered learning in Writing D class?

1.3 Objective of the Study

The objective of this study is to know students' perception on student centered learning in Writing D class.

1.4 Theoretical Framework

The basic theories of this study are the theory of perception, theory of writing, the theory of cooperative learning, and the benefits of cooperative learning. The correlation group presentation and cooperative learning, and the correlation between group presentation and theory of writing will be explained. The Writing D class will also be mentioned. The previous studies related to this study will be explained in this study.

1.5 The Assumption

This study assumes that students of English Department can have their own ideas to learn in Writing D class which is to respond to group presentation in teaching learning activity.

1.6 The Significance of the Study

The comprehension of students' perception will concede the gratification of the students using group presentation in teaching learning activity in

Writing D class. This study will inform the readers to know the group presentation applied in teaching-learning activity in Writing D class will be helpful or useless. The information is about the benefits of group presentation which is used in the process of teaching learning in Writing class. The students will get motivation in increasing their writing skill and contend each other to enhance the learning activity in Writing class. For the writing teachers, this can also inform the teachers how to use group presentation in their technique in teaching writing.

1.7 The Scope of the Study

This study is to observe students' perception in Writing D class of English Department of a private university in Surabaya. The subject of this study consists of students who are taking Writing D class at the beginning of the semester program. This study chooses Writing D class at a private university in Surabaya as the variable of the perception taken.

1.8 The Definition of Key Terms

Perception (from the Latin perceptio, percipio) is the organization, identification, and interpretation of sensory information in order to represent and understand the environment (Schacter, 2011). Perception is the way people think about something, the act of perceiving, or apprehending by means of senses or of the minds, cognition, and understanding.

The instructional use of small groups has been widely depicted. Its implementation is expected to encourage students to work together to

maximize their own and each other's learning (Johnson & Johnson, 1993, p. 9 in Jacobs, 2004). Cooperative learning used this way on a regular basis will most likely put undue pressure on those students who are high ability learners and low ability learners. (Johnson, 2004).

Writing is the approach to have a language generally when you speak. Writing is also a way to talk to others by paper or even computer screen. In teaching and learning process of writing, teachers have an important role (Meyers, 2005).

1.9 Organization of the Thesis

This study consists of five chapters and appendix. The first chapter covers research title, background of the problem, statement of the problem, objectives, theoretical framework, assumption, significance of the study, scope of the study, and the last is definition of the key terms.

The second chapter covers the review of related literature and the previous studies. The third chapter covers the research method of this study. The fourth chapter consists of the data analysis, findings, and discussions.

The last chapter is conclusion and suggestions. This chapter is separated to conclusion which serves the final result and it is concluding answer of data analysis and discussion and suggestions which help the lecturer to be better in helping students to perform better in the classroom activity.